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

Introduction:

LEA: Reed Union Elementary
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LCAP Year: July 1, 2014 - June 30, 2017

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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
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. Administrators at each site facilitated faculty discussions to discuss the target areas for improvement for 2014-15. Each school staff identified non-negotiable processes to implement and expand development on for 2014-15.	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 and site teachers. The process of gathering input improved clarity of goals highlighted in the District's strategic plan. Priority III was added to address the arts (art, music, PE, Spanish). Administration with input from staff and key parent stakeholder groups refined the action plans and identified the initiatives to prioritize for 2014-15. A specific goal to reduce chronic absenteeism was added based on data on students leaving school early often.

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?

	Goals				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.)
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	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.)	Annual Update: Analysis of Progress	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Identified Need: Performance on the STAR tests in 2012-13 on the reading standards were slightly lower than in previous years. The range was from a low of 79.2% correct at eighth grade to a high of 86.5% correct at second grade. Over 83% of the questions were answered correctly except at eighth grade. Overall, across grades 2-8, students answered 84.1% of the questions correctly, less than 85.3% last year and 86% in 2011. There are three specific reading skill areas assessed: word analysis and vocabulary development, comprehension, and literary response and analysis. Considered across the grades, reading performance was quite consistent among the skills. The percentages of items correct for Vocabulary ranged from 80% at eighth to 92% at fourth grade. Reading comprehension percentages ranged from 78% at sixth grade to 88% at seventh. Most grade levels were 81-84%, but lower than the 81% to 92% range last year. The range for literary response was from 79% at eighth grade to 91% at second grade. Overall on the writing items, our students answered 81.6% correctly, about 1% lower than 82.5% last year, but still among the highest of the past years (82.9%, 81.2%, 79.3%, 78.1%, 80.5%, 80.1%, 77.7%, 73.9%, 83.0%). Percentages ranged from a low of 77.0% at 3rd grade to a high of 83.5% at 5th	1. Create an educational experience in ELA and Humanities to effectively engage, appropriately challenge, and ensure mastery for every RUSD student.	All	All		80% of students K-8 will be able master grade appropriate reading objectives on Common Core aligned ELA assessments. 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.	83% of students K-8 will be able master grade appropriate reading objectives on Common Core aligned ELA assessments. 83% 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.	86% of students K-8 will be able master grade appropriate reading objectives on Common Core aligned ELA assessments. 86% 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.	State: Pupil Achievement 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

grade. **Identified Metric:** Running records, Developmental Reading Assessment, end of book assessments on Accelerated Reader and teacher made tests will be used to assessment reading comprehension and proficiency. The STAR exams are no longer available and the new Smarter Balanced reading assessments will be used to assess proficiency for students in grades 3-8. Writing samples will be scored with a holistic rubric and students scoring at least a 3 on a 5 point rubric will be deemed proficient. The STAR exams are no longer available and the new Smarter Balanced writing assessments will be used to assess proficiency for students in grades 3-8.									
Identified Need: Math performance as measured the STAR exam in 2012-13 for grades 2-8 showed a decline from the previous year. This was true for percentage of items answered correctly and for percentage of students achieving mastery or above. There was a significant decrease in advanced students in grades three and four, but increases in Advanced students in grades two and six. 8th grade general math students had only 61% achieving proficiency. During the spring of 2014, all students K-8 participated in the Silicon Valley Math MAC tests, which are integrated performance tasks aligned to the new Common Core State standards. Students in all grades struggled with the vocabulary and multi-layered problem design so more instruction is needed on math vocabulary and standards for mathematical practice. **Identified Metric:** The STAR exams are no longer available and the new Smarter Balanced math assessments will be used to assess proficiency for students in grades 3-8. Teacher designed end-of-unit math assessments will be used to evaluate	2. 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.	All	All			Year 2014-15 80% of students 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.	Year 2015-16 83% of students 3- 8 will be able master grade appropriate math objectives on Common Core Smarter Balanced math assessments. 83% 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.	Year 2016-17 86% of students 3- 8 will be able master grade appropriate math objectives on Common Core Smarter 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.	**State:** Pupil achievement **Local:** Create a teaching and learning environment that utilizes rigorous curriculum standards and assessments that measure student progress against world class standards in mathematics.

grade appropriate proficiency. MARS Performance tasks will be scored with a holistic rubric and students scoring at least a 5 on an 8 point rubric will be deemed proficient.								
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. **Identified Metric:** Science and Social Studies common core aligned units will be designed with scoring rubrics to be implemented K-8	3. Develop K-8 awareness of next generation science standards and train teachers in instructional methods for teaching the new Science Standards.	All	All		Year 2014-15 85% of students will report that learning experiences are engaging and rigorous on grade level science units. Proficiency will exceed 88% K-8	Year 2015-16 88% of students will report that learning experiences are engaging and rigorous on grade level science units. Proficiency will exceed 91% K-8	Year 2016-17 91% of students will report that learning experiences are engaging and rigorous on grade level science units. Proficiency will exceed 94% K-8	**State:** Implementation of State Standards **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: Surveys of students indicate a comfort level with using iPads and laptops in grades 3-8. Student and teacher proficiency will be preassessed in the fall of 2014 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. **Identified Metric:** Student and teacher proficiency will be formally assessed in the fall of 2014 using the CASE (Classroom/Access/Skills/Environment) Technology Analysis tool from BrightBytes. Collaboration, communication, creativity and critical thinking (4C's) dimensions will be assessed for both groups and action plans will be developed to address areas of need.	4. 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.	All	All		Year 2014-15 After baseline performance has been assessed in fall of 2014, students and staff will each 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,	Year 2015-16 Students and staff CASE scores will each improve 15% between Spring 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	Year 2016-17 Students and staff CASE scores will each improve 15% between Spring 2016 and Spring 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	**State:** Other pupil outcomes **Local:** Provide all students with high-quality learning experiences (content and 21st Century Skills).

						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.	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.	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.	
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. **Identified Metric:** Utilize clear communication strategies to improve feedback to students and parents through effective grading, homework and progress reporting strategies. Develop and implement a communication strategy that clarifies expectations for student progress of curriculum mastery and performance toward Vision of a RUSD Graduate outcomes.	5. Develop and implement communication strategies to support understanding of RUSD expectations, processes and outcomes.	All	All			**Year 2014-15** New progress report protocols and grading practices developed by staff K-8. A pilot progress report implementation process is implemented. Consistent protocols for communication from each teacher in each grade, coupled with clarity of expectations	**Year 2015-16** 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	**Year 2016-17** 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%	**State:** Parent involvement **Local:** Create accurate and consistent grading and progress reporting processes and practices K-8 to support all learners and parents to understand student progress.

					from schools to parents is surveyed with 80% satisfied stakeholders.	stakeholders report satisfaction with the modifications.	of stakeholders report satisfaction with the modifications.	
Identified Need: Each of the 3 schools within the Reed Union School District has a unique set of character education expectations and programs. There are many overlapping expectations but coherence is lacking. Linking all efforts through development of a K-8 continuum aligned to the engaged citizen and balanced individual outcomes is needed. **Identified Metric:** Healthy kids survey results for grades 5 and 7 and discipline referrals using the restorative justice intervention model will be analyzed. Student attendance metrics will also be incorporated to measure student engagement. During 2013-14 student daily attendance by Grade and how many students missed 10 or more days of school (CHRONIC) K = 95.78% with 25 Chronic absent (13 excused & 12 unexcused) 5 with over 20 total 1st = 96.19% with 23 Chronic absent (11 excused & 12 unexcused) 2 with over 20 total 2nd = 96.09% with 26 Chronic absent (14 excused &12 unexcused) 1 with over 30 total 3rd = 96.05% with 0 Chronic absent 4th = 96.62% with 2 Chronic absent 5th = 96.03% with 3 Chronic absent 6th = 95.97% with 1 Chronic absent 7th = 95.96% with 1 Chronic absent 8th = 95.42% with 2 Chronic absent	6. 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.	All	All		Year 2014-15 Student satisfaction on the Healthy Kids survey will improve 5% from 2013-14. Student attendance will improve because chronic absenteeism will decrease by 15% from 2013/14 to 2014/15.	Year 2015-16 Student satisfaction on the Healthy Kids survey will improve 5% from 2014-15. Student attendance will improve because chronic absenteeism will decrease by 10% from 2014/15 to 2015/16.	Year 2016-17 Student satisfaction on the Healthy Kids survey will improve 5% from 2015-16. Student attendance will improve because chronic absenteeism will decrease by 10% from 2015/16 to 2016/17.	State: Pupil engagement 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.
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.	7. Encourage and support teachers to innovate and adapt teaching methods and pedagogical content knowledge that will	All	All		Year 2014-15 The percentage of teachers leaving RUSD for reasons other than retirement, promotion or relocation out	Year 2015-16 The percentage of teachers leaving RUSD for reasons other than retirement, promotion or	Year 2016-17 The percentage of teachers leaving RUSD for reasons other than retirement, promotion or	State: School climate Local: Promote personnel practices to recruit, develop and retain the most talented

| 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.
Identified Metric:
Data on teacher turnover will be analyzed to determine the root cause of the high turnover rates. The sheer number of teachers who annually leave the district has averaged over 15%. Policies and procedures to retain and attract the most talented teachers will be determined and implemented. | differentiate experiences and appropriately challenge every student. Retain and attract the best teachers to RUSD. | | | | of the area will reduce by 50% from 2013/14 to 2014/15. | relocation out of the area will be less than 3% in 2015/16. | relocation out of the area will be less than 3% in 2016/17. | staff to create an exceptional learning environment, recognize and reward excellence and innovation in the classroom, and support professional development and collaboration. |

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)?		
					LCAP YEAR Year 1 2014-15	Year 2 2015-16	Year 3 2016-17
1. Create an educational experience in ELA and Humanities to effectively engage, appropriately challenge, and ensure mastery for every RUSD student.	State: Pupil achievement 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	1. Strategically evaluate current and future instructional materials and teacher-made curricula for ELA 2. 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. 3. Hire REACH literacy consultants to model instructional techniques for Close reading, academic	LEA-Wide	Instructional Support and Coaching Purchase instructional materials for schools that align to ELA Common Core Standards.	$15,000 Common Core Funding from State $10,000 General Fund Budget	$15,000 $20,000	$15,000 $20,000

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)?		
					LCAP YEAR Year 1 2014-15	Year 2 2015-16	Year 3 2016-17
		vocabulary, guided and shared reading, and writing in the content areas.					
2. 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.	State: Pupil achievement Local: Create a teaching and learning environment that utilizes rigorous curriculum standards and assessments that measure student progress against world class standards in mathematics.	1. Refine the development of CC math units and initial alignment of English /language arts curriculum to CC State standards. 2. Initiate regular use of math performance tasks using Silicon Valley MARS assessments. 3. Hire Math Design Collaborative consultant to mentor teachers and model best instructional practices.	LEA-Wide	Instructional Support and Coaching Math Materials	$10,000 Common Core Funding from State $15,000 General Fund Budget for Textbooks	$5,000 $40,000	$5,000 $15,000
3. Develop K-8 awareness of next generation science standards and train teachers in instructional methods for teaching the new Science Standards.	State: Implementation of State Standards Local: Create an educational experience in	1. Send Science teacher leaders to Academy of Sciences Summer institute for instructional support and unit design.	LEA-Wide	Training	$5,000 Common Core Funding From State	$10,000	$10,000

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)?		
					LCAP YEAR Year 1 2014-15	Year 2 2015-16	Year 3 2016-17
	Science, Technology Engineering and Mathematics (STEM) content to effectively engage, appropriately challenge and ensure mastery for every RUSD student.						
4. 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.	State: Other pupil outcomes Local: Provide all students with high-quality learning experiences (content and 21st Century Skills).	1. Utilize Apple Distinguished Educators to offer training for all staff on digital tools, electronic communication and applications. 2. Purchase and implement BrightBytes external technology evaluation of district digital tool implementation.	LEA-Wide	Tools and Training	$50,000 General Fund Technology budget and Common Core Funding From State	$50,000	$50,000
5. Develop and implement communication strategies to support understanding of RUSD expectations, processes and outcomes.	State: Parent involvement Local: Create accurate and consistent grading and progress reporting processes	1. Create a progress report revision team and study Common Core aligned progress reporting tools.	LEA-Wide	Substitutes and Consultants	$10,000 Common Core State Funding	$5,000	$5,000

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)?		
					LCAP YEAR Year 1 2014-15	Year 2 2015-16	Year 3 2016-17
	and practices K-8 to support all learners and parents to understand student progress.	2. Develop a K-8 progress report that aligns to Vision of a RUSD Graduate Outcomes. 3. Communication Plan with new Progress Reports					
6. 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.	State: Pupil engagement 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.	Identify site leaders for character education and formulate K-8 goals for implementing Vision of a RUSD graduate social/emotional curriculum development opportunities.	LEA-Wide	Substitutes and Conferences	$4,000 General Fund Budget	$3,000	$5,000
7. 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	State: School climate Local: Promote personnel practices to recruit, develop and retain the most talented staff to create an	Review data, develop plan, implement plan and poll teachers.	LEA-Wide	Polling support	$2,000 General Fund	$2,000	$1,000

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)?		
					LCAP YEAR Year 1 2014-15	Year 2 2015-16	Year 3 2016-17
RUSD.	exceptional learning environment, recognize and reward excellence and innovation in the classroom, and support professional development and collaboration.						

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)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal: Strategy 1: Academic Excellence ELA	State: Pupil achievement 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	ELL and Low Income Pupil Interventions REACH Consultants Materials for ELA	Targeted	Instructional Support and Coaching Materials for ELA	$15,000 Common Core Funding from State $10,000 General Fund Budget	$15,000 $20,000	$15,000 $20,000
Goal: Strategy 2. Academic Excellence- Math	State: Pupil achievement Local: Create a teaching and learning environment that utilizes rigorous curriculum standards and assessments that	ELL and Low Income Pupil Interventions Math Materials	Targeted	Math Materials Math Materials	$10,000 Common Core Funding from State $15,000 General Fund Budget	$5,000 $40,000	$5,000 $15,000

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)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	measure student progress against world class standards in mathematics.						
Goal: Strategy 3: Next Generation Science Standards	State: Implementation of State Standards 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.	ELL and Low Income Pupil Interventions Science Standards Support	Targeted	Training	$5,000 Common Core Funding from State	$10,000	$10,000
Goal: Strategy 4: 21st Century Skills	State: Other pupil outcomes Local: Provide all students with high-quality learning experiences (content and 21st Century Skills).	ELL and Low Income Pupil Interventions Digital Media Support	Targeted	Tools and Training	$50,000 General Fund Technology budget and Common Core Funding From State	$50,000	$50,000
Goal: Strategy 5: Progress Reporting	State: Parent involvement Local: Create accurate and	ELL and Low Income Pupil Interventions Progress Report Revisions	Targeted	Substitutes and Consultants	$10,000 General Fund Budget	$5,000	$5,000

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)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	consistent grading and progress reporting processes and practices K-8 to support all learners and parents to understand student progress.	Communication Plans with New Progress Reports					
Goal: Strategy 6: Personal Development & Support	State: Pupil engagement

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. | ELL and Low Income Pupil Interventions

Social/Emotional Development | Targeted | Substitutes and Conferences | $4,000 General Fund Budget | $3,000 | $5,000 |
| Goal: Strategy 7: Retain and Develop | State: School climate

Local: Promote personnel practices to recruit, develop and retain the most talented staff to create an exceptional learning environment, | ELL and Low Income Pupil Interventions

Attract and Retain | Targeted | Polling Support | $2,000 General Fund Budget | $1,000 | $1,000 |

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)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	recognize and reward excellence and innovation in the classroom, and support professional development and collaboration.						

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.)

As a community-funded district RUSD receives no increased 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 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 the 2014-2015 (.37%, $35,607), 2015-2016 (.46%, $48,429), and 2016-2017 (.32% ,$36,113) and will utilize such funds to increase targeted assistance and provide structural support (via ELL instructional assistants) to improve the opportunities for students to master curriculum outcomes. With the low incidence of EL 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.

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.

As a community-funded district, RUSD receives no increased 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 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 the 2014-2015 (.37%, $35,607), 2015-2016 (.46%, $48,429), and 2016-2017 (.32%, $36,113) and will utilize such funds to increase targeted assistance and provide structural support (via ELL instructional assistants) to improve the opportunities for students to master curriculum outcomes. With the low incidence of EL 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.

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.