§ 15497. Local Control and Accountability Plan and Annual Update Template. *Board approved: 6/26/14*

Introduction:

LEA: _Rim of the World Unified__ **LCAP Year:__2014-15____**
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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**
Rim of the World Unified School District hosted stakeholder meetings with representatives from various stakeholder groups, who then met with their own stakeholder groups to collect input. Stakeholder groups included: • Students • Parents • DELAC • Community ○ Including: various community service organizations, Foster youth, Rim Education Foundation • Teachers • Classified • Administrators	
January 9, 2014 District Stakeholder Meeting	Initial meeting with Stakeholders. Stakeholders represented included: Teachers, Students, Parents, Classified, Administrators, and Community including local Foster organization. This meeting served as a forum to provide the initial overview of Local Control Funding Formula (LCFF). Director of Business Services, Jenny Haberlin, presented information pertaining to how the LCFF is anticipated to be applied in ROWUSD, compared to the previous model of district funding. Director of Educational Services, Susan Brown presented information about the Local Control Accountability Plan (LCAP) and how it is directly connected to the LCFF. An overview video presentation from the West Ed LCFF Channel was shared with the group. The state's eight priorities were shared with the group including an explanation of each, and possible metrics to measure.

Involvement Process		Impact on LCAP
		Stakeholder groups then broke into their own small groups to discuss how the LCFF/LCAP could impact their stakeholder group. They started discussing how they will share this information with their own stakeholder group in order to start gathering input.
January, 2014	Stakeholder Groups Meet	Representatives from the district Stakeholder Groups met with the rest of their stakeholder groups to share the information presented at the district meeting. Stakeholder groups collected input regarding the vision for ROWUSD and student achievement, especially pertaining to specific subgroups.
January 30, 2014	District Stakeholder Meeting	Representatives from Stakeholder groups shared the input collected from their stakeholder groups pertaining to the vision of education for students in ROWUSD. These vision statements were used to guide the further development of priorities. Additional specifications of the LCAP were shared. The "District Data Profile was shared with the group to help further guide in identifying district "needs". *(*see attached – Appendix C)* "Priority 9 – Transportation" was identified as a local priority due to the geographical spread of the district. *(approximately 20+ miles of mountainous terrain)*
February, 2014	Stakeholder Groups Meet	Representatives from the district Stakeholder Groups met with the rest of their stakeholder groups to prioritize the vision statements

Involvement Process		Impact on LCAP
February 18, 2014	District Stakeholder Meeting	Individual Stakeholder Priorities were charted by the whole group and clustered for commonalities. These were published for all stakeholder groups. A data "snapshot" was shared. (Appendix B)
March, 2014	Stakeholder Groups Meet	Individual Stakeholder groups met to discuss the comprehensive list from the prior meeting. Stakeholder groups used this to revisit and refine their final list of priorities that would be used as a basis to create the goals and actions in the LCAP.
March 11, 2014	District Stakeholder Meeting	Final priority list collected from Stakeholder Representatives and published.
April – May, 2014	District Team Meetings	Input from all of the Stakeholder groups was organized under each of the state's eight priorities, our local priority, transportation, plus one additional chart for those priority items that didn't easily fit into one of the categories but were no less important. The district team then used the Governing Board's Vision Statement as a guide, and worked to align the final list of priorities into the services and actions that address the needs of all students, including additional supports specific to our significant sub-groups of English learners, low socio-economic, and foster youth. All aspects of the LCAP process have been transparent. While the plan intends to reflect the hours of discussion and capture all of the strategies and actions that stakeholder groups wish to promote academic success for our students, it must be noted that resource

Involvement Process		Impact on LCAP
		restraints; time, financial and personnel, led the prioritization of the actions to be taken. The suggestions and actions still remain under consideration as part of a future LCAP review and planning cycle. As the annual review process begins, these items will be reconsidered. Specific items for future reconsideration have been included in Appendix A.
May 28, 2014	Stakeholder Steering Committee Formed	A Stakeholder Steering Committee was formed with one representative from each Stakeholder group. The focus of this initial meeting was to respond to early feedback from the county, finish Section 2, and edit/revise the rest of the LCAP document. The draft LCAP has been displayed on the district website for all district community to review. The draft was also sent to all Stakeholder groups for review prior to the Steering Committee meeting. In the future, unless otherwise directed by CDE or SBE, the Steering Committee will be the group responsible for conducting the annual review of the LCAP and providing recommendations.

Section 2: Goals and Progress Indicators

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

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	

ROWUSD is dedicated to ensuring that our students achieve academic and individual excellence, and will graduate college and career ready.
 	
Identified need:
1) Provide students with educational instruction aligned to the Common Core State Standards. Student achievement rates on state
	GOAL 1:
	Increase the percentage of students who graduate from high school college and career ready.
	
	Sub Goal 1.1:
	• *Specific emphasis on:*
	  • *Reading/Lang Arts*
	  • *ELD*
	  • *Writing*
	  • *Mathematics*
	  • *Science*
	  • *History/Social Studies*
	
	Sub Goal 1.2:
	Provide differentiated instruction and learning support for all students including all subgroups, at-risk, Foster, English learners, and GATE/AP.
		All Students
		
		All Significant Subgroups
			All Schools		Reduce the performance gap on academic achievement test between elementary to secondary. Baseline year for SBAC.	Increase proficiency rates as measured by SBAC by 3%. Continue to reduce the proficiency gap between elementary to secondary by 3%	Increase proficiency rates as measured by SBAC by 3%. Continue to reduce the proficiency gap between elementary to secondary by 3%	Priority 1: Basic (Williams)
								
								Priority 2: Implementation of State Standards
								
								Priority 4: Pupil Achievement
								
								Priority 7: Course Access

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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tests drop significantly between elementary and secondary (71% in 4th, to 47% in 11th). **Metric:** Beginning in 2014-15, performance will be measured by CAASPP. **Identified need**: 2) Increase Graduation rate (Districtwide rate currently at 78.4%). Focus on subgroups at-risk for drop out or non-grad status. Increase CAHSEE pass	*Sub Goal 1.3: Increase capacity in alternative & enhanced programs including Virtual, AP, AVID, ROP/CTE, Arts, Music, Athletics, etc.*	English Learners Foster Youth Low Income			Increase graduation rate by 3% over prior year.	Increase graduation rate by 3% over prior year.	Increase graduation rate by 3% over prior year.	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals: Description of Goal	Goals: Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	Goals: 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	What will be different/improved for students? (based on identified metric): LCAP YEAR Year 1: 2014-15	What will be different/improved for students? (based on identified metric): Year 2: 2015-16	What will be different/improved for students? (based on identified metric): Year 3: 2016-17	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.)
rate as an integral part of Graduation Requirement (Current Pass Rate Math 86% and ELA 84%) **Metric:** Cohort Graduation Rate released by the CDE annually; CAHSEE pass rate		All students						
Identified need: 3) Increase A-G completion rate (currently at 35.3%) **Metric:** LEA query tracking course requests and completion rates in a-g high school level courses.		All students			Increase a-g completion rate by 5% over prior year.	Increase a-g completion rate by 5% over prior year.	Increase a-g completion rate by 5% over prior year.	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Identified need: 4) Increase percent of students completing ROP/CTE pathways (currently 87%) **Metric:** ROP Coordinator report and budget analysis report to San Bernardino County Superintendent of Schools		All students English Learners Low Income			Increase percent of students completing ROP/CTE pathways completion rate by 3% over prior year.	Increase percent of students completing ROP/CTE pathways completion rate by 3% over prior year.	Increase percent of students completing ROP/CTE pathways completion rate by 3% over prior year.	
Identified need: 5) Increase percent of students completing and testing AP courses and					Increase percent of students completing AP courses by 5% over the prior year	Increase percent of students completing AP courses by 5% over the prior year	Increase percent of students completing AP courses by 5% over the prior year	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
increase enrollment of English Learners and Low Income students (currently 15.6%, unduplicated) **Metric:** Advanced Placement site reports from the College Board Website Reporting Page. LEA reports of subgroup enrollment in AP courses and testing rosters **Identified need**: 6) Increase percent of students at Early		English Learners			Increase the percentage of students scoring Early Advanced and Intermediate on CELDT from 32% to 35%	Increase the percentage of students scoring Early Advanced and Intermediate on CELDT by 1% based on previous year	Increase the percentage of students scoring Early Advanced and Intermediate on CELDT by 2% based upon previous year	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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Advanced and Intermediate CELDT overall performance levels (2013-14 Early Advanced and Intermediate Percentage 32%) **Metric**: Annual CELDT performance levels and percentages **Identified need**: 7) Increase support levels and opportunities for struggling students **Metric:**		English Learners Foster Youth Low Income			Establish baseline of proficiency rates of subgroups enrolled in intervention classes	5% of students will exit intervention based upon previous year	2% of students will exit intervention based upon previous year	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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Exit rate of intervention programs and LEA Benchmark reports								
Need Identified: 1) ROWUSD believes in order to support Goal 1, students must feel	**GOAL 2:** Provide safe, clean and maintained facilities that provide students with an environment conducive to learning.	All Students All Significant Subgroups	All Schools		Students, especially those at risk, will stay in school as demonstrated by a reduction in dropout	Students, especially those at risk, will stay in school as demonstrated by a reduction in dropout	Students, especially those at risk, will stay in school as demonstrated by a reduction in dropout	Priority 1: Basic (Williams) Priority 5: Pupil Engagement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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emotionally and physically supported and safe on campus. **Metric:** California Longitudinal Pupil Achievement Data System dropout rate (The current dropout rate is 5.7%, and is significantly higher for low-income and English learners.)	*Sub Goal 2.1:* *All schools will become safer and promote the safety for all students.* *Sub Goal 2.2:* *Facilities operate efficiently, are clean and in good repair.* *Sub Goal 2.3:* *Enhance other support services*				rates by 5%.	rates by 5%. This will be accomplished by fostering connections with school and community.	rates by 5%. This will be accomplished by fostering connections with school and community.	Priority 6: School Climate Priority 9: Local Priorities

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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Need Identified: 1) Current Facilities Current student surveys reflect a need for maintenance and cleaning of facilities, especially restrooms. **Metrics**: Inspection Tools (FIT) reflects most schools with a "Good" rating, and maintenance needed.					Schools will increase their FIT level by one level each year, until "excellent" is achieved. Site administrator will utilize a restroom cleaning frequency chart, and biannual student surveys (Likert scale) to ensure clean, maintained facilities, especially restrooms.	Schools will increase their FIT level by one level each year, until "excellent" is achieved, or maintain "excellent" rating. Site administrator will utilize a restroom cleaning frequency chart, and biannual student surveys (Likert scale) to ensure clean, maintained facilities, especially restrooms.	Schools will increase their FIT level by one level each year, until "excellent" is achieved, or maintain "excellent" rating. Site administrator will utilize a restroom cleaning frequency chart, and biannual student surveys (Likert scale) to ensure clean, maintained facilities, especially restrooms.	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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Need Identified: 2) Attendance rates are currently 94% as a district. **Metric:** Attendance reports **Need Identified:** 3) Suspension rates are overall very good at the elementary level, but increase to 11% in the secondary.					Students will increase attendance in school to achieve a district average of 95%. Schools will introduce the PBIS model for behavior, encouraging students to follow school site code of conduct and ED Code, reducing the secondary suspension rate to 10%.	Students will increase attendance in school to achieve a district average of 96%. Schools will continue to implement the PBIS model for behavior, encouraging students to follow school site code of conduct and ED Code, reducing the secondary suspension rate to 9%.	Students will increase attendance in school to achieve a district average of 97%. Schools will continue to implement the PBIS model for behavior, encouraging students to follow school site code of conduct and ED Code, reducing the secondary suspension rate to 8%.	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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ROWUSD believes parents and our unique mountain community is an integral part of keeping students engaged in school and becoming responsible citizens. **Need Identified:** 1) Provide opportunities for school-connectedness and community-connectedness.	**Goal 3:** To support the education of our students, ROWUSD will encourage parents, families and the community to become more engaged partners with schools. *Sub Goal 3.1:* *The district will improve opportunities for parent/community involvement* *Sub Goal 3.2:* *In order to improve parent and community involvement, school and district communication strategies will be improved.*	All Students All Significant Subgroups	All Schools		This will be accomplished by fostering connections with school and community. Student participation in service organizations will be encouraged and monitored by the implementation of required community service hours for graduation.	Student participation in service organizations will be encouraged and monitored by the implementation of required community service hours for graduation.	Student participation in service organizations will be encouraged and monitored by the implementation of required community service hours for graduation.	Priority 3: Parent Involvement Priority 6: School Climate Priority 8: Other Pupil Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Metric: Participation in student service organizations; increase in student community events and enrichment programs **Need Identified:** 2) Increase parent involvement and parent volunteerism to support stakeholder input in the education process. **Metric:** Measured by registered					Schools will provide more opportunities for parent volunteerism, as measured by the number of registered volunteers, to give students the connectedness of a supportive environment.	Schools will provide more opportunities for parent volunteerism, as measured by the number of registered volunteers, to give students the connectedness of a supportive environment.	Schools will provide more opportunities for parent volunteerism, as measured by the number of registered volunteers, to give students the connectedness of a supportive environment.	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
volunteers and log sheets, sign-in sheets at site and district meetings (DELAC, LCAP, PTSA).								

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) 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**
GOAL 1							
Goal 1: Increase the percentage of students who graduate from high school college and career ready. Provide students with educational instruction aligned to the Common Core State Standards.	Priority 1: Basic (Williams) Priority 2: Implementation of State Standards Priority 4: Pupil Achievement Priority 7: Course Access						
Sub Goal 1.1: Provide standards-aligned curriculum and assessments with high quality instruction to prepare students to graduate college and career ready.		Develop and implement instructional materials and assessment for standards based instruction. Continue to use the PLC process for collaborative support and cross curricular	LEA-wide School-wide		Purchase and/or develop standards aligned instructional materials and assessments for math and ELA ($806,463 CCSS	Continue to develop standards aligned instructional materials and assessments for science ($17,000 LCFF	Refine and improve instructional materials and assessments as needed. ($17,000 LCFF existing)

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
• Specific emphasis on: • Reading/Lang Arts • ELD • Writing • Mathematics • Science History/Social Studies		planning for implementing Common Core standards based instruction. Revise district pacing guides, and benchmarks.			Funding – one time money, $17,000 LCFF-existing)	existing)	
Increase percent of students at Early Advanced and Intermediate CELDT overall performance levels (2013-14 Early Advanced and Intermediate Percentage 32%)		Continue designated, as well as integrated, ELD instruction for English learners as part of their core instructional program. Utilizes CCSS for ELA/ELD.	LEA-wide School-wide		Continue to replenish current ELD materials. Professional development for teachers/staff on new ELA/ELD standards to increase awareness. ($46,184 Title I existing, $38,398 LCFF existing)	Continue to replenish current ELD materials. Investigate options for new ELD materials aligned to CCSS ELA/ELD. Continue professional development for teachers/staff on new ELA/ELD standards to improve instructional strategies. ($46,184 Title I existing, $38,398 LCFF existing)	Purchase new ELD materials aligned to CCSS ELA/ELD if available. Continue professional development for teachers/staff on new ELA/ELD standards to improve and refine instructional strategies. ($46,184 Title I existing, $38,398 LCFF existing)

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
		On-going professional development on CCSS (ELA/ELD and Mathematics) & NGSS standards based instruction including technology based instructional strategies, for teachers and support staff.	LEA-wide School-wide		Professional Development. Conferences. Funding for In-House training.	Professional Development. Conferences. Funding for In-House training.	Professional Development. Conferences. Funding for In-House training.
		Instructional coaches to enhance professional learning, enhance instructional strategies, and support best first instruction.	LEA-wide		Continue funding for instructional coaches in ELA/ELD and Math ($310,355 LCFF existing)	Continue funding for instructional coaches in ELA/ELD and Math ($310,355 LCFF existing)	Continue funding for instructional coaches in ELA/ELD and Math ($310,355 LCFF existing)
		Increase/improve use of instructional technology to support teaching and learning in the implementation of CCSS and NGSS, including use of technology for benchmark assessments, and prepare students for 21st century technology skills.	LEA-wide School wide		Continue staffing IT department to support existing technology. Technology committee to review technology skills required at each grade span. PD to include integrating technology into	Continue staffing IT department to support existing technology. PD to include technology skills required at each grade span. PD to include integrating technology into lessons. Continue	Continue/increase staffing IT department to support existing and expanding technology. Grade level technology skills built into lessons, PD to support as needed. PD to include

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
					lessons. Expand use of Illuminate to improve use of computerized Benchmark assessment. Improve district and school websites to improve access for students and parents. Technology committee to begin research on 1:1 devices. *($315,921 LCFF existing)*	to expand use of Illuminate to improve use of computerized Benchmark assessments. Technology committee conduct feasibility study of 1:1 computing, begin planning for 1:1, roll-out or phase in. *($315,921 LCFF existing)*	integrating technology into lessons. Continue use of Illuminate to improve use of computerized Benchmark assessment. If feasible, begin roll-out or phase in of 1:1 computing. *($315,921 LCFF existing, 1:1 funding source TBA)*
		Increase number of academic counselors at the secondary level to increase the level of support and communication for students and their families to facilitate quality counseling for college/career readiness, including college fairs, career day, etc.	High school		Funding to increase academic counselors by 1, total of 3. (additional $69,500 LCFF; 49,000 Title 1)	Funding for 3 academic counselors at the high school level (approximately $262,500 LCFF, 56,500 Title 1)	Funding for 3 academic counselors at the high school (approximately $262,500 LCFF, 56,500 Title 1)

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
		Expand quantity of pathway offerings including AP, and ROP/CTE pathways. ROP/CTE pathways to include more A-G courses; and based on CTE Model Curriculum Standards, aligned with Common Core.	High school		Appropriate staffing for AP & ROP/CTE course offerings ($491,465 local funds, $143,000 LCFF existing)	Appropriate staffing for AP & ROP/CTE course offerings ($491,465 local funds, $143,000 LCFF existing)	Appropriate staffing for AP & ROP/CTE course offerings ($491,465 local funds, $143,000 LCFF existing)
		Increase the percentage of appropriately credentialed teachers who have specialties in the subject areas they are teaching.	LEA-wide		100% of teachers are appropriately credentialed. ($15,917,135 LCFF, local and other funds - existing)	100% of teachers are appropriately credentialed. ($15,917,135 LCFF, local and other funds- existing)	100% of teachers are appropriately credentialed. ($15,917,135 LCFF, local and other funds- existing)
Sub Goal 1.2: Provide differentiated instruction and learning support for all students including all subgroups, at-risk, Foster, English learners, and GATE/AP.							
Increase support levels and opportunities for struggling students		Support all subgroups of at-risk students by increasing the number and quality of during the day interventions, and improving differentiated instruction	LEA-wide School-wide		Funding to increase number of interventions. Supplemental materials.	Funding to increase number of interventions. Supplemental materials.	Funding to increase number of interventions. Supplemental materials.

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
		strategies during classroom instruction.			($972,116 LCFF existing)	($972,116 LCFF existing)	($972,116 LCFF existing)
		Support all students with before and after school programs, including tutoring for at-risk and accelerated learners.	LEA-wide School-wide		Funding for before/after school tutoring. ($96,093 LCFF existing)	Funding for before/after school tutoring. ($96,093 existing)	Funding for before/after school tutoring. ($96,093 LCFF existing)
		Due to the correlation between graduation rates and credit deficiency Rim will increase capacity in credit recovery options, for students including on site, and virtual components	School-wide High School		Increase number of course offerings for credit recovery. Continue credit recovery Summer School. Increase number of virtual licenses (377,998 LCFF existing)	Increase number of course offerings for credit recovery. Continue credit recovery Summer School. Increase number of virtual licenses (377,998 LCFF existing)	Increase number of course offerings for credit recovery. Continue credit recovery Summer School. Increase number of virtual licenses (377,998 LCFF existing)
3) Focus on subgroups at-risk for drop out or non-grad status. Increase CAHSEE pass rate as an integral part of Graduation Requirement (Current		Improve practices for understanding and using various assessment data to make instructional decision, guide interventions, and monitor student progress (includes state, district, class	LEA-wide School-wide		Continue data management system. Professional Development for PLC, data analysis	Continue data management system. Professional Development for PLC, data analysis	Continue data management system. Professional Development for PLC, data analysis

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
Pass Rate Math 86% and ELA 84%)		data)			and using data management system. ($26,021 Voucher funds, $8,950 LCFF existing)	and using data management system. ($34,971 LCFF existing)	and using data management system. ($34,971 LCFF existing)
Sub Goal 1.3: Increase capacity in alternative & enhanced programs including Virtual, AP, AVID, ROP/CTE, Arts, Music, Athletics, etc.							
		Investigate options for offering alternative programs or magnet school including options for eSTEM, technology, arts, virtual, etc.	LEA-wide		Funding to research and make preparations for viable options ($29,154 LCFF existing)	Funding to implement alternative programs ($590,000 LCFF existing)	Funding to increase alternative programs ($590,000 LCFF existing)
		Increase capacity of course offerings for A-G, AP, AVID, ROP/CTE to provide opportunities for more students to participate in college/career pathways. Develop a comprehensive, consistent college and	School-wide High School		Increase number of course offerings. Increase variety of pathways in ROP/CTE. Redesign	Continue to increase number of course offerings. Expand variety of pathways in ROP/CTE.	Continue to increase number of course offerings. Continue to look for opportunities to expand variety of pathways in

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
		career readiness plan with activities and programs (such as "Career Day", and "College Week") for students and parents beginning at the elementary level, through middle school, and high school.			ROP/CTE pathways to include A-G, AP and/or AVID courses. Develop an articulated plan of programs and activities to develop college and career readiness beginning in elementary, through middle school, culminating in the high school.	Continue to redesign ROP/CTE pathways to include A-G, AP and/or AVID courses. Implement programs and activities for students and parents as part of an articulated plan to develop college and career readiness beginning in elementary, through middle school, culminating in the high school.	ROP/CTE. Continue to redesign ROP/CTE pathways to include A-G, AP and/or AVID courses. Implement programs and activities for students and parents as part of an articulated plan to develop college and career readiness beginning in elementary, through middle school, culminating in the high school.
		In order to provide options for varied learning environments, increase capacity of students who can participate in Virtual	LEA-Wide		Increase number of licenses for Virtual programs *($50,000 LCFF existing)*	Increase number of licenses for Virtual programs *($50,000 LCFF existing)*	Increase number of licenses for Virtual programs *($50,000 LCFF existing)*

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
		Learning.					
		Improve/reconfigure/update school libraries to support varied learning environments, digital media, and resource center concept (including availability to parents).	LEA-wide		Planning for updates to school libraries ($187,698 LCFF)	Funding to begin reconfiguring libraries as needed ($187,698 LCFF)	Funding to continue reconfiguring libraries ($187,698 LCFF)
		Continue to provide and expand opportunities for extracurricular activities, which could include arts, music, athletics and clubs.	LEA-wide School-wide		Continue support for extracurricular activities. ($185,433 LCFF)	Continue support for extracurricular activities. ($185,433 LCFF)	Continue support for extracurricular activities. ($185,433 LCFF)
GOAL 2							
GOAL 2: Provide safe, clean and maintained facilities that provide students with an environment conducive to learning.	Priority 1: Basic (Williams) Priority 5: Pupil Engagement Priority 6: School Climate Priority 9: Local Priorities						

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
Sub Goal 2.1: All schools will become safer and promote the safety for all students.		Implement school-wide anti-bullying, discipline, and school safety programs at all school sites, such as "PBIS" and "Safe Schools Ambassadors". Also includes policies and programs for anti-drug/alcohol and smoke-free environment.	LEA-wide School-wide		Professional Development Conferences Implementation of policies and programs to support. ($20,000 LCFF Common Core)	Professional Development Conferences Continue to implement policies and programs to support. ($40,000 LCFF existing)	Professional Development Conferences Continue to implement policies and programs to support. ($20,000 LCFF existing)
		Stagger security coverage at secondary schools to increase the span of coverage during the day, before and after school.	School-wide		Maintain Security Adjust Staff schedules ($249,838 LCFF)	Maintain Security Adjust Staff schedules ($249,838 LCFF)	Maintain Security Adjust Staff schedules ($249,838 LCFF)
		Increase Social/Emotional support for students at school sites.	School-wide		Continue/increase support services through local counseling agencies for students and families. *(No cost to district)*	Continue/increase support services through local counseling agencies for students and families. *(No cost to district)*	Continue/increase support services through local counseling agencies for students and families. *(No cost to district)*

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
Sub Goal 2.2: Facilities operate efficiently, are clean and in good repair.		Maintain clean facilities in good repair, especially restrooms.	LEA-wide		Provide annual inservice for Custodial staff and sanitation practices. Maintenance repairs completed. ($1,337,383 LCFF)	Provide annual inservice for Custodial staff and sanitation practices. Routinely inspect facilities to insure sanitation practices are met. Maintenance repairs completed. ($1,337,383 LCFF)	Provide annual inservice for Custodial staff and sanitation practices. Routinely inspect facilities to insure sanitation practices are met. Maintenance repairs completed. ($1,337,383 LCFF)
		Actively monitor routine repairs to insure facilities are properly maintained.	LEA-wide		Establish deferred maintenance priority project list.	Funding for deferred maintenance priority list.	Funding for deferred maintenance priority list.
		Develop and implement a "green policy" for more efficient operations.	LEA-wide		Develop a plan for "green policies" ($175,000 Prop 39)	Implement plan for "green policies" ($175,000 Prop 39)	Implement plan for "green policies" ($175,000 Prop 39)
		In order to reduce energy consumption and improve energy management, use	LEA-wide		Develop an energy conservation	Begin implementation of approved	Continue energy planning and project

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
		Prop 39 to develop a districtwide energy plan.			plan.	energy projects.	development.
		Implement "beautification" activities, with clear signage, in order to provide a more inviting and attractive learning climate.	LEA-wide School-wide		Develop a feasible beautification plan for each school site. Add clarifying signage to insure sites are inviting and easy to navigate. *(Varies per site, site budget)*	Implement beautification plans as funding allows. Monitor that signage is clear to insure sites are inviting and easy to navigate. *(Varies per site, site budget)*	Continue to implement beautification plans. Monitor that signage clear to insure sites are inviting and easy to navigate. *(Varies per site, site budget)*
Sub Goal 2.3: Enhance other support services		To promote student attendance, and parent/community support, transportation will be provided districtwide for students.	LEA-wide		Continue to provide district-wide transportation. Continue to transport Special Education as required. Continue SART/SARB process.	Continue to provide district-wide transportation. Continue to transport Special Education as required. Continue SART/SARB process.	Continue to provide district-wide transportation. Continue to transport Special Education as required. Continue SART/SARB process.

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
					($2,347,975 LCFF existing)	($2,347,975 LCFF existing)	($2,347,975 LCFF existing)
		To promote student health and well-being, nutrition services will be provided districtwide for all students, including clean water.	LEA-wide		Continue to provide district-wide nutrition services. ($742,310 Federal funds, $64110 State funds, $200,075 other funds, $90,775 LCFF)	Continue to provide district-wide nutrition services. ($742,310 Federal funds, $64110 State funds, $200,075 other funds, $90,775 LCFF)	Continue to provide district-wide nutrition services. ($742,310 Federal funds, $64110 State funds, $200,075 other funds, $90,775 LCFF)
GOAL 3							
Goal 3: To support the education of our students, ROWUSD will encourage parents, families and the community to become more engaged partners with schools.	Priority 3: Parent Involvement Priority 6: School Climate Priority 8: Other Pupil Outcomes						
Sub Goal 3.1: *The district will improve opportunities for parent/community involvement*		Schools will continue to create and maintain activities that promote parents and community involvement and	School-wide		Continue school activities, including recognition ceremonies.	Continue school activities, including recognition ceremonies.	Continue school activities, including recognition ceremonies.

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
		partnership, including all required advisory committees.			Investigate additional options to increase volunteerism. Continue all required advisory committees. Expand use of Student Advisory as part of LCAP monitoring. *(Varies per site-discretionary funds as specified in SPSAs)*	Investigate additional options to increase volunteerism. Continue all required advisory committees. Continue use of Student Advisory as part of LCAP monitoring. *(Varies per site-discretionary funds as specified in SPSAs)*	Investigate additional options to increase volunteerism. Continue all required advisory committees. Continue use of Student Advisory as part of LCAP monitoring. *(Varies per site-discretionary funds as specified in SPSAs)*
		Increase offerings of parent education opportunities to support students in and out of schools/classroom, including English classes, and parenting classes, and academic support.	LEA-wide School-wide		Survey parent input for topics of parent education. ($3,500 LCFF)	Implement parent education based on need. *(To be determined, based on outcome of survey)*	Implement parent education based on need. *(To be determined, based on outcome of survey)*
Sub Goal 3.2: *In order to improve parent*		Improve communication between teachers, sites and	LEA-wide		Upgrade district/school	Maintain website & social media	Maintain website & social media

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 community involvement, school and district communication strategies will be improved.		parents/community making communication easier, more relevant and timely.	School-wide		websites. Implement district based social media. Improve report card to reflect CCSS/NGSS. Continue auto caller. ($20,400 LCFF)	hosting Continue auto caller. Investigate options for site message boards ($20,400 LCFF)	hosting. Continue auto caller. Implement site message boards (if feasible) ($20,400 LCFF)
		Investigate options for creating partnerships with businesses, community organizations, and colleges/universities. Involve students in community service projects, internships, and project based learning.	LEA-wide School-wide		Outreach to businesses, community colleges, colleges/ universities and planning projects. Students perform community service projects. ($65,174 LCFF)	Outreach to businesses, community colleges, colleges/ universities and planning projects. Students perform community service projects. ($65,174 LCFF))	Outreach to businesses, community colleges, colleges/ universities and planning projects. Students perform community service projects. ($65,174 LCFF)
		Increase district involvement with the community.			Conduct Community Mapping.	Investigate feasibility of Community center.	Implement Community center (if feasible).

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
					Develop Community Advisory Committee *(No cost anticipated)*	Continue Community Advisory Committee *(No cost anticipated)*	Continue Community Advisory Committee *(To be determined based on outcome of feasibility study)*
		Host community forums, addressing relevant community topics with guest speakers.			Continue to host community forums. Survey for interest in relevant/timely topics. *(Donations from Community Service organizations.)*	Continue to host community forums. Survey for interest in relevant/timely topics. *(Donations from Community Service organizations.)*	Continue to host community forums. Survey for interest in relevant/timely topics. *(Donations from Community Service organizations.)*

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**
For low income pupils:							
Goal 1: Increase the percentage of students who graduate from high school college and career ready.	Priority 1: Basic (Williams) Priority 2: Implementation of State Standards Priority 4: Pupil Achievement Priority 7: Course Access	For low income pupils: Provide/improve high quality intervention programs. Develop improved methods for monitoring student performance to insure low income students participate in interventions as needed.	LEA-wide School-wide		Purchase and/or develop intervention materials for at-risk students. Professional Development on high quality interventions and appropriate differentiation for at-risk students. ($75,000 Title I, $194,245 LCFF)	Continue to improve intervention materials for at-risk students. Professional Development on high quality interventions and appropriate differentiation for at-risk students. ($75,000 Title I, $194,245 LCFF)	Continue to improve intervention materials for at-risk students. Professional Development on high quality interventions and appropriate differentiation for at-risk students. ($75,000 Title I, $194,245 LCFF)
Goal 3: To support	State Priority 3: Parent	For low income pupils:	LEA-wide		Utilize district liaison for	Utilize district liaison for	Utilize district liaison for

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
the education of our students, ROWUSD will encourage parents, families and the community to become more engaged partners with schools.	Involvement State Priority 4: Student Achievement State Priority 5: Student Engagement State Priority 6: School Climate	Develop improved methods for monitoring student's basic food/supplies needs and emotion health, to insure they have access to services provided by the district and community partnerships.	School-wide		knowledge of, and access to, various basic food, supplies, and other resources to assist students and families in need. ($8,000 Title I existing, $17,118 LCFF existing)	knowledge of, and access to, various basic food, supplies, and other resources to assist students and families in need. ($8,000 Title I existing, $17,118 LCFF existing)	knowledge of, and access to, various basic food, supplies, and other resources to assist students and families in need. ($8,000 Title I existing, $17,118 LCFF existing)
For English learners:							
Goal 1: Increase the percentage of students who graduate from high school college and career	State Priority 2: Implementation of Common Core State Priority 4: Student Achievement State Priority 7: Course Access	For English learners: In addition to core ELD, provide and improve interventions for ELD, as well as academic intervention programs. Develop improved	LEA-wide School-wide		Purchase/develop intervention materials for English learners. Professional Development on appropriate differentiation for English learners. ($124,504 LCFF existing)	Continue to improve intervention materials for English learners. Professional Development on appropriate differentiation for English learners. ($124,504 LCFF	Continue to improve intervention materials for English learners. Professional Development on appropriate differentiation for English learners. ($124,504 LCFF

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
ready.		methods for monitoring student performance.				existing)	existing)
Goal 1: Increase the percentage of students who graduate from high school college and career ready.	State Priority 3: Parent Involvement State Priority 4: Student Achievement State Priority 5: Student Engagement	For English learners: Secondary students – support for students and parents for college awareness and education.	School-wide High school		Academic counseling support for English learners/families. Parent University for EL families. ($20,000 LCFF existing)	Academic counseling support for English learners/families. Parent University for EL families. College field trip for EL families ($20,000 LCFF existing)	Academic counseling support for English learners/families. Parent University for EL families. College field trips for EL families. ($20,000 LCFF existing)
For foster youth:							
Goal 1: Increase the percentage of students who graduate from high school college and career	State Priority 4: Student Achievement State Priority 5: Student Engagement	For foster youth: Establish policy and data infrastructure necessary to support and monitor the educational success of foster youth.	LEA-wide		Achieve and document progress in developing policies pertaining to foster youth.	Implement policies pertaining to foster youth especially as law/ guidance is clarified.	Implement policies pertaining to foster youth especially as law/ guidance is clarified.

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
ready.							
Goal 3: To support the education of our students, ROWUSD will encourage parents, families and the community to become more engaged partners with schools.	State Priority 3: Parent Involvement State Priority 6: School Climate	For foster youth: Continue LEA foster youth liaison (Ed Code 48853.5)	LEA-wide		Insure foster youth liaison has adequate knowledge pertaining to services for foster youth	Insure foster youth liaison has adequate knowledge pertaining to services for foster youth	Insure foster youth liaison has adequate knowledge pertaining to services for foster youth
For redesignated fluent English proficient pupils:							
Goal 1: Increase the percentage of students who graduate from high	State Priority 4: Student Achievement	For redesignated fluent English proficient pupils: Improve process of monitoring students during the "2 year" monitoring and	LEA-wide School-wide		Principals and EL Coordinators work to improve protocols and procedures for monitoring students in the "2 year" window	Principals and EL Coordinators implement improved monitoring procedures ($2,500 LCFF)	Principals and EL Coordinators implement improved monitoring procedures ($2,500 LCFF)

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
school college and career ready.		beyond.			($2,500 LCFF)		
Goal 1: Increase the percentage of students who graduate from high school college and career ready.	State Priority 4: Student Achievement State Priority 7: Course Access	For redesignated fluent English proficient pupils: Insure that students who become at-risk are placed in appropriate interventions as needed. Improve high quality interventions based on CCSS, and best practices.	LEA-wide School-wide		Principals and EL Coordinators work to develop procedures that insure Reclassified students who are at-risk are prioritized to insure being placed in appropriate interventions. *(No additional cost anticipated)*	Principals and EL Coordinators implement procedures that insure Reclassified students who are at-risk are prioritized to insure being placed in appropriate interventions. *(No additional cost anticipated)*	Principals and EL Coordinators implement procedures that insure Reclassified students who are at-risk are prioritized to insure being placed in appropriate interventions. *(No additional cost anticipated)*

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.)

Rim of the World Unified School District has an unduplicated count of 28.3% as determined by CALPADs. Our 2013-13, EIA entitlement was $344,761. Utilizing the Supplemental/Concentration factor funds will be $1,176,582 or 4.72% of our total LCFF allocation of 27,578,806. The growth in 2014-15 of 28.05% is related to the GAP percentage.

Included in our overall budget of $35,590,528 is $1,086,499 allocated to school sites based on their unduplicated numbers of low income, foster youth and English Learner students to ensure that individual school sites had flexibility to prioritize funds to meet the individual needs of their schools. In addition to the 1,086,499 allocated to school, $75,750 is allocated to the Academic English Learner and Student Support at the district level to support services to targeted subgroups. While outside of the LCFF funding context, but equally important to the shared LCAP goals, there is $516,779 in Title 1 funds allocated to school sites and programs in the District's initial budget for 2014-15. School sites in conjunction with district office planning committees and LCAP stakeholders groups work closely to prioritize funds for the unduplicated at-risk students.

The Supplemental/concentration factor funds will be expended to provide services such as increased academic interventions, social/emotional services for low income and foster youth, and personal hygiene and basic needs of low income and foster youth. The district will continue to utilize Title I funds to provide academic interventions, professional development for teachers to improve quality of interventions, and supplement services provided to homeless students and families. The district will increase the level of service to our students by providing exceptional interventions, classroom instruction and increased support for social/emotional/basic needs.

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

15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

The District will expend all of its $1,176,582 in EIA funds/Supplemental funds for 2013-14. These funds will be used in a districtwide manner to support unduplicated pupils by providing outreach support for families, student health and nutrition services, alternative education programs and some intervention programs.

Rim of the World Unified believes that if student's and families' social emotional needs are met, students are more likely to attend and thrive in school. We anticipate that services for unduplicated disadvantaged students needs to be improved by at least 5.3% based upon the district funding for 2014-15. The implementation of the PBIS plan district-wide and the addition of a counselor at the high school will directly increase services for the unduplicated disadvantaged students.

Mental Health resources at the Continuation High School for increased support to young-mothers (young-parents) will also increase services for early childhood to age 3. Credit recovery, increased college and career counseling, strategic intensive intervention support, and equal access to course offerings will increase the number of unduplicated disadvantaged students that will graduate from high school college and career ready. The district's commitment to the reduction in class size at the elementary level and the development of the all-day Kindergarten program will establish a strong foundation for all students with an emphasis on the unduplicated disadvantaged student through intervention and parent communication regarding the programs.

Programs and funding targeted specifically to support academic achievement for English Learners, Foster Youth and Low-Income students include:

- Positive Behavior Intervention Support
- High School Counselor designated for At-Risk populations
- Credit Recovery
- After-School Intervention and Tutoring
- Recruitment and priority enrollment in Advanced Placement and Regional Occupation Program course offerings
- Translation Services for Parent Outreach

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.

Appendix A - Actions and Services deferred to future LCAP cycle.

Actions and Services from Goal 1 Increase the percentage of students who graduate from high school college and career ready.	**Timing:**
Expanded instruction on life skills/health/personal finances.	Year 2 or 3 as personnel/courses permit
Expand Summer School to include all at-risk students K-12.	Year 2 or 3 as funding permits
Expand Summer School to include enrichment and acceleration K-12.	Year 2 or 3 as funding permits
Purchase/replace band instruments.	Year 2 or 3 as funding permits
Actions and Services from Goal 2 Provide safe, clean and maintained facilities that provide students with an environment conducive to learning.	**Timing:**
Actions and Services from Goal 3 To support the education of our students, ROWUSD will encourage parents, families and the community to become more engaged partners with schools.	**Timing:**
Expand availability of public transportation vouchers to outside services for more students (Marta, minibuses, etc.).	Year 2 or 3 as funding permits
Alumni survey	Year 2 or 3 as capacity permits