

LEA: Reed Union Elementary Phone: (415) 381-1112 LCAP Year: 2015-18

Local Control and Accountability Plan and Annual Update Template

Our school district will create a teaching and learning environment that utilizes rigorous curriculum standards and assessments that measure student progress against world-class standards and expectations. We promote personnel practices to recruit, develop, and retain talented staff to create an exceptional learning environment. We reward excellence and innovation in our classrooms and support professional development and collaboration.

MISSION: Together we provide our children with extraordinary opportunities to enlighten their minds, inspire their hearts, and strengthen their resolve to positively impact the world.

VISION: Students, through their efforts and with the support of the whole school community, will become: Motivated learners committed to academic excellence, creative problem solvers, effective communicators, engaged citizens, and balanced individuals.

The Reed Union School District (RUSD) is an elementary district serving the southern Marin County communities of Belvedere, Tiburon, and a portion of east Corte Madera. Its three school sites are located in Tiburon: Reed School - Transitional Kindergarten through second grade; Bel Aire School - grades 3, 4, and 5; and Del Mar Middle School - grades 6, 7, and 8. District enrollment is projected to have 1,567 students at the start of the 2015-16 school year, with class size averaging approximately 22-25 students per grade level average. RUSD graduates attend high school in the Tamalpais Union High School District, as well as private schools in Marin County and San Francisco.

Our district uses multiple measures to assess the progress of our students. Teacher-made assessments are supplemented with on-line, commercially created, and standardized assessments. Surveys of parents, students, and staff help inform our practice and guide our goal setting. District strategic initiatives are determined by the Board of Trustees with input from school leadership and staff, Site Councils, PTA Boards, and the Foundation for Reed Schools Board input.

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

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

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

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

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

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced

in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52055(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

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

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01, community members, local bargaining units, LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>Parents were involved in developing the strategic goals and action plans through surveys, discussion groups, and presentations to Site Councils, PTA's, parent focus groups, staff meetings and Board planning sessions.</p> <p>Administrators at each site facilitated faculty discussions to discuss the target areas for improvement for 2015-16. Employees represented by the RDTA and CSEA were involved in reviewing District and Site Plans.</p> <p>In December 2014, all 3rd - 8th grade students were surveyed using a technology integration measurement tool from Bright Bytes, Inc. Parents of all students in the District as well as all certified staff members were also polled across five dimensions of technology tool implementation. The Bright Bytes survey results will be utilized to design professional learning and system improvements for the 2015-16 school year.</p>	<p>The direct outreach to stakeholders resulted in a cross-section of relevant groups contributing to the final goals, objectives, and action plans. After reviewing input and data from varied stakeholder groups, District specific priorities were discussed by Board Trustees, administrators, site teachers, and support staff.</p> <ul style="list-style-type: none"> • After reviewing in-put and data from varied stakeholder groups, District-specific priorities were discussed by Board Trustees, administrators, and site teachers. • The process of gathering input improved clarity of goals highlighted in the District's strategic plan with an added emphasis on the next Generation Science Standards. • Another priority was added to address the arts (art, music, PE, Spanish) specifically to address class size growth in middle school Spanish classes <p>Administration with input from staff and key parent</p>

	stakeholders groups refined the action plans and identified the initiatives to prioritize.
<p>Annual Update: Parents who serve on Site Councils at Reed, Bel Aire and Del Mar Schools were presented an overview of the LCAP goals and strategies in early October 2014. Specific feedback was incorporated into initiatives to prioritize revising the TK -5 grade report card and pilot math materials in grades TK - 8. A "Dive Deep" project-based learning week was planned at the 3-5 grade school.</p> <p>Each month during the school year, each of the sites hosted Site Council, PTA, and periodic principal-led updates about specific curriculum programs. During 2014-15 the following meetings were held:</p> <p>Reed TK-2 School:</p> <ul style="list-style-type: none"> • PTA- 9/10/2014; 10/8/2014; 11/12/2014; 12/10/2014; 1/14/2015; 2/11/2015; 3/11/2015; 4/8/2015; 5/13/2015 • Parent Education: Goal Share 9/17/14; Science 11/12; Math Materials 11/24; ELA 12/15; Reading 3/6. • Site Council: 10/6/2014; 11/3/14; 12/1/14; 1/12/15; 2/2/2015; 3/2/2015; 4/6/2015; 5/4/2015. <p>Bel Aire 3-5 School:</p> <ul style="list-style-type: none"> • PTA- 9/4/2014; 10/2/2014; 11/6/2014; 12/4/2014; 1/8/2014; 2/5/2014; 3/5/2014; 4/2/2014; 5/7/2014. • Parent Education: Goal Share 9/3/2014; Math Parents 12/9/2014; Math Materials 12/12/2014; Science 2/12/2015; Design Think 2/26/2014. • Site Council: 10/6/2014; 11/3/14; 12/1/14; 1/12/15; 2/2/2015; 3/2/2015; 4/6/2015; 5/4/2015. <p>Del Mar 6-8 Middle School:</p> <ul style="list-style-type: none"> • PTA- 9/11/2014; 10/10/2014; 11/13/2014; 	<p>Annual Update: The impact of stakeholder meetings was to explain the progress on the annual plan objectives and at the same time move the District forward with implementing the new California State Standards for English/language arts and math. More work with new science standards is a parent priority; and progress on math materials adoption, TK-5 Report Card revisions and technology deployment was accomplished.</p>

<ul style="list-style-type: none"> • Parent Education: Laptop Expectations 8/27/14; Goal Share 9/10/14; Challenge Success 9/26/14; Math Goals 10/14/14; Reading 1/21/2015; Goal Setting 3/16/2015 • Site Council: 10/6/2014 Goal Review; 11/3/2014 Site Plan, vision and portfolios; 12/1/2014 MS Math Common Core; 2/2/2015 Healthy Kids Survey data DM; 3/9/2015 Digital Media; 4/6/2015 ELA/ Reading Expectations; 5/4/2015 Electronic Portfolios; 6/1/2015 Planning for 2015-16. 	
Involvement Process	Impact on LCAP
The RUSD Board Trustees reviewed progress on the 2014-15 goals and objectives at a public Board meeting on April 7, 2015. The community was engaged in identifying long range goals and District needs during a process facilitated by consultants from Leadership Associates who were hired to help with the search process for a new Superintendent. Multiple community meetings were held in November and December 2014, and a leadership and district profile was developed for publication in January 2015.	The impact on the LCAP of the input meetings was to modify the goals for implementing new math materials to include the input of the new superintendent to be hired. Progress Report drafts for Grades TK-5 were presented to the Board in January 2015, and further refinements were recommended to staff. In February, March, and April 2015, each site principal engaged Site Council representatives (certificated, classified staff, and community parents) in reviewing progress and planning goals for 2015-16.
Annual Update: A new Superintendent will be hired on May 19, 2015, and once on site, she will review goals and progress and refine plans for the 2015-16 school year. A Strategic Planning process will be implemented in Fall 2015, with multi-year strategic goals as the intended outcome.	Annual Update: The annual update will be modified and revised when data from the SBAC assessments are received by the District in the summer of 2015.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (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.

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

Goal: Describe the goal.

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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.

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

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

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

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	Establish district-wide math, English/language arts and science curriculums that are aligned to the California Common Core standards and are coherent from the learner’s perspective and aligned from grade to grade and class-to-class. Guarantee student access to rigorous, relevant, and engaging projects and learning activities.			Related State and/or Local Priorities: 1X 2X 3__ 4X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Create a teaching and learning environment that utilizes rigorous curriculum standards and assessments that measure student progress against world-class standards in mathematics, ELA and Science.	
Identified Need:	<p>Identified Need: Student performance in math, ELA and Science California state standards will be evaluated at the end of the 2014-15 school year when Smarter Balanced state assessment results are available. Student performance in 2013-14 in Science (for grades 5 & 7) as measured the STAR exam will be maintained.</p> <p>Metric: Percentage of students receiving proficient ratings TK-5 or a letter grade of A or B in grades 6-8 on their report card will exceed 83%. Baseline performance on Standardized Smarter Balanced math & ELA assessments will be collected. Teacher designed end-of-unit math assessments, MARS Performance tasks, and math curriculum end-of-unit tests will also be used to determine student performance levels. For English/language arts a variety of assessments will be administered (Developmental Reading Assessment(DRA), end of book assessments on Accelerated Reader, and teacher made tests on expository text reading will be used to assessment reading comprehension and proficiency. Writing samples of students using teacher-designed writing rubrics will also be utilized K-8. Schools will have adequate textbooks and a variety of reading material available at each school. Progress for EL identified students and reclassification rates will be reported.</p>				
Goal Applies to:	Schools:	All schools			
	Applicable Pupil Subgroups:	All students			
LCAP Year 1: 2015-16					
Expected Annual Measurable Outcomes:	83% of students 3- 8 will be able master grade appropriate math objectives on Common CoreSmarter Balanced math assessments. 86% of students K-8 will score at least a 5 on a 8-point rubric for MARS tasks using a holistic rubric aligned to Common Core math standards. Baseline data for grades 3-8 will be collected for Math on the Smarter Balanced State Assessments.				
Actions/Services		Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
ELL and Low Income Pupil Intervention aides and/or certificated EL teacher.		All Schools	Curriculum modifications will be made for EL students. X Low Income X English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		Est.Cost: \$10,000 Funding Source(s): General: 1,000
Math Materials aligned to Common Core State Standards will be first piloted and later purchased for K-8 students.		All Schools	X All Students TK-8		Est.Cost: \$44,000 Funding Source(s): General Fund: \$44,000

Refine CC math units and complete scope and sequence of curriculum to align to CC State standards for math. <ul style="list-style-type: none">Integrate consistent regular use of math performance tasks using Silicon Valley MARS assessment tools.Hire Math Teacher on Special Assignment (TOSA) to consultant to coordinate math pilot programs for TK-8 teachers and model best instructional practices.		All Schools	X All Students TK-8	Est.Cost: \$100,000 Funding Source(s): General: \$100,000
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	86% of students 3- 8 will be able master grade appropriate math objectives as determined by end-of-year grades. Baseline data on Smarter Balanced Math assessments 3-8 will be collected and improved on by 5%			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
ELL and Low Income Pupil Intervention services will be provided students needing additional support.		All Schools	Curricular modifications will be implemented in regular classrooms.	Est.Cost: \$2,000 Funding Source(s): General: 2,000
			X Low Income XEnglish Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Math Materials will purchased for TK-8 students.		All Schools	<input checked="" type="checkbox"/> All	Est.Cost: \$50,000 Funding Source(s): General: \$50,000
Refine the development of CC math units and initial alignment of English /language arts curriculum to CC State standards. (\$5,000) Initiate regular use of math performance tasks using Silicon Valley MARS assessments. (\$5,000) Hire Math Design Collaborative consultant to mentor teachers and model best instructional practices. (\$30,000)		All Schools	<input checked="" type="checkbox"/> All	Est.Cost: \$20,000 Funding Source(s): General: 20,000
LCAP Year 3: 2017-18				

Expected Annual Measurable Outcomes:	89% of students 3- 8 will be able master grade appropriate math objectives as determined by end-of-year grades. Grades 3-8 performance on Smarter Balanced State assessments will improve 5 %.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain adequate interventions for students in need of extra support for math.	All Schools	<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est.Cost: \$2000 Funding Source(s): General: \$2000
Purchase additional consumable math materials for new and continuing students.	All Schools	<input checked="" type="checkbox"/> All	Est.Cost: \$18,000 Funding Source(s): CommonCore: 0 General: \$18,000
Maintain adequate math materials for students and staff.	All Schools	<input checked="" type="checkbox"/> All	Est.Cost: \$10,000 Funding Source(s): CommonCore: 0 General: \$10,000
GOAL 1:	Establish district-wide math, English/language arts and science curriculums that are aligned to the California Common Core standards and are coherent from the learner's perspective and aligned from grade to grade and class-to-class. Guarantee student access to rigorous, relevant and engaging projects and learning activities.		Related State and/or Local Priorities: 1X 2X 3__ 4X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Create a teaching and learning environment that utilizes rigorous curriculum standards and assessments that measure student progress against world-class standards in mathematics, ELA and Science.

Identified Need :	<p>Identified Need: Metric: Identified Need: Student performance in math, ELA and Science California state standards will be evaluated at the end of the 2014-15 school year when Smarter Balanced state assessment results are available. Student performance in 2013-14 in Science (for grades 5 & 7) as measured the STAR exam will be maintained.</p> <p>Metric: Percentage of students receiving proficient ratings TK-5 or a letter grade of A or B in grades 6-8 on their report card will exceed 83%. Baseline performance on Standardized Smarter Balanced math & ELA assessments will be collected. Teacher designed end-of-unit math assessments, MARS Performance tasks, math curriculum end-of-unit tests for math will also be used to determine student performance levels. For English/language arts a variety of assessments will be administered (Developmental Reading Assessment(DRA), end of book assessments on Accelerated Reader, and teacher made tests on expository text reading will be used to assessment reading comprehension and proficiency. Writing samples of students using teacher-designed writing rubrics will also be utilized K-8. Schools will have adequate textbooks and a variety of reading material available at each school. Progress for EL identified students and reclassification rates will be reported.</p>		
Goal Applies to:	Schools:	All	Applicable Pupil Subgroups: All Students
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<p>83% of students 3- 8 will be able master grade appropriate ELA objectives as determined by end-of-year grades. 80% of students in grades 3-8 will be able master grade appropriate reading objectives on Smarter Balanced Common Core aligned ELA assessments during baseline collection year. 83% of students 3-8 will score at least a 3 on a 5-point rubric for writing tasks using a holistic rubric aligned to Common Core writing standards. 10% improvement in EL reclassification will be realized.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
ELL and Low Income Pupil Interventionists will be hired to support language development and TK-5 reading and writing development.	All Schools	<p>X Low Income X English Learners</p> <p>___ Foster Youth ___ Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: Female, Male, Students with Disability</p>	<p>Est.Cost: \$30,000</p> <p>Funding</p> <p>Source(s):</p> <p>Title III: \$9,000</p> <p>General: \$21,000</p>
Materials with increased emphasis on expository text will be purchased for ELA grades TK-8.	All Schools	<input checked="" type="checkbox"/> All	<p>Est.Cost: \$5,000</p> <p>Funding</p> <p>Source(s):</p> <p>Other: 5,000</p>
Establish district wide K-8 ELA curriculum that is coherent from the learner's perspective and aligned from grade to grade and class to class.	All Schools	<input checked="" type="checkbox"/> All	<p>Est.Cost: \$5,000</p> <p>Funding</p> <p>Source(s):</p> <p>General: 5,000</p>
LCAP Year 2: 2016-17			

Expected Annual Measurable Outcomes:	86% of students K-8 will be able master grade appropriate reading objectives on report cards or progress reports. Students in grades 3-8 will score at least a 3 on a 5-point rubric for writing tasks using a holistic rubric aligned to Common Core ELA standards. Students in grades 3-8 will improve 5% on Smarter Balanced Common Core aligned reading assessments. 10% reclassification of EL students.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
ELL and Low Income Pupil Interventions	All Schools	X Low Income X English Learners ___ Foster Youth ___ Redesignated fluent English proficient X Other Subgroups: Female, Male, Students with Disabilities	Est.Cost: \$35,000 Funding Source(s): Title III: \$9,000 General:\$26,000
Materials for ELA	All Schools	☑ All	Est.Cost: \$5,000 Funding Source(s): Other: 5,000
Pay teachers and get subsitutes for teachers to work with ELA scope and sequence at all 3 schools.	All Schools	☑ All	Est.Cost: \$10,000 Funding Source(s): CommonCore: 0 General: \$10,000
Establish district wide K-8 ELA curriculum that is coherent from the learner's perspective and aligned from grade to grade and class to class.	All Schools	☑ All	Est.Cost: \$5,000 Funding Source(s): General: \$5,000
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	89% of students K-8 will be able to master grade appropriate reading objectives on report cards or progress reports. Students in grades 3-8 will score at least a 3 on a 5-point rubric for writing tasks using a holistic rubric aligned to Common Core ELA standards. Students in grades 3-8 will improve 5% on Smarter Balanced Common Core aligned reading assessments. 10% reclassification of EL students.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
ELL and Low Income Pupil Interventionists will be hired.	All Schools		Est.Cost: \$35,000

		X Low Income X English Learners ___ Foster Youth ___ Redesignated fluent English proficient X Other Subgroups: Female, Male, Students with Disability	Funding Source(s): Title III: \$9,000 General: \$26,000
Training for teachers on how to teach reading and writing.	All Schools	<input checked="" type="checkbox"/> All	Est.Cost: \$2,000 Funding Source(s): Other: \$2,000
Pay teachers and/or consultants to refine ELA scope and sequence with teachers at each of the 3 schools.	All Schools	<input checked="" type="checkbox"/> All	Est.Cost: \$5,000 Funding Source(s): General: 5,000
Revise scope and sequence and orient newly hired teachers though using substitute days or summer work paid days.	All Schools	<input checked="" type="checkbox"/> All	Est.Cost: \$10,000 Funding Source(s): General: \$10,000
GOAL 1:	Establish district-wide math, English/language arts and science curriculums that are aligned to the California Common Core standards and are coherent from the learner's perspective and aligned from grade to grade and class-to-class. Guarantee student access to rigorous, relevant, and engaging projects and learning activities.		Related State and/or Local Priorities: 1X 2 X 3___ 4X 5___ 6___ 7___ 8___ COE only: 9___ 10___ Local: Create an educational experience in Science, Technology Engineering and Mathematics (STEM) content to effectively engage, appropriately challenge and ensure mastery for every RUSD student.
Identified Need :	Identified Need: STAR Science assessment performance of State of California recently finalized the new State Science Standards. Curriculum focuses have shifted and integration of physical science with earth science concepts is now expected. Polls of RUSD teachers indicate only a rudimentary understanding of the new standards and new curriculum materials are needed to address student needs. RUSD 5th and 8th grade students has traditionally been very high (above 95% proficient) but new standards will create a needed for professional development for teachers. Metric: Students in grades 5 & 7 will maintain proficiency rates over 90% on STAR Science exams each year. Progress for EL identified students and reclassification rates will be reported.		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			

Expected Annual Measurable Outcomes:	88% of students will report that learning experiences are engaging and rigorous on grade level science units. Proficiency will exceed 91% on STAR assessments for grades 5 & 6.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
ELL and low income pupil interventions will be delivered by ELL Aides and/or teachers working with reading specialists TK 5 will support students at risk.	All Schools	<div>X Low Income X English Learners</div> <div>___ Foster Youth ___ Redesignated fluent English proficient</div> <div>___ Other Subgroups:(Specify) _____</div>	Est.Cost: \$2000 Funding Source(s): General: 2,000
Science Standards Support will be provided by Design Thinking specialist	All Schools	<input checked="" type="checkbox"/> All	Est.Cost: \$10,000 Funding Source(s): General: \$10,000
Science teacher leaders will attend Academy of Sciences Summer institute for instructional support and unit design.	All Schools	<input checked="" type="checkbox"/> All	Est.Cost: \$10,000 Funding Source(s): General: 10,000
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	91% of students will report that learning experiences are engaging and rigorous on grade level science units. Proficiency on STAR science assessments in grade 5 & 6 will be maintained over 90%,		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
ELL and Low Income Pupil Interventions will be delivered by ELL Aides and/or teachers. Reading specialists TK 5 will support students at risk.	All Schools	<div>X Low Income X English Learners</div> <div>___ Foster Youth ___ Redesignated fluent English proficient</div> <div>___ Other Subgroups:(Specify) _____</div>	Est.Cost: \$0 Funding Source(s): General: \$2,000

Science Standards Support		All Schools	<div><input checked="" type="checkbox"/> All</div>	Est.Cost: \$10,000 Funding Source(s): General: 10,000
Send Science teacher leaders to Academy of Sciences Summer institute for instructional support and unit design.		All Schools	<div><input checked="" type="checkbox"/> All</div>	Est.Cost: \$5,000 Funding Source(s): General: 5,000
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	91% of students will report that learning experiences are engaging and rigorous on grade level science units. Proficiency on STAR science assessments in grade 5 & & will be maintained over 90%,			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
ELL and Low Income Pupil Interventions will be delivered by ELL Aides and/or teachers. Reading specialists TK 5 will support students at risk.		All Schools	<div><div>X Low Income X English Learners</div><div>__ Foster Youth __ Redesignated fluent English proficient</div><div>__ Other Subgroups:(Specify)_____</div></div>	Est.Cost: \$2,000 Funding Source(s): General: \$2,000
Maintain science instructional progress and transition to new Common Core aligned state assessment.		All Schools	<div><input checked="" type="checkbox"/> All</div>	Est.Cost: \$0 Funding Source(s): General: 0
Maintain Science professional learning groups and student performance standards.		All Schools	<div><input checked="" type="checkbox"/> All</div>	Est.Cost: \$0 Funding Source(s): General: \$0

GOAL 2:	Implement a variety of electronic media tools (iPads, laptops, Smartboards, document cameras, etc.) and applications to expand student access to differentiated curriculum and communicate effectively.			Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7X 8X COE only: 9__ 10__ Local: Provide all students with high-quality learning experiences (content and 21st Century Skills) through a broad course of study.
Identified Need :	Identified Need: Surveys of students using Bright Bytes tools indicate a comfort level with using iPads and laptops in grades 3-8. Student and teacher proficiency will be assessed in the fall of 2015 using the CASE Technology Analysis tool from BrighBytes. Collaboration, communication, creativity, and critical thinking dimensions will be assessed for both groups and action plans will be developed to address areas of need. Metric: CASE (Classroom/Access/Skills/Environment) Technology Analysis tool from Bright Bytes will indicate 15% improvement in collaboration, communication, creativity, and critical thinking (4C's) dimensions between December 2014 and December 2015.			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	Students and staff CASE scores will each improve 15% between 2015 and Spring 2016. CASE scores have a range of 800- 1300 points on the dimensions of: 1) Classroom utilization of electronic tools for use of 4C's, digital citizenship, assessment, and assistive technology; 2) Access for teachers and students both at school and home; 3) Skills of teachers and students on device basics, online, and multimedia; and 4) Environment (policies, practices, and procedures), professional learning, support and beliefs.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Digital Media Support increased for grades 5 and 2, increasing one-to-one iPad program. Pilot iPad tools in Del Mar Middle School on a limited basis.		All Schools	<input checked="" type="checkbox"/> All	Est.Cost: \$50,000 Funding Source(s): General: 50,000
Purchase and implement Bright Bytes external technology evaluation for District digital media tool implementation plan. Develop and implement the plan.		All Schools	<input checked="" type="checkbox"/> All	Est.Cost: \$6,000 Funding Source(s): General: 6,000
Utilize Apple Distinguished Educators to offer digital media training for all staff on digital tools, electronic communication, and applications.		All Schools	<input checked="" type="checkbox"/> All	Est.Cost: \$5,000 Funding Source(s): General: \$5,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Students and staff CASE scores will each improve 15% between 2016 and 2017. CASE scores have a range of 800- 1300 points on the dimensions of: 1) Classroom utilization of electronic tools for use of 4C's, digital citizenship, assessment and assistive technology; 2) Access for teachers and students both at school and home; 3) Skills of teachers and students on device basics, online, and multimedia; and 4) Environment (policies, practices, and procedures), professional learning, support and beliefs.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Digital Media Support continues with new one-to-one devices for middle school students.	All Schools	☑ All	Est.Cost: \$50,000 Funding Source(s): General: \$50,000
Determine if Bright Bytes external technology evaluation of district digital tool implementation is necessary.	All Schools	☑ All	Est.Cost: \$500 Funding Source(s): General: \$500
Utilize Apple Distinguished Educators to offer training for all staff on digital tools, electronic communication, and applications.	All Schools	☑ All	Est.Cost: \$5,000 Funding Source(s): General: 5,000

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Students and staff CASE scores will each improve 15% between 2017 and 2018. CASE scores have a range of 800- 1300 points on the dimensions of: 1) Classroom utilization of electronic tools for use of 4C's, digital citizenship, assessment, and assistive technology; 2) Access for teachers and students both at school and home; 3) Skills of teachers and students on device basics, online, and multimedia; and 4) Environment (policies, practices, and procedures), professional learning, support and beliefs.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain digital media support	All Schools	☑ All	Est.Cost: \$50,000 Funding Source(s): General: \$50,000
Maintain action plans for improving 21st century integration of technology tools in RUSD.	All Schools	☑ All	Est.Cost: \$5,000 Funding Source(s): General: \$5,000

Maintain training options for staff newly hired to RUSD.	All Schools	<input checked="" type="checkbox"/> All	Est.Cost: \$1000 Funding Source(s): General: \$1000
GOAL 3:	Develop and implement communication strategies to support understanding of RUSD expectations, processes, and outcomes.		Related State and/or Local Priorities: 1__ 2__ 3 X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local; Create accurate and consistent grading and progress reporting processes and practices K-8 to support all learners and parents to understand student progress.
Identified Need :	Identified Need: Surveys of parents and intermediate staff have determined that varied grading scales have been identified across different schools and varied weighting systems are deployed from school to school. Need for new progress reporting tools that align with Common Core Standards and the Vision of a RUSD Graduate outcomes has been validated. Metric: Poll internal and external stakeholders regarding clarity and accuracy of progress reporting tools. Achieve 85% satisfaction.		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Teachers refine progress reports and modify grading practices to align to Vision of RUSD graduate outcomes and new progress reporting tools are modified to address stakeholder needs. 85% of stakeholders report satisfaction with the modifications.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Create a progress report revision team and study Common Core aligned progress reporting tools. Develop a K-8 progress report that aligns to Vision of a RUSD Graduate Outcomes. Communication Plan with new Progress Reports	All Schools	X All	Est.Cost: \$5,000 Funding Source(s): General: 5,000
ELL and Low Income Pupil Intervention will assist students to understand mainstreamed content.	All Schools	X Low Income <input checked="" type="checkbox"/> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est.Cost: \$2,000 Funding Source(s): General: \$2000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Teachers continue to refine progress reports and modify grading practices to align to Vision of RUSD graduate outcomes and new progress reporting tools are modified to address stakeholder needs. 90% of stakeholders report satisfaction with the modifications.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Create a progress report revision team and study Common Core aligned progress reporting tools. Develop a K-8 progress report that aligns to Vision of a RUSD Graduate Outcomes. Communication Plan with new Progress Reports	All Schools	X All	Est.Cost: \$5,000 Funding Source(s): General: 5,000
ELL and Low Income Pupil Intervention will assist students to understand mainstreamed content.	All Schools	X Low Income X English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	Est.Cost: \$4,000 Funding Source(s): General: \$4000

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Teachers continue to refine progress reports and modify grading practices to align to Vision of RUSD graduate outcomes and new progress reporting tools are modified to address stakeholder needs. 90% of stakeholders report satisfaction with the modifications.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement new Report Card	All Schools	☑ All	Est.Cost: \$1000 Funding Source(s): General: \$1000

On-line EL support for students needing language help.	All Schools	X Low Income X English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	Est.Cost: \$1000 Funding Source(s): General: \$1000
GOAL 4:	Encourage and support teachers to innovate and adapt teaching methods to differentiate instruction and utilize pedagogical content knowledge that will provide experiences and appropriately challenge every student. Retain and attract the best teachers to RUSD.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5X 6X 7__ 8__ COE only: 9__ 10__ Local: Promote personnel practices to recruit, develop and retain the most talented staff to create an exceptional learning environment, recognize and reward excellence and innovation in the classroom, and support professional development and collaboration.
Identified Need:	Identified Need: Teacher turnover, coupled with the need to recruit more teachers to maintain class size ratios during a period of rapid annual enrollment growth, has been identified by stakeholder groups as a concern. Talented teachers are a key ingredient for student academic success. During the past four years, the number of teachers has grown from 79 to 94 and turnover of 44 positions has occurred. Teachers have left for a variety of reasons (non-reelected, moved, retired, resigned for family reasons, accepted a promotion) but the cost to the system is extensive. Teachers have been surveyed and report compensation, employee benefits, and high quality professional learning opportunities motivate them to stay in the District. Metric: Teacher turnover rates will improve by 10% per year. Student attendance rates will improve to better than 95% daily attendance and chronic absenteeism will be reduced. Middle school drop-out rate and expulsion rate will be maintained and suspensions will remain below 1% annually.		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	The percentage of teachers leaving RUSD for reasons other than retirement, promotion or relocation out of the area will be less than 3% in 2015/16.		
	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Attract and retain staff through contracting with Teacher-	All Schools	X All	Est.Cost: \$2,000

Teacher.com for new candidates.			Funding Source(s): General: \$2,000
Student daily attendance will remain above 95% through education of parents and notification of chronic absentee students.	All Schools	X All	Est.Cost: \$0 Funding Source(s): General: \$0
Review data, develop plans, implement truancy plan, and poll teachers on how best to keep students from leaving school before the end of the school day.	All Schools	X All	Est.Cost: \$0 Funding Source(s): General: \$0
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	The percentage of teachers leaving RUSD for reasons other than retirement, promotion or relocation out of the area will be less than 3% in 2016 - 2017.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Attract and Retain Staff through incentives, recognitions or rewards. Maintain staffing for at-risk populations.	All Schools	X All	Est.Cost: \$2,000 Funding Source(s): General: \$2,000
		X Low Income <input type="checkbox"/> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Review data, develop plan, implement plan and poll teachers.	All Schools	X All	Est.Cost: \$0 Funding Source(s):
LCAP Year 3: 2017-18			

Expected Annual Measurable Outcomes:	The percentage of teachers leaving RUSD for reasons other than retirement, promotion or relocation out of the area will be less than 3% in 2017 - 2018.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Attract and retain staff through competitive compensation and benefits packages.	All Schools	X All	Est.Cost: \$1,000 Funding Source(s): General: \$1,000
Maintain staffing for at-risk populations.	All Schools	X Low Income <input type="checkbox"/> English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	Est.Cost: \$0 Funding Source(s):
Maintain student and teacher skills for integrating technologies across all curriculum areas.	All Schools	<input checked="" type="checkbox"/> All	Est.Cost: \$0 Funding Source(s):

Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

Original GOAL from prior year LCAP:	Establish district wide K-8 math curriculum that is coherent from the learner's perspective and aligned from grade to grade and class-to-class. Guarantee student access to rigorous, relevant and engaging projects and math learning activities.	Related State and/or Local Priorities: 1X 2X 3__ 4 X 5__ 6__ 7__ 8__ COE only: 9__ 10__
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				Local: Create a teaching and learning environment that utilizes rigorous curriculum standards and assessments that measure student progress against world-class standards in mathematics.
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	80% of students in grades 3- 8 will be able master grade appropriate math objectives on Common Core Smarter Balanced math assessments. 80% of students K-8 will score at least a 5 on a 8-point rubric for MARS tasks using a holistic rubric aligned to Common Core math standards.		Actual Annual Measurable Outcomes:	83% of Students mastered Math Objectives as evidenced by rating of proficient or advanced on K-5 report cards or earning at least a B grade on 6-8 report cards. Not all students utilized MARS tasks as an assessment.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
ELL and Low Income Pupils were helped by two 0.5 FTE certificated EL teachers.		\$100,000	Two 0.5 EL Teachers were hired and delivered services to EL qualified students. Students TK-5 who needed additional reading support were helped by Reading Specialists.	
Scope of service:	LEA-wide		Scope of service:	LEA-wide
X Low Income X English Learners __ Other Subgroups:(Specify)_____			X Low Income X English Learners __ Other Subgroups:(Specify)_____	
Math materials aligned to new Common Core State curriculum will be piloted at all levels TK-8.		\$24,000	Pilot materials were purchased TK-8 and decision was made to continue pilot into Fall 2015.	
			\$18,260	

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
X All			X All		
Refine the development of CC math units and begin the initial alignment of English /language arts curriculum to CC State standards TK-8 grade.			Teachers worked with Math consultant (6-8) and REACH consultant TK -8 to build units of instruction aligned to Common Core State standards in math and ELA.		\$15,000
Initiate regular use of math performance tasks using Silicon Valley MARS assessments.		\$40,000	Silicon Valley Math membership was renewed and MARS tasks were utilized as instructional activities in grades K-8		\$5,000
Hire Math Design Collaborative consultant to mentor teachers and model best instructional practices.			Math Consultant Dr. Ann Shannon worked with 5th - 8th grade Math teachers.		\$22,000
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
X All			X All		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Math program scope and sequence was completed but needs to be revised to align with curriculum being piloted in fall 2015. Middle school unit assessments were created with help of Dr. Ann Shannon. Eureka math workbooks were purchased for all students in grades 5-8.				
Original GOAL from prior year LCAP:	Create an educational experience in ELA and Humanities to effectively engage, appropriately challenge, and ensure mastery for every RUSD student.				Related State and/or Local Priorities: 1X 2X 3__ 4 X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Create a teaching and learning environment that utilizes rigorous curriculum standards and assessments that measure student progress against world-class standards in English/Language Arts.
Goal Applies to:	Schools:	All			
	Applicable Pupil Subgroups:	All			

Expected Annual Measurable Outcomes:	80% of students in grades K-8 will be able master grade appropriate reading objectives on Common Core aligned ELA assessments as evidenced by report card grades. 80% of students K-8 will score at least a 3 on a 5-point rubric for writing tasks using a holistic rubric aligned to Common Core ELA standards.	Actual Annual Measurable Outcomes:	83% of students TK-5 scored proficient or advanced on cumulative report card and 85% of students grades 6-8 earned either an A or B in English/language arts on their report cards.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Materials for ELA will be purchased to improve expository and non-fiction reading collections.		Non-fiction texts for TK-8 were purchased.	
	\$6,000		\$6,000
Scope of service:	LEA-wide	Scope of service:	LEA-wide
X All		X All	
REACH Consultants will be hired to support teacher understanding of ELA standards and instructional techniques to help students master CC Standards in ELA.		Consultants worked 10 days in District at TK-8 levels.	
	\$18,000		\$18,000
Scope of service:	LEA-wide	Scope of service:	LEA-wide
X All		X All	
REACH Consultants modeled Close reading strategies, how to teach academic vocabulary and lesson study design			
Establish district wide K-8 ELA curriculum that is coherent from the learner's perspective and aligned from grade to grade and class to class.		Teachers were paid \$40 per hour to write curriculum units for ELA standards using digital media tools.	
	\$5,000		\$5,000

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
X All			X All		
Hire REACH literacy consultants to model instructional techniques for Close reading, academic vocabulary, guided and shared reading, and writing in the content areas.		\$20,000	Consultants worked 10 days in RUSD. This was budgeted earlier at \$18,000.		0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
X All			X All		
Strategically evaluate current and future instructional materials and teacher-made curricula for ELA.		\$5,000	Dr. Mary Niesyn, Assistant Principal at Reed and Bel Aire, helped teachers evaluate reading collection.		0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
X All			X All		
			Dr. Niesyn lead lesson study sessions at both Reed and Bel Aire schools.		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		None.			
Original GOAL from prior year LCAP:	Develop K-8 awareness of next generation science standards and train teachers in instructional methods for teaching the new Science Standards			Related State and/or Local Priorities: 1__ 2 X 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__	

				Local: Create an educational experience in Science, Technology, Engineering, and Mathematics (STEM) content to effectively engage, appropriately challenge and ensure mastery for every RUSD student.
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	85% of students will report that learning experiences are engaging and rigorous on grade level science units. Proficiency will exceed 88% in grades 5 and 7 as measured by State STAR science exams.		Actual Annual Measurable Outcomes:	More than 90% of students in grades 5 & 7 were proficient on state STAR science tests.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
ELL and Low Income Pupil Intervention staff will be hired to help students with EL and Reading.		\$0	Two 0.5 EL teachers were hired for TK-8 and two Reading Specialists work with TK -8.	
Scope of service:	LEA-wide		Scope of service:	LEA-wide
X Low Income X English Learners X Other Subgroups:(Specify): Any student needing additional help				
Next generation science standards will be introduced TK -8 and scope and sequence for grades 6-8 will be changed.		\$5,000	Middle School science teachers attended regional conferences on next generation Science standards.	
Scope of service:	LEA-wide		Scope of service:	LEA-wide
X All middle school students			X All	

Send Science teacher leaders to Academy of Sciences Summer institute for instructional support and unit design.		\$5,000	Teachers did not attend summer institute but plan to attend in summer 2015.		\$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Science teachers from Del Mar and Bel Aire will attend regional state science standards training in 2015-16.			
Original GOAL from prior year LCAP:	Implement a variety of electronic media tools (iPads, laptops, Smart Boards, document cameras, etc.) and applications to expand student access to differentiated curriculum and communicate effectively.			Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7X 8 X COE only: 9__ 10__ Local: Provide all students with high-quality learning experiences (content and 21st Century Skills).	
Goal Applies to:	Schools:	All			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	After baseline performance has been assessed in fall of 2014, students and staff will improve 15% before Spring 2015 on CASE Score. CASE scores have a range of 800 - 1300 points on the dimensions of: 1) Classroom utilization of electronic tools for use of 4C's, digital citizenship, assessment, and assistive technology; 2) Access for teachers and students both at school and home; 3) Skills of teachers and students on device basics, online, and multimedia; and 4) Environment (policies, practices, and procedures), professional learning, support and beliefs.		Actual Annual Measurable Outcomes:	Bright Bytes survey was administered to all 3-8 students, all RUSD parents, and all RUSD staff in December 2014. The post assessment was postponed until Fall for 2015.	
LCAP Year: 2014-15					

Planned Actions/Services		Actual Actions/Services			
			Estimated Actual Annual Expenditures		
Utilize Apple Distinguished Educators (current teachers) to offer training for all staff on digital tools, electronic communication and applications.		\$40,000	Two Apple Distinguished Educators provided training for 2 days before school year began to approximately 60 RUSD staff who attended the iINSPIRE sessions at \$40 per hour	\$28,000	
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All		
Purchase and implement Bright Bytes external technology evaluation of district digital tool implementation.		\$10,000	Survey and consultants were purchased from Bright Bytes and data was collected in December 2014.	\$5,400	
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
X All			X All		
Digital media tools will be purchased to expand 1-to-1 iPad pilot program to 4 th grade		\$48,000	iPads for 4th grade and new teacher laptops were leased or purchased for all employees	\$48,000	
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
X All			X All		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Need job-embedded Teacher on Special Assignment to provide training on an ongoing basis all year to help teachers maximize their use of digital media tools.			

Original GOAL from prior year LCAP:	Develop and implement communication strategies to support understanding of RUSD expectations, processes, and outcomes.			Related State and/or Local Priorities: 1__ 2__ 3 X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Create accurate and consistent grading and progress reporting processes and practices K-8 to support all learners and parents to understand student progress.	
Goal Applies to:	Schools:	All			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	Create a new progress report protocol and revise grading practices TK -5. A pilot progress report implementation process will be implemented. Protocols for communication from teacher-to-teacher in each grade, coupled with clarity of expectations to parents will be surveyed with 80% satisfied stakeholders.		Actual Annual Measurable Outcomes:	TK-5 Report Card Task Force has created a prototype new Common Core aligned tool, but the Task Force only presented to the BOE and did not have an opportunity to pilot in 2014-15.	
LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
	Budgeted Expenditures			Estimated Actual Annual Expenditures	
Created a Progress Report Revision Task Force to study Common Core aligned Report Card tools in grades TK- 5.	\$7,000	TK-5 Task Force was created and each participant was provided 3 days of substitute teachers to work on Report Card.		\$4,000	
Develop a set of guiding principles for Electronic Portfolio progress reports for grades 6-8 that aligns to Vision of a RUSD Graduate Outcomes.	\$3,000	Del Mar 6-8 teachers developed electronic portfolio criteria and expectations for products students must include to demonstrate Vision of RUSD Graduate outcomes.		\$2,000	
Communicate plans for implementation of both the TK-5 Report Card and Electronic Portfolio reporting processes 6-8.	\$1,000	No plan for piloting new TK – 5 tool was completed.		0	
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
X All			X All		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Complete electronic report card tool using Power School student data system and pilot it in Fall 2015.	
Original GOAL from prior year LCAP:	Develop a K-8 Social / Emotional Learning continuum to develop character traits through conflict resolution, scholarly attributes, and growth mindset are implemented. Align character education expectations to the Vision of RUSD Graduate outcome traits.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5X 6X 7__ 8__ COE only: 9__ 10__ Local: Support the personal development of students across multiple dimensions, while ensuring a positive, safe, and healthy environment through engagement, social-emotional health, and the development of a growth mindset.
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Student satisfaction on the Healthy Kids survey will improve 5% from 2012/13 to 2014/15. Student attendance will improve because chronic absenteeism will decrease by 15% from 2013/14 to 2014/15.	Actual Annual Measurable Outcomes:	Healthy kids survey data improved significantly by more than 15% and chronic absenteeism improved by 20% TK-8.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Identify site leaders for Character Education and formulate K-8 goals for implementing Vision of a RUSD graduate social/emotional curriculum development opportunities.	\$4,000	K-5 Character Education Team developed programs for Reed and Bel Aire. Del Mar staff focused on electronic portfolio expectations.	\$2,000
Scope of service:	LEA-wide	Scope of service:	LEA-wide
X All		X All	

ELL and Low Income Pupil Interventions		\$1,000	Hired two 0.5 EL teachers.	\$1,000
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learners ___ Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learners ___ Other Subgroups:(Specify)_____	
Social/Emotional student development will be developed with a variety of assemblies and special school-wide events TK-5. At the middle school level Restorative Justice program will be maintained.		\$3,000	Assembly programs were developed TK-5 to focus on social/emotional health of students. Restorative Justice program 6-8 was maintained.	\$1,500
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All	
___ Other Subgroups:(Specify)_____			___ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Continue to maintain development of social/emotional health of students and develop a common language for character traits for grades TK -5. Differentiate activities to varied developmental levels of students.		
Original GOAL from prior year LCAP:	Encourage and support teachers to innovate and adapt teaching methods and pedagogical content knowledge that will differentiate experiences and appropriately challenge every student. Retain and attract the best teachers to RUSD.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5X 6 X 7__ 8__ COE only: 9__ 10__ Local: Promote personnel practices to recruit, develop and retain the most talented staff to create an exceptional learning environment, recognize and reward excellence and innovation in the classroom, and support professional development and collaboration.,	
Goal Applies to:	Schools:	All		

Applicable Pupil Subgroups:		All	
Expected Annual Measurable Outcomes:	The percentage of teachers leaving RUSD for reasons other than retirement, promotion, or relocation out of the area will reduce by 50% from 2013/14 to 2014/15.	Actual Annual Measurable Outcomes:	Teachers leaving RUSD other than for retirement or relocation reduced by 80% in 2014-15.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Attract and retain staff by developing recruiting protocols to attract teachers from outside the Bay area.	\$2,000	Contract with Teachers-Teachers.com for recruiting teachers.	\$1,500
Scope of service:	LEA-wide	Scope of service:	LEA-wide
X All		X All	
Review data, develop plan, implement plan, and poll teachers.	\$2,000	Teachers K-5 participated in planning changes to school leadership pilot model. Leadership retreat held on PLC day and one day substitutes hired for team to work off site.	\$2,000
Scope of service:	LEA-wide	Scope of service:	LEA-wide
☑ All		☑ All	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Expand recruitment efforts and settle contract negotiations with teacher's union recognizing importance of competitive total compensation.		

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

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

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

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a 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 and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$48,429
As a community-funded district, RUSD receives no additional funds for the number and concentration of low income or English Learner students. However, RUSD has allocated community-based funds at the projected LCAP apportioned funding levels to meet the needs of the aforementioned target populations. RUSD has utilized the supplemental grant to determine minimum proportionality percentages for the 2014-2015 and the two subsequent out years to certificated FTE as a means to maintain high expectations and provide intervention services low income and English learner students while maintaining low class sizes. RUSD is required to provide the minimum proportionality percentage for 2015-2016 (.46%) or, \$48,429 and will utilize such funds to increase targeted assistance and provide structural support (via ELL instructional assistants and/or certificated teaching specialists) to improve the opportunities for students to master curriculum outcomes. With the low incidence of ELL students in RUSD and the fact that all teachers have been CLAD trained and are able to provide differentiated instruction, this is the best program model for our district.	

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

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

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

0.46	%	As a community-funded district, RUSD provides 3.0 FTE for ELL support and Reading Speciliasts and 90 core teachers to meet the needs of the aforementioned target populations which is 3.3% increase in services for unduplicated pupils as compared to all pupils. RUSD is required to provide the minimum proportionality percentage for 2015-2016 (.46%) or \$48,429 and we far exceed this amount to improve the opportunities for unduplicated students to master curriculum outcomes.
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LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.

(3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

01-13-15 [California Department of Education]

2015-16 LCAP review technical questions

Date: 8-26-15

District: Reed Union School District

Contact: Dr. Nancy Lynch, Superintendent

The Marin County Office of Education (MCOE) has reviewed the Reed Union School District's Board-approved Local Control and Accountability Plan (LCAP) for 2015-16 and appreciates the amount of energy and effort the district has invested in their plan.

The MCOE LCAP team are making a recommendation to approve the District's LCAP but request some additional technical information in order to complete the LCAP review process. Please review and submit your responses and any pertinent supporting documentation via email to Terena Mares at tmares@marinschools.org as soon as feasible. We would appreciate your response by September 4, 2015 in order for us to complete our review process in time to approve your budget by September 15th.

At the conclusion of the LCAP review and approval process we will be meeting with each district individually to provide feedback on the entire review, especially as it relates to future approvals. We will be reaching out over the coming days to coordinate and schedule your meeting.

If you have questions, please feel free to contact Terena Mares at tmares@marinschools.org or 415 499-5805.

Section 2: Goals, Actions, Expenditures, and Progress Indicators: Please respond to the following question(s):

2.06	<p>Each goal should identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities.</p> <p>We found certain of the district's goals did not include measurable outcomes using the required state metrics for the related state priorities as indicated below:</p> <ul style="list-style-type: none">• Goal 1 – Measurable outcomes do not include the metrics required to address state priority #1• Goal 1 – Measurable outcomes do not include metrics required to address English Learner progress and reclassification rates to address state priority #4. <p>As a result, the District's LCAP does not have any measurable outcomes using the required metrics to address state priority #1.</p> <p>Please provide additional information describing how the district will address these missing elements.</p>
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Response: