

# Rescue Union School District

## LOCAL CONTROL ACCOUNTABILITY PLAN

2016-2019

Board Approved 6.28.16

**Introduction:**

**LEA:** Rescue Union School District **Contact (Name, Title, Email, Phone Number):** David Swart, Superintendent, dswart@rescueusd.org, (530) 672-4810 **LCAP Year:** 2016-2017

### ***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. The LCAP and Annual Update Template must be completed by all LEAs each year.*

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

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

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

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

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

## State Priorities

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

### A. Conditions of Learning:

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

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

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

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

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

### B. Pupil Outcomes:

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

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

### C. Engagement:

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

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

Involvement Process	Impact on LCAP
<p>July 30, 2015 Meetings were held with the District Leadership Team to address areas of focus for the Local Control Accountability Plan (LCAP).</p>	<p>On July 30, 2015 Discussions were held with the Leadership Team regarding Board approved LCAP actions. At this meeting, the results of the LCAP Parent Survey were also discussed. Site and department plans were enacted to carry out the LCAP actions.</p>
<p>July 2015 - June 2016 The superintendent provided the Rescue Union School District (RUSD) Board of</p>	<p>July 2015 - June 2016 The superintendent has made a point to align the LCAP goals, actions, and</p>

Trustees with monthly updates concerning current LCAP actions and future LCAP development.

September 2015

Principals, in conjunction with their school site councils, Parent Teacher Organizations (PTOs), and Parent Teacher Clubs (PTCs), discussed the LCAP and recruited school site representatives to serve on the LCAP Parent Advisory Committee (PAC).

October 21, 2015

The Parent Advisory Committee met to discuss the LCAP development process, current LCAP Goals, and the Local Control Funding Formula.

November 12, 2015

A make-up meeting was held for any members of the Parent Advisory Committee who were unable to attend the initial October 21st meeting. Once again, the discussion centered on the LCAP development process, current LCAP Goals, and the Local Control Funding Formula.

December 9, 2015

The LCAP Parent Advisory Committee met to review existing LCAP actions and the progress made to date. Chief Business Official Sid Albaugh delivered a budget update. The PAC also reviewed the executive summary for the 2015 LCAP Parent Survey and began work on developing the 2016 survey.

January 13, 2016

The Parent Advisory Committee met for a second review of the executive

expenditures with the RUSD Board Goals. Monthly updates are provided at regularly scheduled board meetings. Board input pertaining to actions and the metrics for assessing those actions has been well received and accounted for in the development of the LCAP.

September 2015

As a result of the recruitment strategies of principals and school connected parent groups, each school site was represented on the LCAP Parent Advisory Committee

October 21, 2015

The members of the Parent Advisory Committee were each provided with online and print access to the LCAP. Superintendent Swart provided a brief overview of the changes in school funding per the Local Control Funding Formula. Director of Curriculum and Instruction Scroggins discussed the three sections of the LCAP, emphasizing the importance of stakeholder involvement. As a result, members of the Parent Advisory Committee had the necessary foundational knowledge to begin a more in depth review of the plan.

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December 9, 2015

The members of the Parent Advisory Committee, after gaining a better understanding of the progress the District had made to date, and with a deeper understanding of the current budget, were able to begin discussing areas of focus for the 2016-2017 school year. The previous year's survey, and the resulting data, were reviewed.

January 13, 2016

The Parent Advisory Committee discussed additional areas of focus for

summary of the 2015 Parent LCAP Survey and to begin developing the specific questions to be included on the 2016 parent survey. The survey administration timeline was also established.

January 25, 2016

A consultation meeting was held with members of the Rescue Union Federation of Teachers and the Classified School Employees Association. This meeting was open to all members of these two bargaining units.

February 1, 2016

Draft LCAP Surveys were created for RUFT and CSEA.

February 11, 2016

RUFT released their LCAP survey to all teachers in the district.

February 17, 2016

The Parent Advisory Committee met to finalize the 2016 LCAP Parent Survey and firm up the administration window.

February 19, 2016

inclusion on the 2016 LCAP Parent Survey, including Food Service, Facilities, Transportation, Kindergarten needs, and customer service. Much progress was made in revising the survey and the PAC decided that additional revisions could be made electronically in Google Docs. The timeline to complete and administer the survey was also established.

January 25, 2016

Superintendent Swart began the meeting by outlining the LCAP development process and highlighting the importance of stakeholder involvement. Mr. Scroggins delivered a Google Slides presentation on the stakeholder involvement process, actions and expenditures contained in the LCAP, and supplemental funds and proportionality, so that by the conclusion of the meeting, teachers and classified employees had a better understanding of the LCAP development process and the importance of stakeholder input. Mr. Scroggins also offered to assist both RUFT and CSEA in the creation of surveys that could be sent to their respective members to collect their thoughts and suggestions pertaining to the LCAP.

February 1, 2016

With input from RUFT and CSEA Leadership, surveys were developed that were aligned to the existing LCAP. These surveys were intentionally designed to collect the feedback of employees with respect to current LCAP actions as well as elicit thoughts or suggestions for any additional LCAP actions.

February 11, 2016

The release of the RUFT LCAP survey allowed all members an opportunity to share their thoughts and ideas relative to current LCAP actions, as well as offer any input concerning new actions.

February 17, 2016

At this meeting, the survey was fine tuned and made ready for release to the parents. It was decided that each school would receive identical, but identifiable, surveys so that any data collected could be traced back to the school the survey originated from. This would allow the PAC to suggest LCAP initiatives that targeted the appropriate school. It was agreed that the survey would be released on February 22 and would close on March 4, 2016.

February 19, 2016

CSEA released their LCAP survey to all classified employees in the district.

February 22, 2016

RUSD released the Parent LCAP survey to all families in the district.

February 25, February 26, March 4, and March 10

Student Listening Circles were held at Jackson Elementary School, Pleasant Grove Middle School, Green Valley Elementary School, and Marina Village Middle School to engage our student stakeholders.

March 7, 2016

The District English Language Advisory Committee (DELAC) met to review the Local Control Accountability Plan, discuss specific needs of English learners, and suggest topics to include in their letter to the district superintendent.

March 16, 2016

The LCAP Parent Advisory Committee met to review the results of the 2016 Parent Survey.

March 31, 2016

The PAC met to discuss areas for improvement, as indicated by the 2016 LCAP Parent Survey, and to draft a letter sharing their input with Superintendent Swart. The letter was delivered to Superintendent Swart on April 8.

The release of the CSEA LCAP survey allowed all members an opportunity to share their thoughts and ideas relative to current LCAP actions, as well as offer any input concerning new actions.

February 22, 2016

The release of the Parent LCAP survey allowed all parents and guardians an opportunity to share their thoughts and ideas relative to current LCAP actions, as well as offer input concerning new actions.

February 25, February 26, March 4, and March 10

Student listening circles allowed students an opportunity to inform district personnel about what they enjoy most about their school, what they feel the most important areas of focus for their school are, and what areas they would like to see improved for their school. Students voiced a desire for increased technology, arts classes, reparation of facilities and fields, and increased access to elective classes.

March 7, 2016

The District English Language Advisory Committee (DELAC) identified suggested areas of focus, including additional classified bilingual support for English learners, increased staff development to address the needs of EL learners, transportation home from after school EL tutoring, and the continuation of actions in the current LCAP. They discussed the LCAP requirement to submit input, in writing, to the district superintendent and began working on a draft letter for this purpose.

March 16, 2016

The results of the Parent Survey provided the individuals who serve on the LCAP Parent Advisory Committee with important insights regarding the attitudes, experiences, and perceptions of the District's students and families. Over 1000 surveys were returned.

March 31, 2016

According to the PAC, the data from the 2016 LCAP Parent Survey suggested that the District consider increased STEAM opportunities, more life skills instruction embedded into the curriculum, clarification and adherence to district homework policies, more effort in gaining parental input for school improvement, increased nutritional offerings at school lunches, and continued



April 6, 2016

The DELAC submitted a stakeholder input letter to Superintendent David Swart.

April 14, 2016

Superintendent Swart met with members of the California School Employees Association (CSEA) to review the results of the LCAP survey that they participated in.

April 20, 2016

Superintendent Swart responded to the Parent Advisory Committee, in writing, addressing each of the focus areas they had identified.

April 20, 2016

Superintendent Swart responded to the District English Language Advisory Committee (DELAC), in writing, addressing each of the focus areas they had identified.

April 27, 2016

Director of Curriculum and Instruction, Dave Scroggins, met with members of the Rescue Union Federation of Teachers (RUFT) to review the results of the LCAP survey that they participated in.

class size reduction. These areas of focus were communicated to Mr. Swart in a letter dated April 8.

April 6, 2016

The District English Language Advisory Committee (DELAC), in a letter to the Superintendent dated April 6, identified suggested areas of focus, including additional classified bilingual support for English learners, increased staff development to address the needs of ELs, transportation home from after school EL tutoring, and the continuation of actions in the current LCAP that support English learners. The letter submitted by the DELAC provided Superintendent Swart with a deeper understanding regarding the needs and challenges associated with our English learners and their families.

April 14, 2016

The meeting with CSEA provided Superintendent Swart with a greater understanding about the areas in which CSEA feels we can improve the services provided by the District. Themes for focus, as identified in the survey, included: training opportunities, communication, workplace climate, staffing levels, and tools/supplies.

April 20, 2016

Superintendent Swart thanked the members of the PAC and spelled out his recommended LCAP actions to address parent requests for more STEAM opportunities, improved life skills instruction, continued focus on lower class sizes, improved communication, especially with respect to homework policies, and more work to exceed federal nutrition guidelines in school lunches.

April 20, 2016

Superintendent Swart thanked the members of the DELAC and spelled out his recommended LCAP actions to address their requests for increased bilingual support in the classroom, transportation home from afterschool EL tutoring sessions, and continued summer learning opportunities.

April 27, 2016

The meeting with RUFT provided greater understanding about the areas in which our teachers feel we can improve the services provided by the District. Broad themes for focus, as identified in the survey, included: class size, professional development opportunities, communication, more technology for

June 14, 2016

The Rescue Union School District Board of Trustees held public comment on the 2016-2019 Local Control Accountability Plan.

students and credentialed technology support, new ELA materials and training on the new program, and support for student intervention, including EL students. Additionally, certain sites advocated for additional counseling and administrative (VP) support as well as facility and grounds improvements.

June 14, 2016

The Rescue Union School District Board of Trustees held public comment on the 2016-2019 Local Control Accountability Plan. Bargaining units expressed that they felt included in the process and needs were identified.

**Annual Update:**

This year, our LCAP Stakeholder engagement process began very early, with our first meeting occurring in July. At that meeting, we consulted with the District Leadership Team to review board approved actions and discuss implementation.

Throughout the year, Superintendent Swart has provided monthly LCAP updates to the Rescue Union School District Board of Trustees, keeping them up to date on the progress made with respect to LCAP actions.

Beginning in September, parents were engaged in the LCAP process. School site principals discussed LCAP actions at Back to School nights, and with their PTC/PTOs and School Site Councils. Principals from every school site also recruited parents to serve as members of the LCAP Parent Advisory Committee (PAC).

The PAC came together in October to discuss the LCAP and their role in representing our greater parent community. When a few members were unable to attend the first PAC meeting, a make-up meeting was held to ensure that all were able to participate.

With the assistance of district personnel, they studied the goals and associated actions and discussed the progress that had been made. They learned about the Local Control Funding Formula (LCFF) and the impact that this funding system has in our district. The PAC also reviewed the 2015 LCAP parent survey and the executive summary of the results.

The parents who serve on the PAC then created a new LCAP parent survey for

**Annual Update:**

As a result of our early focus on LCAP goals and actions, our principals and directors were able to develop plans that aligned with the actions put forth in the LCAP. Plans focused on areas such as intervention, school climate, technology education, deployment of devices, and staff development.

Mr. Swart’s regular communication with the Board of Trustees has provided them with the thorough, timely, and accurate knowledge necessary to carry out their roles as governing board members.

The thoughtful, thorough work done by the parents on the LCAP Parent Advisory Committee provided Superintendent Swart with reliable and accurate data regarding the thoughts, experiences, and attitudes of the families in the Rescue Union School District.

The information collected through the 2016 parent survey and the input included in the PAC’s letter to the superintendent was instrumental in developing the 2016-2019 LCAP for the district.

2016. Notable changes in the new survey included a separate survey for each school site to better target needs of each school and an increased focus on transportation, food services, and customer service. This survey was administered at the end of February and remained open for all to complete for a two week period. A reminder message was sent home halfway through the survey window.

All in all, 1095 surveys were returned, which constituted a 52% increase over last year. The parents on the PAC then met to review the results and draft a letter to the superintendent to provide him with their input and suggestions for improvement..

Mr. Swart responded to the PAC, in writing, on April 20, 2016.

As important stakeholders, members of the California Association of School Employees (CSEA) and the Rescue Union Federation of Teachers (RUFT) were also involved in the LCAP development process.

In January, a consultation meeting was held with both groups, and shortly thereafter, separate surveys were developed for each group. The surveys were administered over a period of approximately two weeks, and the results were shared at consultation meetings, in April.

Our students are certainly as important a stakeholder group as any, and to collect their thoughts, insights, and suggestions, student listening circles were held at two elementary schools (Jackson and Green Valley) and two middle schools (Marina Village and Pleasant Grove). In all, 88 students participated and representatives contributed from every grade level, with the exception of transitional kindergarten.

In the listening circle process, students were asked to share what they enjoy most about their school, the most important things their school does to prepare them for success in school and beyond, and what areas could be improved at their schools.

Additionally, students in grades 5 and 7 participated in the California Healthy Kids Survey, and this data was reviewed for LCAP development purposes.

The input received from CSEA and RUFT was valuable and considered when developing the 2016-2019 LCAP. Among other things, a renewed focus was established for things such as communication, professional development for certificated and classified employees, technology education, and support for students needing intervention.

Students were happy to share their experiences and thoughts on what they enjoy about school, what they feel is most important for a school to address, and what improvements could be made to a school.

The feedback received from students was instrumental in establishing the actions for the 2016-2019 LCAP. After speaking with students, it became clear that facilities needs, including playfields, required attention. It was also clear that work needs to continue in the area of technology deployment and computer science education. The students also expressed an interest in more VAPA courses/projects and a desire for continued focus in the area of school climate.

The California Healthy Kids Survey data provided information on the health and well-being of our students and their perceptions on school climate.

In March, the District English Language Advisory Committee (DELAC) met to discuss the challenges and needs of our English learners and talk about ideas and strategies to best meet their learning needs.

After thoughtful discussion, the DELAC composed a letter to Superintendent Swart, providing valuable insights and input that was useful in the LCAP development process.

Mr. Swart responded to the DELAC, in writing, on April 20, 2016.

Prior to final approval of the 2016-2019 Local Control Accountability Plan, members of the community were provided with the opportunity for public comment at the June 14th meeting of the Rescue Union School District Board of Trustees.

The stakeholder feedback received from the DELAC was considered when developing the 2016-2019 LCAP.

Most notable was the DELAC's suggestion to continue and/or increase support for English learners through bilingual instructional assistants and provide transportation home from afterschool EL tutoring.

Bargaining units expressed that they felt included in the process and needs were identified. These comments were considered prior to recommending the plan for approval on June 28, 2016.

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

**Instructions:**

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

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

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

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

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

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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

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

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

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

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

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

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

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

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

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

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

**Guiding Questions:**

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

GOAL 1:	The District will enhance and encourage learning for all students, increase pupil engagement and improve pupil learning outcomes by providing a student-centered, innovative, and engaging learning environment using effective research-based instructional methodologies aligned to the California State Standards.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify
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Identified Need :	Parents identified an engaging and challenging curriculum/learning environment as the third highest priority on the 2016 LCAP Parent Survey and in stakeholder meetings. Students identified engagement in learning as a high priority during student focus group meetings. Teachers also identified additional best practices related to the learning environment in Curriculum Committee meetings and during LCAP consultation meetings.
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Goal Applies to:	Schools: --- LEA Wide/All Schools --- Applicable Pupil Subgroups: ---ALL Students---
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**LCAP Year 1: 2016-2017**

Expected Annual Measurable Outcomes:	Elementary students will continue to benefit from smaller class sizes in grades K-3, as students will have more opportunities for individual assistance on social development, foundational literacy skills and mathematical understanding. Metrics: DIBELS, Smarter Balanced Summative Results (Grade 3), Smarter Balanced Interim Results (Grade 3), RUSD Trimester Math Assessments, Reading Counts Results  Middle school students will benefit from schedules and programs that support student learning for all children in the middle grades, including AVID, Advisory Periods, and Enrichment/Intervention. Metrics: Smarter Balanced Summative Results, Smarter Balanced Interim Results, Reading Counts results, student listening circle results  Students in the middle schools will receive instruction in Spanish, Technology, and Project Lead the Way (STEAM) Metrics: Student enrollment/attendance reports, student listening circle feedback, parent survey information, pre and post tests on skills identified in the RUSD Technology Scope and Sequence, Digital Citizenship Compliance Certificates
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The District will continue to reduce class sizes towards 24:1 in grades K-3.	Lakeview Elementary Jackson Elementary Rescue Elementary Green Valley Elementary Lake	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The ongoing estimated salary for the two and one-half (2.5) certificated teachers at an average of \$65,000 per teacher is \$162,500. 1000-1999: Certificated Personnel Salaries Base \$162,500  The ongoing estimated benefit expense for the two and one-half (2.5) certificated teachers at an average of \$15,000 per teacher is \$37,500. 3000-3999: Employee Benefits Base \$37,500



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<p>The District will enact schedules and programs that support student learning for all children in the middle grades, including AVID and enrichment/intervention. Advisory periods at the middle school level will be explored.</p>	Pleasant Grove Marina Village	<p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>The estimated cost to implement schedules and programs that support student learning for all children in the middle grades, including AVID, Advisory Periods, and Enrichment/Intervention is expected to be integrated into current programs with no additional expenditures. 4000-4999: Books And Supplies Base \$0</p>
<p>The District will continue to offer Spanish, Technology, and Project Lead the Way (STEAM) to sixth, seventh, and eighth grade students. Three additional Project Lead the Way Courses (Automation and Robotics, Introduction to Computer Science, and Energy and the Environment) will be added for 2016-2017.</p>	Pleasant Grove Middle Marina Village Middle	<p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>The ongoing estimated salary cost to restructure the middle school elective program by hiring two certificated technology teachers is \$143,488. 1000-1999: Certificated Personnel Salaries Base \$143,488</p> <p>The ongoing estimated benefit cost of two newly hired certificated teachers is \$33,731. 3000-3999: Employee Benefits Base \$33,731</p> <p>The ongoing estimated salary costs to implement Project Lead The Way at Marina Village and Pleasant Grove are \$117,625. 1000-1999: Certificated Personnel Salaries Base \$117,625</p> <p>The ongoing estimated benefit costs to implement Project Lead The Way at Marina Village and Pleasant Grove are \$26,262. 3000-3999: Employee Benefits Base \$26,262</p> <p>The estimated ongoing technology and supply costs for Project Lead The Way at Marina Village and Pleasant Grove are \$54,059. 4000-4999: Books And Supplies Base \$54,059</p> <p>The estimated ongoing training and conference costs for Project Lead The Way at Marina Village and Pleasant Grove are \$18,639. 5000-5999: Services And Other Operating Expenditures Base \$18,639</p>
<p>The District will provide additional enrichment opportunities for students by offering three days, per week, of before school Jazz instruction.</p>	Marina Village Pleasant Grove	<p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>The estimated salary costs to offer jazz instruction three days per week before school at each middle school is \$9,600. 1000-1999: Certificated Personnel Salaries Base \$9,600</p> <p>The estimated benefit costs to offer jazz instruction three days per week before school at each middle school is \$1,318. 3000-3999: Employee Benefits Base \$1,318</p>

<p>The District will support and encourage the integration of life-skills instruction, including time management, note taking strategies, and organization into daily lessons.</p>	<p>--- LEA Wide/All Schools -- -</p>	<p>_ Other Subgroups: (Specify)  <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>The estimated salary costs to support and encourage the integration of life-skills instruction, including time management, note taking strategies, and organization into daily lessons is \$1,500. 1000-1999: Certificated Personnel Salaries Base \$1,500</p> <p>The estimated benefit costs to support and encourage the integration of life-skills instruction, including time management, note taking strategies, and organization into daily lessons is \$200. 3000-3999: Employee Benefits Base \$200</p> <p>The estimated cost of supplies to support and encourage the integration of life-skills instruction, including time management, note taking strategies, and organization into daily lessons is \$800. 4000-4999: Books And Supplies Base \$800</p>
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**LCAP Year 2: 2017-2018**

<p>Expected Annual Measurable Outcomes:</p>	<p>Elementary students will continue to benefit from smaller class sizes in grades K-3, as students will have more opportunities for individual assistance on social development, foundational literacy skills and mathematical understanding. Metrics: DIBELS, Smarter Balanced Summative Results (Grade 3), Smarter Balanced Interim Results (Grade 3), RUSD Trimester Math Assessments, Reading Counts Results</p> <p>Middle school students will benefit from schedules and programs that support student learning for all children in the middle grades, including AVID, Advisory Periods, and Enrichment/Intervention. Metrics: Smarter Balanced Summative Results, Smarter Balanced Interim Results, Reading Counts results, student listening circle results</p> <p>Students in the middle schools will receive instruction in Spanish, Technology, and Project Lead the Way (STEAM) Metrics: Student enrollment/attendance reports, student listening circle feedback, parent survey information, pre and post tests on skills identified in the RUSD Technology Scope and Sequence, Digital Citizenship Compliance Certificates</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>The District will continue to reduce class sizes towards 24:1 in grades K-3.</p>	<p>Lakeview Elementary Jackson Elementary Rescue Elementary Green</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient</p>	<p>The ongoing estimated salary for the two and one-half (2.5) certificated teachers at an average of \$65,000 per teacher is \$162,500. 1000-1999: Certificated Personnel Salaries Base \$162,500</p> <p>The ongoing estimated benefit expense for the two and one-half (2.5) certificated teachers at an average of \$15,000 per</p>

	Valley Elementary Lake Forest Elementary	<input type="checkbox"/> Other Subgroups: (Specify)	teacher is \$37,500. 3000-3999: Employee Benefits Base \$37,500
The District will continue to monitor and evaluate enacted schedules and programs that support student learning for all children in the middle grades, including AVID, Advisory Periods, and Enrichment/Intervention.	Pleasant Grove Marina Village	<input checked="" type="checkbox"/> All <input type="checkbox"/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The estimated ongoing cost to implement schedules and programs that support student learning for all children in the middle grades, including AVID, Advisory Periods, and Enrichment/Intervention is expected to be integrated into current programs with no additional expenditures. 4000-4999: Books And Supplies Base \$0
The District will continue to offer Spanish, Technology, and Project Lead the Way (STEAM) to sixth, seventh, and eighth grade students.	Pleasant Grove Marina Village	<input checked="" type="checkbox"/> All <input type="checkbox"/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>The ongoing estimated salary cost to restructure the middle school elective program by hiring two certificated technology teachers at \$65,000 each is \$130,000 1000-1999: Certificated Personnel Salaries Base \$130,000</p> <p>The ongoing estimated benefit cost of two newly hired certificated teachers is approximately \$15,000 each or \$30,000 total. 3000-3999: Employee Benefits Base \$30,000</p> <p>The estimated ongoing costs for Project Lead The Way at Marina Village and Pleasant Grove are \$20,000. 4000-4999: Books And Supplies Base \$20,000</p>
The District will provide additional enrichment opportunities for students by offering three days, per week, of before school Jazz instruction.	Marina Village Pleasant Grove	<input checked="" type="checkbox"/> All <input type="checkbox"/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>The estimated salary costs to offer jazz instruction three days per week before school at each middle school is \$9,600. 1000-1999: Certificated Personnel Salaries Base \$9,600</p> <p>The estimated benefit costs to offer jazz instruction three days per week before school at each middle school is \$1,318. 3000-3999: Employee Benefits Base \$1,318</p>
The District will support and encourage the integration of life-skills instruction, including time management, note taking strategies, and organization into daily lessons.	--- LEA Wide/All Schools --	<input checked="" type="checkbox"/> All <input type="checkbox"/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	The estimated salary costs to support and encourage the integration of life-skills instruction, including time management, note taking strategies, and organization into daily lessons is \$1,500. 1000-1999: Certificated Personnel Salaries Base \$1,500

		English proficient _ Other Subgroups: (Specify)	The estimated benefit costs to support and encourage the integration of life-skills instruction, including time management, note taking strategies, and organization into daily lessons is \$200. 3000-3999: Employee Benefits Base \$200  The estimated cost of supplies to support and encourage the integration of life-skills instruction, including time management, note taking strategies, and organization into daily lessons is \$800. 4000-4999: Books And Supplies Base \$800
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**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	<p>Elementary students will continue to benefit from smaller class sizes in grades K-3, as students will have more opportunities for individual assistance on social development, foundational literacy skills and mathematical understanding.                  Metrics: DIBELS, Smarter Balanced Summative Results (Grade 3), Smarter Balanced Interim Results (Grade 3), RUSD Trimester Math Assessments, Reading Counts Results</p> <p>Middle school students will benefit from schedules and programs that support student learning for all children in the middle grades, including AVID, Advisory Periods, and Enrichment/Intervention.                  Metrics: Smarter Balanced Summative Results, Smarter Balanced Interim Results, Reading Counts results, student listening circle results</p> <p>Students in the middle schools will receive instruction in Spanish, Technology, and Project Lead the Way (STEAM)                  Metrics: Student enrollment/attendance reports, student listening circle feedback, parent survey information, pre and post tests on skills identified in the RUSD Technology Scope and Sequence, Digital Citizenship Compliance Certificates</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The District will continue to reduce class sizes towards 24:1 in grades K-3.	Lakeview Elementary Jackson Elementary Rescue Elementary Green Valley Elementary Lake Forest Elementary	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	The ongoing estimated salary for the two and one-half (2.5) certificated teachers at an average of \$65,000 per teacher is \$162,500. 1000-1999: Certificated Personnel Salaries Base \$162,500  The ongoing estimated benefit expense for the two and one-half (2.5) certificated teachers at an average of \$15,140 per teacher is \$37,850. 3000-3999: Employee Benefits Base \$37,850
The District will continue to monitor and evaluate enacted schedules and programs that support student	Pleasant Grove	<input checked="" type="checkbox"/> All OR:	The estimated ongoing cost to implement schedules and programs that support student learning for all children in the

<p>learning for all children in the middle grades, including AVID, Advisory Periods, and Enrichment/Intervention.</p>	<p>Marina Village</p>	<p><input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>middle grades, including AVID, Advisory Periods, and Enrichment/Intervention is expected to be integrated into current programs with no additional expenditures. 4000-4999: Books And Supplies Base \$0</p>
<p>The District will continue to offer Spanish, Technology, and Project Lead the Way (STEAM) to sixth, seventh, and eighth grade students.</p>	<p>Pleasant Grove Marina Village</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>The ongoing estimated salary cost to restructure the middle school elective program by hiring two certificated technology teachers at \$65,000 each is \$130,000 1000-1999: Certificated Personnel Salaries Base \$130,000</p> <p>The ongoing estimated benefit cost of two newly hired certificated teachers is approximately \$15,000 each or \$30,000 total. 3000-3999: Employee Benefits Base \$30,000</p> <p>The estimated ongoing costs for Project Lead The Way at Marina Village and Pleasant Grove are \$20,000. 4000-4999: Books And Supplies Base \$20,000</p>
<p>The District will provide additional enrichment opportunities for students by offering three days, per week, of before school Jazz instruction.</p>	<p>Marina Village Pleasant Grove</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>The estimated salary costs to offer jazz instruction three days per week before school at each middle school is \$9,600. 1000-1999: Certificated Personnel Salaries Base \$9,600</p> <p>The estimated benefit costs to offer jazz instruction three days per week before school at each middle school is \$1,318. 3000-3999: Employee Benefits Base \$1,318</p>
<p>The District will support and encourage the integration of life-skills instruction, including time management, note taking strategies, and organization into daily lessons.</p>	<p>--- LEA Wide/All Schools -- -</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>The estimated salary costs to support and encourage the integration of life-skills instruction, including time management, note taking strategies, and organization into daily lessons is \$1,500. 1000-1999: Certificated Personnel Salaries Base \$1,500</p> <p>The estimated benefit costs to support and encourage the integration of life-skills instruction, including time management, note taking strategies, and organization into daily lessons is \$200. 3000-3999: Employee Benefits Base \$200</p> <p>The estimated cost of supplies to support and encourage the integration of life-skills instruction, including time management, note taking strategies, and organization into daily lessons is \$800. 4000-4999: Books And Supplies Base</p>

			\$800
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	The District will provide an innovative and engaging learning environment that effectively integrates the use of technology into the teaching and learning process to ensure that our students are well-prepared for success in high school, career, and college.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 _  COE only: 9 _ 10 _  Local : Specify
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Identified Need :	Recommendations for increasing the daily use of technology and STEAM was the first priority listed in the Parent Advisory Committee's letter to the Superintendent dated April 8, 2016. Teacher surveys also highly ranked the need for more certificated support of technology in the classroom.
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Goal Applies to:	Schools: --- LEA Wide/All Schools --- Applicable Pupil Subgroups: ---ALL Students---
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**LCAP Year 1: 2016-2017**

Expected Annual Measurable Outcomes:	<p>Students will increase their proficiency with respect to the skills contained in the RUSD Technology Scope and Sequence.                  Metrics: Pre and post technology assessments, digital citizenship compliance certificates, student listening circle feedback</p> <p>Middle school students will be provided with career technical education opportunities through the Project Lead The Way (PLTW) courses, including Introduction to Computer Science.                  Metrics: Student listening circle feedback, parent surveys, PLTW course grades</p> <p>All stakeholders, including parents, students, teachers, support staff, and community members will receive regular and timely communication through a variety of media services.                  Metrics: ParentLink communication logs, parent survey results, student listening circle feedback, teacher advisory group feedback</p> <p>Students will have greater access to technology and will benefit from the integration of 21st century skills in the classroom.                  Metrics: Computer-based SBAC results, pre and post technology assessments, Student listening circle feedback, parent surveys, teacher advisory group feedback</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The District will continue to support the elementary schools in the delivery of the skills found in the RUSD Technology Scope and Sequence. One additional Elementary Technology TOSA will be hired for the 2016-2017 school year. Middle Schools will also receive technology support (See Goal 1- Elective Restructure).	--- LEA Wide/All Schools --	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The ongoing estimated salary costs of one(1.0 FTE) new certificated technology teaching position would be approximately \$65,000.  1000-1999: Certificated Personnel Salaries Base \$65,000  The ongoing estimated benefit costs of one(1.0 FTE) new certificated technology teaching position would be approximately \$15,000.

			3000-3999: Employee Benefits Base \$15,000
<p>As a member of the El Dorado Career Technical Education Initiative Grant Consortium, Rescue Union School District will provide career technical education opportunities to middle school students through the Project Lead The Way courses, including the Introduction to Computer Science elective.</p>	<p>Pleasant Grove Marina Village</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>The estimated cost in 2016-17 to provide career technical education opportunities for middle school students is \$25,000. 5000-5999: Services And Other Operating Expenditures Base \$25,000</p>
<p>The District will continue to disseminate information to all stakeholders by providing consistent, accurate, and up to date information about our district and schools through all available media.</p>	<p>--- LEA Wide/All Schools -- -</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>The ongoing estimated costs related to the dissemination of information to stakeholders through websites, Aeries Software, Parent Link and other programs exceeds \$50,000.  5000-5999: Services And Other Operating Expenditures Base \$50,000</p>
<p>RUSD will continue to support access to technology and the integration of other 21st century skills in the classroom, including the addition of high-quality, online academic databases to promote effective student research.</p>	<p>--- LEA Wide/All Schools -- -</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>The ongoing costs for technology personnel to support the integration of technology and other 21st century skills exceeds \$310,000. 2000-2999: Classified Personnel Salaries Base \$310,000  The ongoing costs for technology personnel benefits to support the integration of technology and other 21st century skills exceeds \$52,000. 3000-3999: Employee Benefits Base \$52,000  The ongoing estimated costs for software, services, and infrastructure exceed \$100,000 5000-5999: Services And Other Operating Expenditures Base \$100,000</p>



**LCAP Year 2: 2017-2018**

<p>Expected Annual Measurable Outcomes:</p>	<p>Students will increase their proficiency with respect to the skills contained in the RUSD Technology Scope and Sequence.  Metrics: Pre and post technology assessments, digital citizenship compliance certificates, student listening circle feedback</p> <p>Middle school students will be provided with career technical education opportunities through the Project Lead The Way (PLTW) courses, including Introduction to Computer Science.  Metrics: Student listening circle feedback, parent surveys, PLTW course grades</p> <p>All stakeholders, including parents, students, teachers, support staff, and community members will receive regular and timely communication through a variety of media services.  Metrics: ParentLink communication logs, parent survey results, student listening circle feedback, teacher advisory group feedback</p> <p>Students will have greater access to technology and will benefit from the integration of 21st century skills in the classroom.  Metrics: Computer-based SBAC results, pre and post technology assessments, Student listening circle feedback, parent surveys, teacher advisory group feedback</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>The District will continue to support the elementary schools in the delivery of the skills found in the RUSD Technology Scope and Sequence. Middle Schools will also receive technology support (See Goal 1- Elective Restructure).</p>	<p>Lakeview Elementary  Jackson Elementary  Rescue Elementary  Green Valley Elementary  Lake Forest Elementary</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>The ongoing estimated salary costs of one(1.0 FTE) new certificated technology teaching position would be approximately \$65,000.</p> <p>1000-1999: Certificated Personnel Salaries Base \$65,000</p> <p>The ongoing estimated benefit costs of one(1.0 FTE) new certificated technology teaching position would be approximately \$15,500.</p> <p>3000-3999: Employee Benefits Base \$15,500</p>
<p>As a member of the El Dorado Career Technical Education Initiative Grant Consortium, Rescue Union School District will provide career technical education opportunities to middle school students through the Project Lead The Way courses, including the Introduction to Computer Science elective.</p>	<p>Pleasant Grove Marina Village</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>The estimated cost in 2017-18 to provide career technical education opportunities for middle school students is \$25,000.  1000-1999: Certificated Personnel Salaries Base \$25,000</p>

<p>The District will continue to disseminate information to all stakeholders by providing consistent, accurate, and up to date information about our district and schools through all available media.</p>	<p>--- LEA Wide/All Schools --</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>The ongoing estimated costs related to the dissemination of information to stakeholders through websites, Aeries Software, Parent Link and other programs exceeds \$50,000. 5000-5999: Services And Other Operating Expenditures Base \$50,000</p>
<p>RUSD will continue to support access to technology and the integration of other 21st century skills in the classroom.</p>	<p>--- LEA Wide/All Schools --</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>The ongoing costs for technology personnel to support the integration of technology and other 21st century skills exceeds \$310,000. 2000-2999: Classified Personnel Salaries Base \$310,000</p> <p>The ongoing costs for technology personnel to support the integration of technology and other 21st century skills exceeds \$53,000. 3000-3999: Employee Benefits Base \$53,000</p> <p>The ongoing estimated costs for software, services, and infrastructure exceed \$100,000 5000-5999: Services And Other Operating Expenditures Base \$100,000</p>

**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>Students will increase their proficiency with respect to the skills contained in the RUSD Technology Scope and Sequence. Metrics: Pre and post technology assessments, digital citizenship compliance certificates, student listening circle feedback</p> <p>Middle school students will be provided with career technical education opportunities through the Project Lead The Way (PLTW) courses, including Introduction to Computer Science. Metrics: Student listening circle feedback, parent surveys, PLTW course grades</p> <p>All stakeholders, including parents, students, teachers, support staff, and community members will receive regular and timely communication through a variety of media services. Metrics: ParentLink communication logs, parent survey results, student listening circle feedback, teacher advisory group feedback</p> <p>Students will have greater access to technology and will benefit from the integration of 21st century skills in the classroom. Metrics: Computer-based SBAC results, pre and post technology assessments, Student listening circle feedback, parent surveys, teacher advisory group feedback</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>The District will continue to support the elementary schools in the delivery of the skills found in the RUSD Technology Scope and Sequence. Middle Schools will</p>	<p>Lakeview Elementary Jackson</p>	<p><input checked="" type="checkbox"/> All OR:</p>	<p>The ongoing estimated salary costs of one(1.0 FTE) new certificated technology teaching position would be</p>

<p>also receive technology support (See Goal 1- Elective Restructure).</p>	<p>Elementar y Rescue Elementar y Green Valley Elementar y Lake Forest Elementar y</p>	<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>approximately \$65,000.</p> <p>1000-1999: Certificated Personnel Salaries Base \$65,000</p> <p>The ongoing estimated benefit costs of one(1.0 FTE) new certificated technology teaching position would be approximately \$16,000.</p> <p>3000-3999: Employee Benefits Base \$16,000</p>
<p>As a member of the El Dorado Career Technical Education Initiative Grant Consortium, Rescue Union School District will provide career technical education opportunities to middle school students through the Project Lead The Way courses, including the Introduction to Computer Science elective.</p>	<p>Pleasant Grove Marina Village</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>The estimated cost in 2017-18 to provide career technical education opportunities for middle school students is \$25,000. 1000-1999: Certificated Personnel Salaries Base \$25,000</p>
<p>The District will continue to disseminate information to all stakeholders by providing consistent, accurate, and up to date information about our district and schools through all available media.</p>	<p>--- LEA Wide/All Schools -- -</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>The ongoing estimated costs related to the dissemination of information to stakeholders through websites, Aeries Software, Parent Link and other programs exceeds \$50,000. 5000-5999: Services And Other Operating Expenditures Base \$50,000</p>
<p>RUSD will continue to support access to technology and the integration of other 21st century skills in the classroom.</p>	<p>--- LEA Wide/All Schools -- -</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>The ongoing costs for technology personnel to support the integration of technology and other 21st century skills exceeds \$310,000. 2000-2999: Classified Personnel Salaries Base \$310,000</p> <p>The ongoing costs for technology personnel to support the integration of technology and other 21st century skills exceeds \$52,000. 3000-3999: Employee Benefits Base \$54,000</p> <p>The ongoing estimated costs for software, services, and infrastructure exceed \$100,000 5000-5999: Services And Other Operating Expenditures Base \$100,000</p>

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

<p>GOAL 3:</p>	<p>The District will support the teaching and learning process to ensure that a consistent, high quality, challenging and engaging learning environment is provided for all students.</p>	<p>Related State and/or Local Priorities:          1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _          COE only: 9 _ 10 _          Local : Specify</p>
<p>Identified Need :</p>	<p>LCAP teacher surveys, administered in the spring of 2016, ranked the need for effective staff development and training high.</p> <p>Instructional assistants and library media coordinators identified the need for instructional staff development in the CSEA LCAP survey, administered in the spring of 2016.</p> <p>Participants in our 2016 student listening circles indicated a desire for more engaging instruction and activities.</p>	
<p>Goal Applies to:</p>	<p>Schools: --- LEA Wide/All Schools ---</p> <p>Applicable Pupil Subgroups:</p>	<p>---ALL Students---</p>

**LCAP Year 1: 2016-2017**

Expected Annual Measurable Outcomes: Staff and students will be provided with California Standards aligned ELA/ELD curriculum and the training to support a successful implementation.  
 Metrics: Smarter Balanced Assessment Results, student listening circle feedback, RUSD professional development evaluation results

Staff will be provided with effective, timely, and relevant staff development.  
 Metrics: RUSD professional development evaluation results, parent surveys, student listening circle feedback

Staff will receive training and review materials aligned to the Next Generation Science Standards in advance of an adoption in 2018-2019.  
 Metrics: RUSD professional development evaluation results, student listening circle feedback

The Curriculum Committee will continue to meet and help set the direction for matters pertaining to professional development, instructional resources, etc.  
 Metrics: Teacher advisory group feedback, RUSD professional development evaluation results, Smarter Balanced Assessment results

RUSD staff will provide improved communication, relationship building, and responsiveness to stakeholders.  
 Metric: student listening circle feedback, parent survey results, WestEd's District School Climate Report Card

Opportunities for professional development through the California Associated for the Gifted will be explored and provided.  
 Metric: Professional development schedule, RUSD professional development evaluation results, parent surveys, student listening circle feedback

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
RUSD will adopt a full ELA program, aligned to the California State Standards, and provide appropriate staff development to ensure a successful implementation.	--- LEA Wide/All Schools -- -	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The estimated cost to adopt standards aligned English Language Arts materials is \$950,000 4000-4999: Books And Supplies Base \$950,000
RUSD will provide an effective staff development program for continued implementation of the California Standards, the use of adopted instructional resources, the Smarter Balanced Assessment, the use of technology in instruction, and other best instructional practices.	--- LEA Wide/All Schools -- -	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	The estimated cost for staff development for the implementation of the standards aligned English Language Arts adoption and other best instructional practices exceeds \$34,200 5000-5999: Services And Other Operating Expenditures Base \$34,200

		(Specify)	
RUSD will continue the transition to the Next Generation Science Standards, by reviewing materials, training staff, preparing resources, and developing hands-on lessons in advance of an anticipated adoption of materials in 2018-2019.	--- LEA Wide/All Schools -- -	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The estimated cost to train and prepare for NGSS implementation is \$20,000 4000-4999: Books And Supplies Base \$20,000
Using resources from the Educator Effectiveness Fund, RUSD will provide staff development opportunities tailored to the needs of classified instructional assistants and library media coordinators.	--- LEA Wide/All Schools -- -	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The estimated cost to provide staff development opportunities tailored to the needs of classified instructional assistants and library media coordinators is \$3,000. 2000-2999: Classified Personnel Salaries Base \$3,000
RUSD will continue to explore effective Learning Management Systems (LMS) that promote formative assessment, measure student progress, analyze results, facilitate communication with students and families, and improve instructional outcomes based on data.	--- LEA Wide/All Schools -- -	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The estimated cost of a Learning Management System is \$50,000. 5000-5999: Services And Other Operating Expenditures Base \$50,000
RUSD will continue to fund Curriculum Committee meetings (one, half-day meeting per trimester x twenty members).	--- LEA Wide/All Schools -- -	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The estimated cost to fund participation in the Curriculum Committee is \$5,000. 1000-1999: Certificated Personnel Salaries Base \$5,000

<p>RUSD will continue to prioritize and monitor communication, relationship building, and responsiveness to stakeholders.</p>	<p>--- LEA Wide/All Schools -- -</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>The estimated cost to provide staff development to improve communication, relationship building, and responsiveness to stakeholders is \$5,000. 5000-5999: Services And Other Operating Expenditures Base \$5,000</p>
<p>RUSD will provide training, in conjunction with the California Association for the Gifted, that prepare teachers to best meet the diverse needs of identified gifted and high achieving students.</p>	<p>--- LEA Wide/All Schools -- -</p>	<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) GATE</p>	<p>The estimated cost to identify trainings and workshops, offered by the California Association for the Gifted, that prepare teachers to best meet the diverse needs of identified gifted and high achieving students is \$2,500. 5000-5999: Services And Other Operating Expenditures Base \$2,500</p>
<p>Using resources from the Educator Effectiveness Fund, RUSD will establish a program, in conjunction with the Peer Assistance and Review panel, to provide substitutes to release teachers wishing to observe model lessons and demonstrations of educational technology in the classroom setting.</p>	<p>--- LEA Wide/All Schools -- -</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>The estimated cost to establish a program, in conjunction with the Peer Assistance and Review panel, to provide substitutes to release teachers wishing to observe model lessons and demonstrations of educational technology in the classroom setting is \$5,000. 1000-1999: Certificated Personnel Salaries Base \$5,000</p>

**LCAP Year 2: 2017-2018**

Expected Annual Measurable Outcomes: Staff and students will be provided with California Standards aligned ELA/ELD curriculum and the training to support a successful implementation.  
 Metrics: Smarter Balanced Assessment Results, student listening circle feedback, RUSD professional development evaluation results

Staff will be provided with effective, timely, and relevant staff development.  
 Metrics: RUSD professional development evaluation results, parent surveys, student listening circle feedback

Staff will be provided with materials aligned to the Next Generation Science Standards, for review, in advance of an adoption in 2018-2019.  
 Metrics: Pilot teacher feedback, student listening circle feedback

The Curriculum Committee will continue to meet and help set the direction for matters pertaining to professional development, instructional resources, etc.  
 Metrics: Teacher advisory group feedback, RUSD professional development evaluation results, Smarter Balanced Assessment results

RUSD staff will provide improved communication, relationship building, and responsiveness to stakeholders.  
 Metric: student listening circle feedback, parent survey results, WestEd's District School Climate Report Card

Opportunities for professional development through the California Associated for the Gifted will be explored and provided.  
 Metric: Professional development schedule, RUSD professional development evaluation results, parent surveys, student listening circle feedback

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
RUSD will continue to utilize the district adopted ELA program and provide appropriate staff development to ensure successful implementation.	--- LEA Wide/All Schools -- -	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The estimated cost to purchase standard aligned English Language Arts materials is \$20,000 in 2017-18. 4000-4999: Books And Supplies Base \$20,000
RUSD will provide an effective staff development program for continued implementation of the California Standards, the use of adopted instructional resources, the Smarter Balanced Assessment, the use of technology in instruction, and other best instructional practices.	--- LEA Wide/All Schools -- -	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	The estimated cost for staff development in the implementation of the standards aligned English Language Arts adoption is \$5,000 in 2017-18. 5000-5999: Services And Other Operating Expenditures Base \$5,000



		(Specify)	
RUSD will review and pilot materials aligned with the Next Generation Science Standards, in advance of an anticipated adoption of materials in 2018-2019.	--- LEA Wide/All Schools -- -	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The estimated cost to adopt Next Generation Science Standards and provide the necessary staff development to ensure a successful implementation in 2017-18 is \$10,000. 4000-4999: Books And Supplies Base \$10,000
Using resources from the Educator Effectiveness Fund, RUSD will provide staff development opportunities tailored to the needs of classified instructional assistants and library media coordinators.	--- LEA Wide/All Schools -- -	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The estimated cost to provide staff development opportunities tailored to the needs of classified instructional assistants and library media coordinators is \$3,000. 2000-2999: Classified Personnel Salaries Base \$3,000
RUSD will select and implement a universal effective Learning Management Systems (LMS) to promote formative assessment, measure student progress, analyze results, facilitate communication with students and families, and improve instructional outcomes based on data.	--- LEA Wide/All Schools -- -	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The estimated ongoing expense for a Learning Management System is \$50,000. 5000-5999: Services And Other Operating Expenditures Base \$50,000
RUSD will continue to fund Curriculum Committees (one, half-day meeting per trimester x twenty members).	--- LEA Wide/All Schools -- -	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The estimated cost to fund the Curriculum Committee is \$5,000. 1000-1999: Certificated Personnel Salaries Base \$5,000

<p>RUSD will continue to prioritize and monitor communication, relationship building, and responsiveness to stakeholders.</p>	<p>--- LEA Wide/All Schools -- -</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>The estimated cost to provide staff development to improve communication, relationship building, and responsiveness to stakeholders is \$5,000. 5000-5999: Services And Other Operating Expenditures Base \$5,000</p>
<p>RUSD will provide training, in conjunction with the California Association for the Gifted, that prepare teachers to best meet the diverse needs of identified gifted and high achieving students.</p>	<p>--- LEA Wide/All Schools -- -</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) GATE</p>	<p>The estimated cost to identify trainings and workshops, offered by the California Association for the Gifted, that prepare teachers to best meet the diverse needs of identified gifted and high achieving students is \$2,500. 5000-5999: Services And Other Operating Expenditures Base \$2,500</p>
<p>Using resources from the Educator Effectiveness Fund, RUSD will, in conjunction with the Peer Assistance and Review panel, provide substitutes to release teachers wishing to observe model lessons and demonstrations of educational technology in the classroom setting.</p>	<p>--- LEA Wide/All Schools -- -</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>The estimated cost to provide substitutes to release teachers wishing to observe model lessons and demonstrations of educational technology in the classroom setting is \$5,000. 1000-1999: Certificated Personnel Salaries Base \$5,000</p>

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes: Staff and students will be provided with California Standards aligned ELA/ELD curriculum and the training to support a successful implementation.  
 Metrics: Smarter Balanced Assessment Results, student listening circle feedback, RUSD professional development evaluation results

Staff will be provided with effective, timely, and relevant staff development.  
 Metrics: RUSD professional development evaluation results, parent surveys, student listening circle feedback

Staff will be provided with materials aligned to the Next Generation Science Standards, for review, in advance of an adoption in 2017-2018..  
 Metrics: Pilot teacher feedback, student listening circle feedback

The Curriculum Committee will continue to meet and help set the direction for matters pertaining to professional development, instructional resources, etc.  
 Metrics: Teacher advisory group feedback, RUSD professional development evaluation results, Smarter Balanced Assessment results

RUSD staff will provide improved communication, relationship building, and responsiveness to stakeholders.  
 Metric: student listening circle feedback, parent survey results, WestEd's District School Climate Report Card

Opportunities for professional development through the California Associated for the Gifted will be explored and provided.  
 Metric: Professional development schedule, RUSD professional development evaluation results, parent surveys, student listening circle feedback

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
RUSD will continue to utilize the district adopted ELA program and provide appropriate staff development to ensure successful implementation.	--- LEA Wide/All Schools -- -	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The estimated cost to purchase standards aligned English Language Arts materials is \$20,000 . 4000-4999: Books And Supplies Base \$20,000
RUSD will provide an effective staff development program for continued implementation of the California Standards, the use of adopted instructional resources, the Smarter Balanced Assessment, the use of technology in instruction, and other best instructional practices.	--- LEA Wide/All Schools -- -	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	The estimated cost for staff development in the implementation of the standards aligned English Language Arts adoption is \$5,000. 5000-5999: Services And Other Operating Expenditures Base \$5,000

		(Specify)	
RUSD will adopt materials aligned to the Next Generation Science Standards.	--- LEA Wide/All Schools -- -	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The estimated cost to adopt Next Generation Science Standards and provide the necessary staff development to ensure a successful implementation is \$250,000. 4000-4999: Books And Supplies Base \$250,000
Using resources from the Educator Effectiveness Fund, RUSD will provide staff development opportunities tailored to the needs of classified instructional assistants and library media coordinators.	--- LEA Wide/All Schools -- -	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The estimated cost to provide staff development opportunities tailored to the needs of classified instructional assistants and library media coordinators is \$3,000. 2000-2999: Classified Personnel Salaries Base \$3,000
RUSD will utilize a universal effective Learning Management Systems (LMS) to promote formative assessment, measure student progress, analyze results, facilitate communication with students and families, and improve instructional outcomes based on data.	--- LEA Wide/All Schools -- -	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The estimated ongoing expense for a Learning Management System is \$50,000. 5000-5999: Services And Other Operating Expenditures Base \$50,000
RUSD will continue to fund Curriculum Committees (one, half-day meeting per trimester x twenty members).	--- LEA Wide/All Schools -- -	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The estimated cost to fund the Curriculum Committee is \$5,000. 1000-1999: Certificated Personnel Salaries Base \$5,000

<p>RUSD will continue to prioritize and monitor communication, relationship building, and responsiveness to stakeholders.</p>	<p>--- LEA Wide/All Schools -- -</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>The estimated cost to provide staff development to improve communication, relationship building, and responsiveness to stakeholders is \$5,000. 5000-5999: Services And Other Operating Expenditures Base \$5,000</p>
<p>RUSD will provide training, in conjunction with the California Association for the Gifted, that prepare teachers to best meet the diverse needs of identified gifted and high achieving students.</p>	<p>--- LEA Wide/All Schools -- -</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) GATE</p>	<p>The estimated cost to identify trainings and workshops, offered by the California Association for the Gifted, that prepare teachers to best meet the diverse needs of identified gifted and high achieving students is \$2,500. 5000-5999: Services And Other Operating Expenditures Base \$2,500</p>
<p>RUSD will, in conjunction with the Peer Assistance and Review panel, provide substitutes to release teachers wishing to observe model lessons and demonstrations of educational technology in the classroom setting.</p>	<p>--- LEA Wide/All Schools -- -</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>The estimated cost to provide substitutes to release teachers wishing to observe model lessons and demonstrations of educational technology in the classroom setting is \$5,000. 1000-1999: Certificated Personnel Salaries Base \$5,000</p>

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

<p>GOAL 4:</p>	<p>The District will enhance and encourage learning for all subgroups of students including English language learners, Foster Youth and socio-economically disadvantaged students by increasing access to intervention and enrichment opportunities from credentialed teachers and support staff. The District will also increase pupil engagement and improve school climate by providing a safe, supportive, and student-centered learning environment.</p>	<p>Related State and/or Local Priorities:          1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _          COE only: 9 _ 10 _          Local : Specify</p>
<p>Identified Need :</p>	<p>2016 Parent LCAP Survey results, teacher advisory group feedback, DELAC advisory input, and student listening circle feedback all indicated the need for effective, ongoing, and enhanced academic intervention AND enrichment programs, as well as programs that support life-skills education and the social, emotional, mental and physical health of all students.</p> <p>Results from the 2015 Smarter Balanced Assessment as well as local measures, including 2015-2016 DIBELS and math trimester assessments, continue to highlight a need to provide academic support and intervention for subgroups such as English learners and low-socioeconomic students.</p> <p>Results from Question 12 of the 2016 Parent LCAP Survey indicated that improved school climate was an area of need (ranked 5th).</p>	
<p>Goal Applies to:</p>	<p>Schools: --- LEA Wide/All Schools ---          Applicable Pupil Subgroups: ---ALL Students---</p>	

**LCAP Year 1: 2016-2017**

<p>Expected Annual Measurable Outcomes:</p>	<p>At all schools, students in need of intervention will be provided with site-based support, within the school day, to improve proficiency in designated areas.  Metrics: The measurements used to assess student outcomes will be dependent on the intervention prescribed, but may include DIBELS, the BPST, Reading Counts scores, Go Math!/Big Idea assessments, Smarter Balanced Interim Assessments.</p> <p>Green Valley will have an improved school climate, in part, due to the services provided by the Vice Principal.  Metrics: California Healthy Kids Survey results, Staff Climate Survey results, parents survey results, suspension/expulsion data, attendance rates</p> <p>Students in all schools will benefit from proactive anti-bullying / character education programs in their schools.  Metrics: California Healthy Kids Survey results, Staff Climate Survey results, parents survey results, attendance rates</p> <p>EL Teachers and support staff will have the necessary knowledge and tools to meet the needs of English Learners  Metrics: Rosetta Stone account reports, Title III Accountability Conference report, RUSD professional development evaluation reports, DELAC feedback</p> <p>Students' social, emotional, mental and physical health needs will be met.  Metrics: California Healthy Kids Survey results, Staff Climate Survey results, parent survey results, counselor referral data, attendance rates</p> <p>EL students at Green Valley and Rescue will benefit from increased academic support, during the school day, from a bilingual instructional assistant.  Metrics: CELDT scores, grades, Smarter Balanced Interim and Summative Assessment results, reclassification rates, Reading Counts scores, DIBELS results, Math Trimester III assessments</p> <p>EL students at Pleasant Grove will benefit from increased academic support, during the school day, from a bilingual instructional assistant.  Metrics: CELDT scores, Smarter Balanced Interim and Summative Assessment results, reclassification rates, Reading Counts scores, Math Trimester III assessments</p> <p>EL students from across the district, will benefit from academic tutoring, after the school day, from a bilingual instructional assistant.  Metrics: CELDT scores, Smarter Balanced Interim and Summative Assessment results, reclassification rates, Reading Counts scores, DIBELS results, Math Trimester III assessments</p> <p>Students, parents, and staff will increase cultural sensitivity and awareness.  Metrics: Parent survey results, Multicultural Fair attendance reports</p> <p>Enriching and stimulating experiences will be provided to GATE students.  Metrics: 2016-2017 GATE offerings, parent survey results</p> <p>RUSD will implement and support students through an AVID program at Pleasant Grove Middle School.  Metrics: Participating students' grade reports, participating students' Smarter Balanced Interim and Summative Assessment Results, college acceptance/graduation rates (when data becomes available)</p> <p>Scheduling options that allow EL students, special education students, and other students needing intervention the ability to take two electives</p>
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(support AND enrichment) during the school day will be explored.  
 Metrics: Curriculum Committee reports, site visitation reports

EL students will benefit from increased academic support, during the school day, from a certificated EL teacher.  
 Metrics: CELDT scores, grades, Smarter Balanced Interim and Summative Assessment results, reclassification rates, Reading Counts scores, DIBELS results, Math Trimester III assessments

English Learner families will receive increased levels of communication and support from a bilingual community liaison.  
 Metrics: Parent survey results

Opportunities to support students with homework after school will be provided.  
 Metrics: The measurements used to assess student outcomes will be dependent on the grade level and class, but may include Smarter Balanced Interim Assessment results and course grades.

EL students from across the district, will benefit from an EL Summer Program to provide additional instruction and support after the school year ends.  
 Metrics: CELDT scores, Smarter Balanced Interim and Summative Assessment results, reclassification rates, Reading Counts scores, DIBELS results, Math Trimester III assessments

EL students, low socio-economic students, and Foster Youth at Green Valley and Rescue will benefit from the further reduction in class sizes below 24:1 in grades K-3.  
 Metrics: CELDT scores, Smarter Balanced Interim and Summative Assessment results, reclassification rates, Reading Counts scores, DIBELS results, Math Trimester III assessments

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
RUSD will provide assistance and intervention classes for struggling students by providing intervention classes/opportunities during the school day.	--- LEA Wide/All Schools -- -	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The estimated cost to continue intervention and assistance for struggling students. 1000-1999: Certificated Personnel Salaries Supplemental \$35,000 The estimated benefit cost to continue intervention and assistance for struggling students. 3000-3999: Employee Benefits Supplemental \$9,000 The estimated classified salary costs to continue intervention and assistance for struggling students. 2000-2999: Classified Personnel Salaries Supplemental \$90,000 The estimated classified benefit costs to continue intervention and assistance for struggling students. 3000-3999: Employee Benefits Supplemental \$16,000 The estimated books and supplies costs to continue intervention and assistance for struggling students. 4000-



			<p>4999: Books And Supplies Supplemental \$8,500</p> <p>The estimated services and other costs to continue intervention and assistance for struggling students. 5000-5999: Services And Other Operating Expenditures Supplemental \$7,500</p>
RUSD will fund one Vice Principal position to support Green Valley Elementary School.	Green Valley School	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>The estimated salary cost to fund one Vice Principal position to support Green Valley Elementary School is \$85,000. 1000-1999: Certificated Personnel Salaries Supplemental \$85,000</p> <p>The estimated benefit cost to fund one Vice Principal position to support Green Valley Elementary School is \$15,000. 3000-3999: Employee Benefits Supplemental \$15,000</p>
RUSD will continue to support proactive anti-bullying / character education programs in all schools.	--- LEA Wide/All Schools --	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>The District and sites will continue to promote anti-bullying and character education through ongoing grade and age appropriate programs. Sites utilize their site budgets in order to provide and promote the anti-bullying and character education programs within their school. Estimated Expenditures: \$20,000 5000-5999: Services And Other Operating Expenditures Base \$20,000</p>
RUSD will continue to provide professional development for staff working with English learners, including Rosetta Stone, attendance at the annual Title III Accountability Conference, and efforts to increase cultural awareness for all staff.	--- LEA Wide/All Schools --	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>The estimated cost to continue to provide professional development for staff working with English Learners, including Rosetta Stone, attendance at the annual EL Conference, and efforts to increase cultural awareness for all staff is \$5,000 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000</p>
RUSD will provide group and individual counseling and mental health intervention services at Green Valley Elementary School and Rescue Elementary School to meet the social, emotional, mental, and physical health needs of students.	Green Valley Elementary School Rescue School	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p>	<p>The estimated salary costs of continuing to provide counseling and mental health intervention services at Rescue Elementary and Green Valley Elementary are \$60,000. 1000-1999: Certificated Personnel Salaries Supplemental \$60,000</p> <p>The estimated benefit costs of continuing to provide counseling and mental health intervention services at Rescue Elementary and Green Valley Elementary are \$12,000. 3000-</p>

		_ Other Subgroups: (Specify)	3999: Employee Benefits Supplemental \$12,000
RUSD will fund two, six-hour per day Bilingual Aides to support EL students in the classroom at Green Valley School and Rescue School.	Green Valley School Rescue School	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	The estimated salary cost to fund two, six-hour per day Bilingual Aides for to support EL students in the classroom at Green Valley School and Rescue School is \$48,000. (THIS WAS INCREASED TO SIX HOURS) 2000-2999: Classified Personnel Salaries Supplemental \$48,000  The estimated benefit cost to fund two, six-hour per day Bilingual Aides for to support EL students in the classroom at Green Valley School and Rescue School is \$9,800. (THIS WAS INCREASED TO SIX HOURS) 3000-3999: Employee Benefits Supplemental \$9,800
RUSD will fund one, six-hour Bilingual Aide for the middle school English language learner class at Pleasant Grove.	Pleasant Grove	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	The estimated salary cost to fund one, six-hour Bilingual Aide for the middle school English Language Learner Class at Pleasant Grove is \$24,000. 2000-2999: Classified Personnel Salaries Supplemental \$24,000  The estimated benefit cost to fund one, six-hour Bilingual Aide for the middle school English Language Learner Class at Pleasant Grove is \$4,800. 3000-3999: Employee Benefits Supplemental \$4,800
RUSD will fund one, four-hour per week bilingual instructional aide to assist with EL tutoring, after school. District transportation from the EL tutoring classes will also be provided.	Green Valley School Rescue School Pleasant Grove	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	The estimated cost of one four hour per week instructional assistant is \$3,500. 2000-2999: Classified Personnel Salaries Supplemental \$3,500  The estimated benefit cost of one four hour per week instructional assistant is \$700. 3000-3999: Employee Benefits Supplemental \$700  The estimated cost to provide transportation for the EL tutoring program is \$3,000 5000-5999: Services And Other Operating Expenditures Base \$3,000
RUSD will continue to fund the District Multicultural Fair, DELAC parent meeting speakers, and workshops for parents.	--- LEA Wide/All Schools -- -	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	The estimated cost to fund community outreach for our English Learner Community is \$1,000. 2000-2999: Classified Personnel Salaries Supplemental \$1,000

<p>During the year, RUSD will provide thematic units of instruction to GATE students and culminating field trips/activities for GATE students.</p>	<p>--- LEA Wide/All Schools --</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) GATE</p>	<p>The estimated cost to provide opportunities to GATE students is \$5,000. During the year, RUSD will provide thematic units of instruction to GATE students and three, culminating field trips/activities for GATE students. 5000-5999: Services And Other Operating Expenditures Base \$5,000</p>
<p>RUSD will implement an AVID program at Pleasant Grove Middle School. Ongoing AVID training/support will be provided to participating teachers and articulation meetings will be scheduled with AVID personnel (teachers and administrators) at Ponderosa High School. One period of release, per day, will be provided to the AVID Teacher Coordinator to provide coaching on effective AVID-aligned instructional practices and learning strategies to teachers. Additionally, materials, supplies, and opportunities for college visits and experiential learning in support of the AVID program will be provided.</p>	<p>Pleasant Grove</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>First Generation College Students</u></p>	<p>The estimated salary cost to implement an AVID program at Pleasant Grove Middle School. in 2016-2017 is \$25,000. 1000-1999: Certificated Personnel Salaries Supplemental \$25,000</p> <p>The estimated benefit cost to implement an AVID program at Pleasant Grove Middle School. in 2016-2017 is \$5,000. 3000-3999: Employee Benefits Supplemental \$5,000</p> <p>The estimated cost to implement training in the AVID program at Pleasant Grove Middle School. in 2016-2017 is \$3,000. 5000-5999: Services And Other Operating Expenditures Supplemental \$3,000</p> <p>The estimated cost for materials in the AVID program at Pleasant Grove Middle School is \$3,000. 4000-4999: Books And Supplies Supplemental \$3,000</p> <p>The estimated cost for college visits and other experiential opportunities in the AVID program at Pleasant Grove Middle School is \$2,000. 5000-5999: Services And Other Operating Expenditures Supplemental \$2,000</p>
<p>RUSD will explore scheduling options so that EL students, special education students, and other students needing intervention have the ability to take two electives during the school day.</p>	<p>Pleasant Grove Marina Village</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>The estimated cost to provide EL students, special education students, and other students needing intervention the ability to take two electives during the school day or multiple electives during the school year is \$30,000. 1000-1999: Certificated Personnel Salaries Supplemental \$30,000</p> <p>The estimated benefit cost to provide EL students, special education students, and other students needing intervention the ability to take two electives during the school day or multiple electives during the school year is \$6,000. 3000-3999: Employee Benefits Supplemental \$6,000</p>
<p>RUSD will fund one certificated EL Teacher to support EL students' academic growth and progress towards</p>	<p>--- LEA Wide/All</p>	<p><input type="checkbox"/> All OR:</p>	<p>The estimated ongoing salary cost to fund one certificated EL Teacher to support EL students' academic growth and</p>

<p>reclassification.</p>	<p>Schools -- -</p>	<p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>progress towards reclassification is \$60,000. 1000-1999: Certificated Personnel Salaries Supplemental \$86,000</p> <p>The estimated ongoing benefit cost to fund one certificated EL Teacher to support EL students' academic growth and progress towards reclassification is \$12,000. 3000-3999: Employee Benefits Supplemental \$15,000</p>
<p>The District will fund one classified bilingual community liaison to assist families of English Learners and increase parental involvement.</p>	<p>--- LEA Wide/All Schools -- -</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>The estimated ongoing salary cost to fund one classified bilingual community liaison to assist families of English Learners and increase parental involvement is \$15,000. 2000-2999: Classified Personnel Salaries Supplemental \$15,000</p> <p>The estimated ongoing benefit cost to fund one classified bilingual community liaison to assist families of English Learners and increase parental involvement is \$3,000. 3000-3999: Employee Benefits Supplemental \$3,000</p>
<p>The District will provide after school homework labs, with transportation home, at Pleasant Grove Middle School, Rescue Elementary School, and Green Valley Elementary School.</p>	<p>Pleasant Grove School Rescue School Green Valley School</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>The estimated salary costs to provide after school homework labs, with transportation home, at Pleasant Grove Middle School, Rescue Elementary School, and Green Valley Elementary School is \$50,000. 1000-1999: Certificated Personnel Salaries Supplemental \$50,000</p> <p>The estimated benefit costs to provide after school homework labs, with transportation home, at Pleasant Grove Middle School, Rescue Elementary School, and Green Valley Elementary School is \$10,000. 3000-3999: Employee Benefits Supplemental \$10,000</p> <p>The estimated transportation costs to provide after school homework labs, with transportation home, at Pleasant Grove Middle School, Rescue Elementary School, and Green Valley Elementary School is \$3,840. 5000-5999: Services And Other Operating Expenditures Supplemental \$3,840</p>
<p>The District will provide an EL Summer Program to provide additional instruction and support after the school year ends.</p>	<p>--- LEA Wide/All Schools -- -</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>The estimated salary costs to provide an EL Summer Program to provide additional instruction and support after the school year ends. 1000-1999: Certificated Personnel Salaries Supplemental \$5,000</p> <p>The estimated benefit costs to provide an EL Summer Program to provide additional instruction and support after the school year ends. 3000-3999: Employee Benefits Supplemental \$1,000</p> <p>The estimated books and supply costs to provide an EL</p>

			<p>Summer Program to provide additional instruction and support after the school year ends. 4000-4999: Books And Supplies Supplemental \$400</p> <p>The estimated services and other costs to provide an EL Summer Program to provide additional instruction and support after the school year ends. 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000</p>
<p>To support low income students, English learners, redesignated fluent English proficient students, and Foster Youth, the District will provide additional certificated staff to further reduce class sizes below 24:1 in grades K-3 at Green Valley and Rescue Elementary.</p>	<p>Rescue Elementary Green Valley Elementary</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>The estimated salary costs to support low income students, English learners, redesignated fluent English proficient students, and Foster Youth with additional certificated staff to further reduce class sizes below 24:1 in grades K-3 at Green Valley and Rescue Elementary. 1000-1999: Certificated Personnel Salaries Supplemental \$130,763</p> <p>The estimated benefit costs to support low income students, English learners, redesignated fluent English proficient students, and Foster Youth with additional certificated staff to further reduce class sizes below 24:1 in grades K-3 at Green Valley and Rescue Elementary. 3000-3999: Employee Benefits Supplemental \$30,976</p>

**LCAP Year 2: 2017-2018**

<p>Expected Annual Measurable Outcomes:</p>	<p>At all schools, students in need of intervention will be provided with site-based support, within the school day, to improve proficiency in designated areas.  Metrics: The measurements used to assess student outcomes will be dependent on the intervention prescribed, but may include DIBELS, the BPST, Reading Counts scores, Go Math!/Big Idea assessments, Smarter Balanced Interim Assessments.</p> <p>Green Valley will have an improved school climate, in part, due to the services provided by the Vice Principal.  Metrics: California Healthy Kids Survey results, Staff Climate Survey results, parents survey results, suspension/expulsion data, attendance rates</p> <p>Students in all schools will benefit from proactive anti-bullying / character education programs in their schools.  Metrics: California Healthy Kids Survey results, Staff Climate Survey results, parents survey results, attendance rates</p> <p>EL Teachers and support staff will have the necessary knowledge and tools to meet the needs of English Learners  Metrics: Rosetta Stone account reports, Title III Accountability Conference report, RUSD professional development evaluation reports, DELAC feedback</p> <p>Students' social, emotional, mental and physical health needs will be met.  Metrics: California Healthy Kids Survey results, Staff Climate Survey results, parent survey results, counselor referral data, attendance rates</p> <p>EL students at Green Valley and Rescue will benefit from increased academic support, during the school day, from a bilingual instructional assistant.  Metrics: CELDT scores, grades, Smarter Balanced Interim and Summative Assessment results, reclassification rates, Reading Counts scores, DIBELS results, Math Trimester III assessments</p> <p>EL students at Pleasant Grove will benefit from increased academic support, during the school day, from a bilingual instructional assistant.  Metrics: CELDT scores, Smarter Balanced Interim and Summative Assessment results, reclassification rates, Reading Counts scores, Math Trimester III assessments</p> <p>EL students from across the district, will benefit from academic tutoring, after the school day, from a bilingual instructional assistant.  Metrics: CELDT scores, Smarter Balanced Interim and Summative Assessment results, reclassification rates, Reading Counts scores, DIBELS results, Math Trimester III assessments</p> <p>Students, parents, and staff will increase cultural sensitivity and awareness.  Metrics: Parent survey results, Multicultural Fair attendance reports</p> <p>Enriching and stimulating experiences will be provided to GATE students.  Metrics: 2016-2017 GATE offerings, parent survey results</p> <p>RUSD will implement and support students through an AVID program at Pleasant Grove Middle School.  Metrics: Participating students' grade reports, participating students' Smarter Balanced Interim and Summative Assessment Results, college acceptance/graduation rates (when data becomes available)</p> <p>Scheduling options that allow EL students, special education students, and other students needing intervention the ability to take two electives</p>
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(support AND enrichment) during the school day will be explored.  
 Metrics: Curriculum Committee reports, site visitation reports

EL students will benefit from increased academic support, during the school day, from a certificated EL teacher.  
 Metrics: CELDT scores, grades, Smarter Balanced Interim and Summative Assessment results, reclassification rates, Reading Counts scores, DIBELS results, Math Trimester III assessments

English Learner families will receive increased levels of communication and support from a bilingual community liaison.  
 Metrics: Parent survey results

Opportunities to support students with homework after school will be provided.  
 Metrics: The measurements used to assess student outcomes will be dependent on the grade level and class, but may include Smarter Balanced Interim Assessment results and course grades.

EL students from across the district, will benefit from an EL Summer Program to provide additional instruction and support after the school year ends.  
 Metrics: CELDT scores, Smarter Balanced Interim and Summative Assessment results, reclassification rates, Reading Counts scores, DIBELS results, Math Trimester III assessments

EL students, low socio-economic students, and Foster Youth at Green Valley and Rescue will benefit from the further reduction in class sizes below 24:1 in grades K-3.  
 Metrics: CELDT scores, Smarter Balanced Interim and Summative Assessment results, reclassification rates, Reading Counts scores, DIBELS results, Math Trimester III assessments

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
RUSD will provide assistance and intervention classes for struggling students by providing intervention classes/opportunities during the school day.	--- LEA Wide/All Schools -- -	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The estimated cost to continue intervention and assistance for struggling students. 1000-1999: Certificated Personnel Salaries Supplemental \$35,000 The estimated benefit cost to continue intervention and assistance for struggling students. 3000-3999: Employee Benefits Supplemental \$9,000 The estimated classified salary cost to continue intervention and assistance for struggling students. 2000-2999: Classified Personnel Salaries Supplemental \$90,000 The estimated classified benefit cost to continue intervention and assistance for struggling students. 3000-3999: Employee Benefits Supplemental \$16,000 The estimated books and supplies costs to continue intervention and assistance for struggling students. 4000-4999: Books And Supplies Supplemental \$8,500

			The estimated services and other costs to continue intervention and assistance for struggling students. 5000-5999: Services And Other Operating Expenditures Supplemental \$7,500
RUSD will fund one Vice Principal position to support Green Valley Elementary School.	Green Valley School	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The estimated salary cost to fund one Vice Principal position to support Green Valley Elementary School is \$85,000. 1000-1999: Certificated Personnel Salaries Supplemental \$85,000 The estimated benefit cost to fund one Vice Principal position to support Green Valley Elementary School is \$85,000. 3000-3999: Employee Benefits Supplemental \$15,000
RUSD will continue to support proactive anti-bullying / character education programs in all schools.	<ul style="list-style-type: none"> <li>-- LEA Wide/ All Schools ---</li> </ul>	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The District and sites will continue to promote anti-bullying and character education through ongoing grade and age appropriate programs. Sites utilize their site budgets in order to provide and promote the anti-bullying and character education programs within their school. Estimated Expenditures: \$20,000 5000-5999: Services And Other Operating Expenditures Base \$20,000
RUSD will continue to provide professional development for staff working with English Learners, including Rosetta Stone, attendance at the annual CABE Conference, and efforts to increase cultural awareness for all staff.	Green Valley School Rescue School	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The estimated cost to continue to provide professional development for staff working with English Learners, including Rosetta Stone, attendance at the annual CABE Conference, and efforts to increase cultural awareness for all staff is \$5,000 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000
RUSD will provide group and individual counseling and mental health intervention services at Green Valley Elementary School and Rescue Elementary School to meet the social, emotional, mental and physical health needs of students.	Green Valley School Rescue School	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	The estimated salary costs of continuing to provide counseling and mental health intervention services at Rescue Elementary and Green Valley Elementary are \$60,000. 1000-1999: Certificated Personnel Salaries Supplemental \$60,000 The estimated benefit costs of continuing to provide counseling and mental health intervention services at Rescue Elementary and Green Valley Elementary are \$12,000. 3000-3999: Employee Benefits Supplemental \$12,000



		(Specify)	
RUSD will fund two, six-hour per day Bilingual Aides to support EL students in the classroom at Green Valley School and Rescue School.	Green Valley School Rescue School	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The estimated salary cost to fund two, six-hour per day Bilingual Aides for to support EL students in the classroom at Green Valley School and Rescue School is \$48,000. (THIS WAS CHANGED TO SIX HOURS) 2000-2999: Classified Personnel Salaries Supplemental \$48,000 The estimated benefit cost to fund two, six-hour per day Bilingual Aides for to support EL students in the classroom at Green Valley School and Rescue School is \$9,800. (THIS WAS CHANGED TO SIX HOURS) 3000-3999: Employee Benefits Supplemental \$9,800
RUSD will fund one, six-hour Bilingual Aide for the middle school English Language Learner Class at Pleasant Grove.	Pleasant Grove	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	)The estimated salary cost to fund one, six-hour Bilingual Aide for the middle school English Language Learner Class at Pleasant Grove is \$24,000. (THIS WAS CHANGED TO SIX HOURS) 2000-2999: Classified Personnel Salaries Supplemental \$24,000 The estimated benefit cost to fund one, six-hour Bilingual Aide for the middle school English Language Learner Class at Pleasant Grove is \$4,800. (THIS WAS CHANGED TO SIX HOURS) 3000-3999: Employee Benefits Supplemental \$4,800
RUSD will fund one, four-hour per week Bilingual Instructional aide to assist with EL tutoring, after school. Transportation home from the EL tutoring classes will also be provided.	Green Valley School Rescue School Pleasant Grove	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The estimated cost of one four hour per week instructional assistant is \$3,500. 2000-2999: Classified Personnel Salaries Supplemental \$3,500 The estimated benefit cost of one four hour per week instructional assistant is \$700. 3000-3999: Employee Benefits Supplemental \$700 The estimated cost to provide transportation for the EL tutoring program is \$3,000 5000-5999: Services And Other Operating Expenditures Supplemental \$3,000
RUSD will continue to fund the District Multicultural Fair, DELAC parent meeting speakers, and workshops for parents.	--- LEA Wide/All Schools -- -	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The estimated cost to fund community outreach for our English Learner Community is \$1,000. 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000

<p>During the year, RUSD will provide thematic units of instruction to GATE students and culminating field trips/activities for GATE students.</p>	<p>--- LEA Wide/All Schools -- -</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>GATE</u></p>	<p>The estimated cost to provide opportunities to GATE students is \$5,000. During the year, RUSD will provide thematic units of instruction to GATE students and three, culminating field trips/activities for GATE students. 5000-5999: Services And Other Operating Expenditures Base \$5,000</p>
<p>RUSD will implement an AVID program at Pleasant Grove Middle School. Ongoing AVID training/support will be provided to participating teachers and articulation meetings will be scheduled with AVID personnel (teachers and administrators) at Ponderosa High School. Additionally, materials, supplies, and opportunities for college visits and experiential learning in support of the AVID program will be provided.</p>	<p>Pleasant Grove</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>First Generation College Students</u></p>	<p>The estimated salary cost to implement an AVID program at Pleasant Grove Middle School is \$25,000. 1000-1999: Certificated Personnel Salaries Supplemental \$25,000</p> <p>The estimated benefit cost to implement an AVID program at Pleasant Grove Middle School is \$5,000. 3000-3999: Employee Benefits Supplemental \$5,000</p> <p>The estimated cost for training in the AVID program at Pleasant Grove Middle School is \$3,000. 5000-5999: Services And Other Operating Expenditures Supplemental \$3,000</p> <p>The estimated cost for materials in the AVID program at Pleasant Grove Middle School is \$3,000. 4000-4999: Books And Supplies Supplemental \$3,000</p> <p>The estimated cost for college visits and other experiential opportunities in the AVID program at Pleasant Grove Middle School is \$2,000. 5000-5999: Services And Other Operating Expenditures Supplemental \$2,000</p>
<p>RUSD will provide scheduling options so that EL students, special education students, and other students needing intervention have the ability to take two electives during the school day. This may be accomplished by offering a zero period PE class, so that students could take PE early in the day, and still have time to take a support AND enriching elective before school is dismissed.</p>	<p>Pleasant Grove Marina Village</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>The estimated cost to provide EL students, special education students, and other students needing intervention the ability to take two electives during the school day or multiple electives during the school year is \$30,000. 1000-1999: Certificated Personnel Salaries Supplemental \$30,000</p> <p>The estimated cost to provide EL students, special education students, and other students needing intervention the ability to take two electives during the school day or multiple electives during the school year is \$6,000. 3000-3999: Employee Benefits Supplemental \$6,000</p>
<p>RUSD will fund one certificated EL Teacher to support EL students' academic growth and progress towards reclassification.</p>	<p>--- LEA Wide/All Schools -- -</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>The estimated ongoing salary cost to fund one certificated EL Teacher to support EL students' academic growth and progress towards reclassification is \$86,000. 1000-1999: Certificated Personnel Salaries Supplemental \$86,000</p> <p>The estimated ongoing benefit cost to fund one certificated EL</p>

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher to support EL students' academic growth and progress towards reclassification is \$12,000. 3000-3999: Employee Benefits Supplemental \$15,000
The District will fund one classified bilingual community liaison to assist families of English Learners and increase parental involvement.	--- LEA Wide/All Schools -- -	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The estimated ongoing salary cost to fund one classified bilingual community liaison to assist families of English Learners and increase parental involvement is \$15,000. 2000-2999: Classified Personnel Salaries Supplemental \$15,000  The estimated ongoing salary cost to fund one classified bilingual community liaison to assist families of English Learners and increase parental involvement is \$3,000. 3000-3999: Employee Benefits Supplemental \$3,000
The District will provide after school homework labs, with transportation home, at Pleasant Grove Middle School, Rescue Elementary School, and Green Valley Elementary School.	Pleasant Grove Rescue School Green Valley School	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The estimated salary costs to provide after school homework labs, with transportation home, at Pleasant Grove Middle School, Rescue Elementary School, and Green Valley Elementary School is \$50,000 1000-1999: Certificated Personnel Salaries Supplemental \$50,000  The estimated benefit costs to provide after school homework labs, with transportation home, at Pleasant Grove Middle School, Rescue Elementary School, and Green Valley Elementary School is \$10,000. 3000-3999: Employee Benefits Supplemental \$10,000  The estimated transportation costs to provide after school homework labs, with transportation home, at Pleasant Grove Middle School, Rescue Elementary School, and Green Valley Elementary School is \$3,840. 5000-5999: Services And Other Operating Expenditures Supplemental \$3,840
The District will provide an EL Summer Program to provide additional instruction and support after the school year ends.	--- LEA Wide/All Schools -- -	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The estimated salary costs to provide an EL Summer Program to provide additional instruction and support after the school year ends. 1000-1999: Certificated Personnel Salaries Supplemental \$5,000  The estimated benefit costs to provide an EL Summer Program to provide additional instruction and support after the school year ends. 3000-3999: Employee Benefits Supplemental \$1,000  The estimated books and supply costs to provide an EL Summer Program to provide additional instruction and support after the school year ends. 4000-4999: Books And Supplies Supplemental \$400

			<p>The estimated services and other costs to provide an EL Summer Program to provide additional instruction and support after the school year ends. 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000</p>
<p>To support low income students, English learners, redesignated fluent English proficient students, and Foster Youth, the District will provide additional certificated staff to further reduce class sizes below 24:1 in grades K-3 at Green Valley and Rescue Elementary.</p>	<p>Green Valley Elementary Rescue Elementary</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>The estimated salary costs to support low income students, English learners, redesignated fluent English proficient students, and Foster Youth with additional certificated staff to further reduce class sizes below 24:1 in grades K-3 at Green Valley and Rescue Elementary. 1000-1999: Certificated Personnel Salaries Supplemental \$130,763</p> <p>The estimated benefit costs to support low income students, English learners, redesignated fluent English proficient students, and Foster Youth with additional certificated staff to further reduce class sizes below 24:1 in grades K-3 at Green Valley and Rescue Elementary. 3000-3999: Employee Benefits Supplemental \$30,976</p>

**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>At all schools, students in need of intervention will be provided with site-based support, within the school day, to improve proficiency in designated areas.  Metrics: The measurements used to assess student outcomes will be dependent on the intervention prescribed, but may include DIBELS, the BPST, Reading Counts scores, Go Math!/Big Idea assessments, Smarter Balanced Interim Assessments.</p> <p>Green Valley will have an improved school climate, in part, due to the services provided by the Vice Principal.  Metrics: California Healthy Kids Survey results, Staff Climate Survey results, parents survey results, suspension/expulsion data, attendance rates</p> <p>Students in all schools will benefit from proactive anti-bullying / character education programs in their schools.  Metrics: California Healthy Kids Survey results, Staff Climate Survey results, parents survey results, attendance rates</p> <p>EL Teachers and support staff will have the necessary knowledge and tools to meet the needs of English Learners  Metrics: Rosetta Stone account reports, Title III Accountability Conference report, RUSD professional development evaluation reports, DELAC feedback</p> <p>Students' social, emotional, mental and physical health needs will be met.  Metrics: California Healthy Kids Survey results, Staff Climate Survey results, parent survey results, counselor referral data, attendance rates</p> <p>EL students at Green Valley and Rescue will benefit from increased academic support, during the school day, from a bilingual instructional assistant.  Metrics: CELDT scores, grades, Smarter Balanced Interim and Summative Assessment results, reclassification rates, Reading Counts scores, DIBELS results, Math Trimester III assessments</p> <p>EL students at Pleasant Grove will benefit from increased academic support, during the school day, from a bilingual instructional assistant.  Metrics: CELDT scores, Smarter Balanced Interim and Summative Assessment results, reclassification rates, Reading Counts scores, Math Trimester III assessments</p> <p>EL students from across the district, will benefit from academic tutoring, after the school day, from a bilingual instructional assistant.  Metrics: CELDT scores, Smarter Balanced Interim and Summative Assessment results, reclassification rates, Reading Counts scores, DIBELS results, Math Trimester III assessments</p> <p>Students, parents, and staff will increase cultural sensitivity and awareness.  Metrics: Parent survey results, Multicultural Fair attendance reports</p> <p>Enriching and stimulating experiences will be provided to GATE students.  Metrics: 2016-2017 GATE offerings, parent survey results</p> <p>RUSD will implement and support students through an AVID program at Pleasant Grove Middle School.  Metrics: Participating students' grade reports, participating students' Smarter Balanced Interim and Summative Assessment Results, college acceptance/graduation rates (when data becomes available)</p> <p>Scheduling options that allow EL students, special education students, and other students needing intervention the ability to take two electives</p>
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(support AND enrichment) during the school day will be explored.  
 Metrics: Curriculum Committee reports, site visitation reports

EL students will benefit from increased academic support, during the school day, from a certificated EL teacher.  
 Metrics: CELDT scores, grades, Smarter Balanced Interim and Summative Assessment results, reclassification rates, Reading Counts scores, DIBELS results, Math Trimester III assessments

English Learner families will receive increased levels of communication and support from a bilingual community liaison.  
 Metrics: Parent survey results

Opportunities to support students with homework after school will be provided.  
 Metrics: The measurements used to assess student outcomes will be dependent on the grade level and class, but may include Smarter Balanced Interim Assessment results and course grades.

EL students from across the district, will benefit from an EL Summer Program to provide additional instruction and support after the school year ends.  
 Metrics: CELDT scores, Smarter Balanced Interim and Summative Assessment results, reclassification rates, Reading Counts scores, DIBELS results, Math Trimester III assessments

EL students, low socio-economic students, and Foster Youth at Green Valley and Rescue will benefit from the further reduction in class sizes below 24:1 in grades K-3.  
 Metrics: CELDT scores, Smarter Balanced Interim and Summative Assessment results, reclassification rates, Reading Counts scores, DIBELS results, Math Trimester III assessments

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>RUSD will provide assistance and intervention classes for struggling students by providing intervention classes/opportunities during the school day.</p>	<p>--- LEA                      Wide/All                      Schools --                      -</p>	<p><input checked="" type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	<p>The estimated cost to continue intervention and assistance for struggling students. 1000-1999: Certificated Personnel Salaries Supplemental \$35,000</p> <p>The estimated benefit cost to continue intervention and assistance for struggling students. 3000-3999: Employee Benefits Supplemental \$9,000</p> <p>The estimated classified salary cost to continue intervention and assistance for struggling students. 2000-2999: Classified Personnel Salaries Supplemental \$90,000</p> <p>The estimated classified benefit cost to continue intervention and assistance for struggling students. 3000-3999: Employee Benefits Supplemental \$16,000</p> <p>The estimated books and supplies costs to continue intervention and assistance for struggling students. 4000-4999: Books And Supplies Supplemental \$8,500</p>

			The estimated services and other costs to continue intervention and assistance for struggling students. 5000-5999: Services And Other Operating Expenditures Supplemental \$7,500
RUSD will fund one Vice Principal position to support Green Valley Elementary School.	Green Valley School	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The estimated salary cost to fund one Vice Principal position to support Green Valley Elementary School is \$85,000. 1000-1999: Certificated Personnel Salaries Supplemental \$85,000 The estimated benefit cost to fund one Vice Principal position to support Green Valley Elementary School and Rescue Elementary School, 3 days per week and 2 days per week, respectively) is \$85,000. 3000-3999: Employee Benefits Supplemental \$15,000
RUSD will continue to support proactive anti-bullying / character education programs in all schools.	<ul style="list-style-type: none"> <li>-- LEA Wide/ All Schools ---</li> </ul>	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The District and sites will continue to promote anti-bullying and character education through ongoing grade and age appropriate programs. Sites utilize their site budgets in order to provide and promote the anti-bullying and character education programs within their school. Estimated Expenditures: \$20,000 5000-5999: Services And Other Operating Expenditures Base \$20,000
RUSD will continue to provide professional development for staff working with English Learners, including Rosetta Stone, attendance at the annual CAFE Conference, and efforts to increase cultural awareness for all staff.	Green Valley School Rescue School	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The estimated cost to continue to provide professional development for staff working with English Learners, including Rosetta Stone, attendance at the annual CAFE Conference, and efforts to increase cultural awareness for all staff is \$5,000 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000
RUSD will provide group and individual counseling and mental health intervention services at Green Valley Elementary School and Rescue Elementary School to meet the social, emotional, mental and physical health needs of students.	Green Valley School Rescue School	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	The estimated salary costs of continuing to provide counseling and mental health intervention services at Rescue Elementary and Green Valley Elementary are \$60,000. 1000-1999: Certificated Personnel Salaries Supplemental \$60,000 The estimated benefit costs of continuing to provide counseling and mental health intervention services at Rescue Elementary and Green Valley Elementary are \$12,000. 3000-3999: Employee Benefits Supplemental \$12,000

		(Specify)	
RUSD will fund two, six-hour per day Bilingual Aides to support EL students in the classroom at Green Valley School and Rescue School.	Green Valley School Rescue School	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(THIS WAS CHANGED TO SIX HOURS) The estimated salary cost to fund two, six-hour per day Bilingual Aides for to support EL students in the classroom at Green Valley School and Rescue School is \$48,000 2000-2999: Classified Personnel Salaries Supplemental \$48,000 THIS WAS CHANGED TO SIX HOURS)The estimated benefit cost to fund two, six-hour per day Bilingual Aides for to support EL students in the classroom at Green Valley School and Rescue School is \$9,800 3000-3999: Employee Benefits Supplemental \$9,800
RUSD will fund one, six-hour Bilingual Aide for the middle school English Language Learner Class at Pleasant Grove.	Pleasant Grove	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	THIS WAS CHANGED TO SIX HOURS)The estimated salary cost to fund one, six-hour Bilingual Aide for the middle school English Language Learner Class at Pleasant Grove is \$24,000. 2000-2999: Classified Personnel Salaries Supplemental \$24,000 THIS WAS CHANGED TO SIX HOURS)The estimated benefit cost to fund one, six-hour Bilingual Aide for the middle school English Language Learner Class at Pleasant Grove is \$4,800. 3000-3999: Employee Benefits Supplemental \$4,800
RUSD will fund one, four-hour per week Bilingual Instructional aide to assist with EL tutoring, after school. Transportation home from the EL tutoring classes will also be provided.	Green Valley School Rescue School Pleasant Grove	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The estimated cost of one four hour per week instructional assistant is \$3,500. 2000-2999: Classified Personnel Salaries Supplemental \$3,500 The estimated benefit cost of one four hour per week instructional assistant is \$700. 3000-3999: Employee Benefits Supplemental \$700 The estimated cost to provide transportation for the EL tutoring program is \$3,000 5000-5999: Services And Other Operating Expenditures Base \$3,000
RUSD will continue to fund the District Multicultural Fair, DELAC parent meeting speakers, and workshops for parents.	--- LEA Wide/All Schools --	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The estimated cost to fund community outreach for our English Learner Community is \$1,000. 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000



<p>During the year, RUSD will provide thematic units of instruction to GATE students and culminating field trips/activities for GATE students.</p>	<p>--- LEA Wide/All Schools -- -</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) GATE</p>	<p>The estimated cost to provide opportunities to GATE students is \$5,000. During the year, RUSD will provide thematic units of instruction to GATE students and three, culminating field trips/activities for GATE students. 5000-5999: Services And Other Operating Expenditures Base \$5,000</p>
<p>RUSD will implement an AVID program at Pleasant Grove Middle School. Ongoing AVID training/support will be provided to participating teachers and articulation meetings will be scheduled with AVID personnel (teachers and administrators) at Ponderosa High School. Additionally, materials, supplies, and opportunities for college visits and experiential learning in support of the AVID program will be provided.</p>	<p>Pleasant Grove</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>First Generation College Students</u></p>	<p>The estimated salary cost to implement an AVID program at Pleasant Grove Middle School is \$25,000. 1000-1999: Certificated Personnel Salaries Supplemental \$25,000</p> <p>The estimated benefit cost to implement an AVID program at Pleasant Grove Middle School is \$5,000. 3000-3999: Employee Benefits Supplemental \$5,000</p> <p>The estimated cost for training in the AVID program at Pleasant Grove Middle School is \$3,000. 5000-5999: Services And Other Operating Expenditures Supplemental \$3,000</p> <p>The estimated cost for materials and supplies in the AVID program at Pleasant Grove Middle School is \$3,000. 4000-4999: Books And Supplies Supplemental \$3,000</p> <p>The estimated cost for college visits and other experiential opportunities in the AVID program at Pleasant Grove Middle School is \$2,000. 5000-5999: Services And Other Operating Expenditures Supplemental \$2,000</p>
<p>RUSD will provide scheduling options so that EL students, special education students, and other students needing intervention have the ability to take two electives during the school day. This may be accomplished by offering a zero period PE class, so that students could take PE early in the day, and still have time to take a support AND enriching elective before school is dismissed.</p>	<p>Pleasant Grove Marina Village</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>The estimated cost to provide EL students, special education students, and other students needing intervention the ability to take two electives during the school day or multiple electives during the school year is \$30,000. 1000-1999: Certificated Personnel Salaries Supplemental \$30,000</p> <p>The estimated cost to provide EL students, special education students, and other students needing intervention the ability to take two electives during the school day or multiple electives during the school year is \$6,000. 3000-3999: Employee Benefits Supplemental \$6,000</p>
<p>RUSD will fund one certificated EL Teacher to support EL students' academic growth and progress towards reclassification.</p>	<p>--- LEA Wide/All Schools -- -</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>The estimated ongoing salary cost to fund one certificated EL Teacher to support EL students' academic growth and progress towards reclassification is \$86,000. 1000-1999: Certificated Personnel Salaries Supplemental \$86,000</p> <p>The estimated ongoing benefit cost to fund one certificated EL</p>

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher to support EL students' academic growth and progress towards reclassification is \$15,000. 3000-3999: Employee Benefits Supplemental \$15,000
The District will fund one classified bilingual community liaison to assist families of English Learners and increase parental involvement.	--- LEA Wide/All Schools -- -	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The estimated ongoing salary cost to fund one classified bilingual community liaison to assist families of English Learners and increase parental involvement is \$15,000. 2000-2999: Classified Personnel Salaries Supplemental \$15,000 The estimated ongoing salary cost to fund one classified bilingual community liaison to assist families of English Learners and increase parental involvement is \$3,000. 3000-3999: Employee Benefits Supplemental \$3,000
The District will provide after school homework labs, with transportation home, at Pleasant Grove Middle School, Rescue Elementary School, and Green Valley Elementary School.	Pleasant Grove Green Valley Rescue	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The estimated salary costs to provide after school homework labs, with transportation home, at Pleasant Grove Middle School, Rescue Elementary School, and Green Valley Elementary School is \$50,000. 1000-1999: Certificated Personnel Salaries Supplemental \$50,000 The estimated benefit costs to provide after school homework labs, with transportation home, at Pleasant Grove Middle School, Rescue Elementary School, and Green Valley Elementary School is \$10,000. 3000-3999: Employee Benefits Supplemental \$10,000 The estimated transportation costs to provide after school homework labs, with transportation home, at Pleasant Grove Middle School, Rescue Elementary School, and Green Valley Elementary School is \$3,840 5000-5999: Services And Other Operating Expenditures Supplemental \$3,840
The District will provide an EL Summer Program to provide additional instruction and support after the school year ends.	--- LEA Wide/All Schools -- -	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The estimated salary costs to provide an EL Summer Program to provide additional instruction and support after the school year ends. 1000-1999: Certificated Personnel Salaries Supplemental \$5,000 The estimated benefit costs to provide an EL Summer Program to provide additional instruction and support after the school year ends. 3000-3999: Employee Benefits Supplemental \$1,000 The estimated supplies costs to provide an EL Summer Program to provide additional instruction and support after the school year ends. 4000-4999: Books And Supplies Supplemental \$400

			<p>The estimated services and other costs to provide an EL Summer Program to provide additional instruction and support after the school year ends. 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000</p>
<p>To support low income students, English learners, redesignated fluent English proficient students, and Foster Youth, the District will provide additional certificated staff to further reduce class sizes below 24:1 in grades K-3 at Green Valley and Rescue Elementary.</p>	<p>Green Valley Elementary Rescue Elementary</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>The estimated salary costs to support low income students, English learners, redesignated fluent English proficient students, and Foster Youth with additional certificated staff to further reduce class sizes below 24:1 in grades K-3 at Green Valley and Rescue Elementary. 1000-1999: Certificated Personnel Salaries Supplemental \$130,763</p> <p>The estimated benefit costs to support low income students, English learners, redesignated fluent English proficient students, and Foster Youth with additional certificated staff to further reduce class sizes below 24:1 in grades K-3 at Green Valley and Rescue Elementary. 3000-3999: Employee Benefits Supplemental \$30,976</p>

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

GOAL 5:	The District will attract and retain diverse, knowledgeable, dedicated employees who are trained and supported in their commitment to provide quality education for our students.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
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Identified Need :	Hiring and retaining highly qualified, highly trained, and highly motivated teachers was ranked most important by parents on Question 12 of the 2016 LCAP Parent Survey.
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Goal Applies to:	Schools: --- LEA Wide/All Schools --- Applicable Pupil Subgroups: ---ALL Students---
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**LCAP Year 1: 2016-2017**

Expected Annual Measurable Outcomes:	100% of RUSD's teachers will be fully credentialed and highly qualified. Metric: Civil Rights Data Collection Report, RUSD Human Resources Internal Credential Audit  Teachers participating in PAR will receive support needed to improve their performance in the areas of California Standards for the Teaching Profession. Metric: PAR panel reports on the number of teachers making satisfactory improvement, reports on the number of teachers successfully exiting PAR  Staff development opportunities will be tailored to address the needs of non-instructional classified employees. Metric: RUSD professional development evaluation surveys
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
RUSD will hire only fully qualified, credentialed and highly motivated certificated teachers.	--- LEA Wide/All Schools --	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The District will support site administrators and department leaders in hiring fully qualified, credentialed, and highly motivated certificated teachers. Estimated Expenditures: \$2,000 5000-5999: Services And Other Operating Expenditures Base \$2,000
RUSD will continue to support the PAR program for	--- LEA	<input checked="" type="checkbox"/> All	The estimated cost to support to the Peer Assistance Review

<p>voluntary and involuntary participation in support of improving teaching and learning.</p>	<p>Wide/All Schools -- -</p>	<p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>(PAR) Program by employing Title II funds to support the program is \$12,115. 1000-1999: Certificated Personnel Salaries Base \$12,115</p> <p>The estimated benefit cost to support to the Peer Assistance Review (PAR) Program by employing Title II funds to support the program is \$1,454. 3000-3999: Employee Benefits Base \$2,400</p>
<p>In addition to teachers, library media coordinators, and instructional assistants, RUSD will provide staff development opportunities tailored to address the needs of non-instructional classified employees (i.e. bus drivers and custodians).</p>	<p>--- LEA Wide/All Schools -- -</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>The estimated cost to provide staff development opportunities tailored to address the needs of non-instructional classified employees (i.e. bus drivers and custodians). 2000-2999: Classified Personnel Salaries Base \$5,000</p>

**LCAP Year 2: 2017-2018**

<p>Expected Annual Measurable Outcomes:</p>	<p>100% of RUSD's teachers will be fully credentialed and highly qualified.                  Metric: Civil Rights Data Collection Report, RUSD Human Resources Internal Credential Audit</p> <p>Teachers participating in PAR will receive support needed to improve their performance in the areas of California Standards for the Teaching Profession.                  Metric: PAR panel reports on the number of teachers making satisfactory improvement, reports on the number of teachers successfully exiting PAR</p> <p>Staff development opportunities will be tailored to address the needs of non-instructional classified employees.                  Metric: RUSD professional development evaluation surveys</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>RUSD will hire only fully qualified, credentialed and highly motivated certificated teachers.</p>	<p>--- LEA Wide/All Schools -- -</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:</p>	<p>The District will support site administrators and department leaders in hiring fully qualified, credentialed, and highly motivated certificated teachers. Estimated Expenditures: \$2,000 5000-5999: Services And Other Operating Expenditures Base \$2,000</p>

		(Specify)	
RUSD will continue to support the PAR program for voluntary and involuntary participation in support of improving teaching and learning.	--- LEA Wide/All Schools -- -	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The estimated cost to support to the Peer Assistance Review (PAR) Program by employing Title II funds to support the program is \$12,115. 1000-1999: Certificated Personnel Salaries Base \$12,115  The estimated benefit cost to support to the Peer Assistance Review (PAR) Program by employing Title II funds to support the program is \$2,400. 3000-3999: Employee Benefits Base \$2,400
In addition to teachers, library media coordinators, and instructional assistants, RUSD will provide staff development opportunities tailored to address the needs of non-instructional classified employees (i.e. bus drivers and custodians).	--- LEA Wide/All Schools -- -	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The estimated cost to provide staff development opportunities tailored to address the needs of non-instructional classified employees (i.e. bus drivers and custodians). 2000-2999: Classified Personnel Salaries Base \$5,000

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	<p>100% of RUSD's teachers will be fully credentialed and highly qualified. Metric: Civil Rights Data Collection Report, RUSD Human Resources Internal Credential Audit</p> <p>Teachers participating in PAR will receive support needed to improve their performance in the areas of California Standards for the Teaching Profession. Metric: PAR panel reports on the number of teachers making satisfactory improvement, reports on the number of teachers successfully exiting PAR</p> <p>Staff development opportunities will be tailored to address the needs of non-instructional classified employees. Metric: RUSD professional development evaluation surveys</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
RUSD will hire only fully qualified, credentialed and highly motivated certificated teachers.	--- LEA Wide/All Schools -- -	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	The District will support site administrators and department leaders in hiring fully qualified, credentialed, and highly motivated certificated teachers. Estimated Expenditures: \$2,000 5000-5999: Services And Other Operating Expenditures Base \$2,000

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
RUSD will continue to support the PAR program for voluntary and involuntary participation in support of improving teaching and learning.	--- LEA Wide/All Schools -- -	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	The estimated cost to support to the Peer Assistance Review (PAR) Program by employing Title II funds to support the program is \$12,115. 1000-1999: Certificated Personnel Salaries Base \$12,115 The estimated benefit cost to support to the Peer Assistance Review (PAR) Program by employing Title II funds to support the program is \$2,400. 3000-3999: Employee Benefits Base \$2,400
In addition to teachers, library media coordinators, and instructional assistants, RUSD will provide staff development opportunities tailored to address the needs of non-instructional classified employees (i.e. bus drivers and custodians).	--- LEA Wide/All Schools -- -	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	The estimated cost to provide staff development opportunities tailored to address the needs of non-instructional classified employees (i.e. bus drivers and custodians). 2000-2999: Classified Personnel Salaries Base \$5,000

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

GOAL 6:	The District will create and maintain facilities and grounds that are safe, clean and conducive to the learning process.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
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**Identified Need :** Facilities needs were ranked second on Question 12 of the 2016 Parent LCAP Survey, with over 100 respondents suggesting that improvements needs to be made in this area. Among the highest rated areas of concerns were playfields. Feedback from student listening circles suggested the need for improved athletic fields and spaces for physical education.

**Goal Applies to:** Schools: --- LEA Wide/All Schools ---  
 Applicable Pupil Subgroups: ---ALL Students---

**LCAP Year 1: 2016-2017**

**Expected Annual Measurable Outcomes:** Improved buildings and grounds, contributing to a better learning environment for students.  
 Metric: Facilities reports, parent survey results, student listening circle feedback

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
RUSD will reconstruct and widen the track at Pleasant Grove Middle School.	Pleasant Grove	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The estimated cost to reconstruct and widen the track at Pleasant Grove Middle School is \$93,673. 6000-6999: Capital Outlay Other \$102,600
RUSD will rebuild the physical education outdoor classrooms/athletic fields at Pleasant Grove Middle School.	Pleasant Grove	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The estimated cost to rebuild the physical education outdoor classrooms/athletic fields at Pleasant Grove Middle School is \$116,500.  6000-6999: Capital Outlay Other \$133,000



<p>RUSD will work with the El Dorado Hills Community Services District to rebuild the physical education outdoor classrooms/athletic fields at Marina Village Middle School.</p>	<p>Marina Village</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>The estimated cost to rebuild the physical education outdoor classrooms/athletic fields at Marina Village Middle School. 6000-6999: Capital Outlay Other \$677,500</p>
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**LCAP Year 2: 2017-2018**

<p>Expected Annual Measurable Outcomes:</p>	<p>Improved buildings and grounds, contributing to a better learning environment for students.                  Metric: Facilities reports, parent survey results, student listening circle feedback</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>RUSD will maintain the new playfields at Marina Village and Pleasant Grove Middle Schools and monitor their condition to ensure that they remain safe and effective outdoor learning environments.</p>	<p>Pleasant Grove Marina Village</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>The estimated cost to maintain the new playfields at Marina Village and Pleasant Grove Middle Schools and monitor their condition to ensure that they remain safe and effective outdoor learning environments. 2000-2999: Classified Personnel Salaries Base 7,000                  The estimated cost to maintain the new playfields at Marina Village and Pleasant Grove Middle Schools and monitor their condition to ensure that they remain safe and effective outdoor learning environments. 4000-4999: Books And Supplies Base \$5,000</p>

**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>Improved buildings and grounds, contributing to a better learning environment for students.                  Metric: Facilities reports, parent survey results, student listening circle feedback</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>RUSD will maintain the new playfields at Marina Village and Pleasant Grove Middle Schools and monitor their condition to ensure that they remain safe and effective outdoor learning environments.</p>	<p>Pleasant Grove Marina Village</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>The estimated cost to maintain the new playfields at Marina Village and Pleasant Grove Middle Schools and monitor their condition to ensure that they remain safe and effective outdoor learning environments. 2000-2999: Classified Personnel Salaries Base \$7,000                  The estimated cost to maintain the new playfields at Marina</p>

		_ Other Subgroups: (Specify)	Village and Pleasant Grove Middle Schools and monitor their condition to ensure that they remain safe and effective outdoor learning environments. 4000-4999: Books And Supplies Base \$5,000
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

## Annual Update

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

### Guiding Questions:

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

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

<p>Original GOAL 1 from prior year LCAP:</p>	<p>The District will enhance and encourage learning for all students, increase pupil engagement and improve pupil learning outcomes by providing a student-centered, innovative, and engaging learning environment using effective research-based instructional methodologies aligned to the California State Standards.</p>	<p>Related State and/or Local Priorities:                  1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>                   COE only: 9 _ 10 _                   Local : Specify</p>
<p>Goal Applies to: Schools: <input type="checkbox"/> --- LEA Wide/All Schools ---                  Applicable Pupil Subgroups: <input type="checkbox"/> ---ALL Students---</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Elementary students will continue to benefit from smaller class sizes in grades K-3, as students will have more opportunities for individual assistance on social development, foundational literacy skills and mathematical understanding.                  Metrics: DIBELS, Smarter Balanced Summative Results (Grade 3), Smarter Balanced Interim Results (Grade 3), RUSD Trimester Math Assessments, Reading Counts Results</p> <p>Middle school students will benefit from schedules and programs that support student learning for all children in the middle grades, including AVID, Advisory Periods, and Enrichment/Intervention.                  Metrics: Smarter Balanced Summative Results, Smarter Balanced Interim Results, Mid-Trimester Progress Reports, Trimester Grade Reports</p> <p>Students in the middle school will receive instruction in Spanish, Technology and Project Lead the Way (STEM)                  Metrics: Student enrollment/attendance reports, student focus group results, parent survey information, pre and post tests on skills identified in the RUSD Technology Scope and Sequence, Digital Citizenship Compliance Certificates</p>	<p>Actual Annual Measurable Outcomes:</p> <p>As of January 2015, our estimated Grade Span Adjustment (GSA) for grades K-3 was 24.7. This January, our estimated GSA was 23.5, resulting in a decrease of approximately 1.2 students per class. P-2 Average Class Size for Grades 1-3 was 24.3.</p> <p>To measure growth where the GSA has been targeted, students in grades K-3 were administered the Dynamic Indicators of Basic Early Literacy Skills, Lexile Assessments, and Math Trimester Assessments. 72% and 78% of first graders met the DIBELS benchmarks for fluency and accuracy, respectively. 75% and 86% of second graders met the DIBELS benchmarks for fluency and accuracy, respectively. 79% and 84% of third graders met the DIBELS benchmarks for fluency and accuracy, respectively. In kindergarten, 66% met the benchmark for Nonsense Word Fluency, and 68% met the benchmark for Phoneme Sound Fluency.</p> <p>When looking at the Lexile Scores, on Average, 70% of students in grades kindergarten through eighth grade across the Rescue Union School District were proficient or advanced as measured by the SRI College and Career Lexile Assessment. Looking at students in grades K-3, 68% were measured to be proficient or advanced. The following represents the percent of students proficient or advanced at each school site: Green Valley 58%, Jackson 69%, Lake Forest 67%, Lakeview 83%, Rescue 68%, Pleasant Grove 66%, and Marina Village 80%. Substantial Growth was made in the improvement of students Lexile Scores, districtwide. The following represents the average Lexile growth</p>

by school site: Green Valley 207 points, Jackson 168 points, Lake Forest 189 points, Lakeview 207 points, Rescue 241 points, Pleasant Grove 58 points, and Marina Village 51 points.

Third Grade performance on the Smarter Balanced Interim Assessment for Reading Informational Text also showed that most students are making substantial progress. On average, 84% of third graders across the district scored At/Near Standard or Advanced.

On the Trimester 3 Go Math! Benchmark assessment, 80% of first grade students, 87% of second grade students, and 62% of third grade students successfully demonstrated mastery scores of 80% or higher. In second grade, when compared with Trimester 2 scores, the average increase on the Go Math! assessment was 4% and in third grade the average increase from the second trimester was 28%. Assessment Notes: This math assessment is comprehensive and contains all of the material covered in a school year, including items that had not yet been taught to students at the conclusion of the 2nd trimester. First grade only takes this assessment in the third trimester, therefore comparison information is not available.

Three year cost projections to implement AVID at PG have been worked out and estimates are approximately \$37,000 for year 1, \$24,000 for year 2, and \$4000 for year three. An AVID team consisting of 8 individuals from Pleasant Grove and 1 district administrator have been registered for the AVID Summer Institute in Sacramento on July 11-13.

At our middle schools, 489 students were enrolled in Spanish, 550 were enrolled in Project Lead the Way, and 295 were enrolled in Computer Science. As these are new elective offerings, these enrollment figures establish baseline data for participation. Reports from 2016 student listening circles held at Pleasant Grove in February and March indicated that students find value in foreign language classes, technology electives, and Project Lead the Way.

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
<p>The District will continue to reduce class sizes towards 24:1 in grades K-3.</p>		<p>The estimated salary cost to reduce class sizes towards 24:1 in grades K-3. 1000-1999: Certificated Personnel Salaries Base \$130,000</p> <p>The ongoing estimated benefits for two and one-half (2.5) certificated teachers at an average of \$15,000 per teacher is \$37,500. 3000-3999: Employee Benefits Base \$37,500</p>	
<p>Scope of Service</p> <ul style="list-style-type: none"> <li>Lakeview Elementary</li> <li>Jackson Elementary</li> <li>Rescue Elementary</li> <li>Green Valley Elementary</li> <li>Lake Forest Elementary</li> </ul>	<p>The ongoing estimated salary for the two and one-half (2.5) certificated teachers at an average of \$65,000 per teacher is \$162,500. 1000-1999: Certificated Personnel Salaries Base \$162,500</p> <p>The ongoing estimated benefits for two and one-half (2.5) certificated teachers at an average of \$15,000 per teacher is \$37,500. 3000-3999: Employee Benefits Base \$37,500</p>	<p>Scope of Service</p> <ul style="list-style-type: none"> <li>Lakeview Elementary</li> <li>Jackson Elementary</li> <li>Rescue Elementary</li> <li>Green Valley Elementary</li> <li>Lake Forest Elementary</li> </ul>	<p>As of January 2015, our estimated Grade Span Adjustment (GSA) for grades K-3 was 24.7. This January, our estimated GSA was 23.5, resulting in a decrease of approximately 1.2 students per class.</p> <p>P-2 Average Class Size for Grades 1-3 was 24.3.</p>
<p>X All</p> <p>OR:</p> <ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>		<p>X All</p> <p>OR:</p> <ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	
<p>The District will continue to explore schedules and programs that support student learning for all children in the middle grades, including AVID, Advisory Periods, and Enrichment/Intervention.</p>		<p>The estimated cost to explore schedules and programs that support student learning for all children in the middle grades, including AVID, Advisory Periods, and Enrichment/Intervention is \$2,000. 5000-5999: Services And Other Operating Expenditures Base \$2000</p>	
		<p>Three year cost projections to implement AVID at PG have been worked out, and work is underway to select and train our AVID team. Initial implementation cost estimates are approximately \$37,000 for year 1, \$24,000 for year 2, and \$4000 for year three. Advisory periods are still being explored.</p>	
		<p>The estimated cost to explore schedules and programs that support student learning for all children in the middle grades, including AVID, Advisory Periods, and Enrichment/Intervention. 1000-1999: Certificated Personnel Salaries Base \$2,000</p> <p>The estimated cost to explore schedules and programs that support student learning for all children in the middle grades, including AVID,</p>	

			Advisory Periods, and Enrichment/Intervention. 5000-5999: Services And Other Operating Expenditures Base \$2,000								
<table border="1"> <tr> <td data-bbox="100 264 243 370">Scope of Service</td> <td data-bbox="243 264 569 370">Pleasant Grove Marina Village</td> </tr> <tr> <td colspan="2" data-bbox="100 370 569 683"> <input checked="" type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)                 </td> </tr> </table>	Scope of Service	Pleasant Grove Marina Village	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1031 264 1182 342">Scope of Service</td> <td data-bbox="1182 264 1514 342">Pleasant Grove</td> </tr> <tr> <td colspan="2" data-bbox="1031 342 1514 683"> <input checked="" type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)                 </td> </tr> </table>	Scope of Service	Pleasant Grove	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	Pleasant Grove Marina Village										
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Scope of Service	Pleasant Grove										
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
<p>The District has restructured the middle school elective program and will offer Spanish, Technology, and Project Lead the Way (STEM) to sixth, seventh, and eighth grade students.</p>	<p>The ongoing estimated salary cost to restructure the middle school elective program by hiring two certificated technology teachers is \$130,000 1000-1999: Certificated Personnel Salaries Base \$130,000</p> <p>The ongoing estimated benefit cost of two newly hired certificated teachers is \$33,731. 3000-3999: Employee Benefits Base \$33,731</p> <p>The estimated salary costs to implement Project Lead The Way in 2015-16 at Marina Village and Pleasant Grove are \$117,625. 1000-1999: Certificated Personnel Salaries Base \$117,625</p> <p>The estimated benefit costs to implement Project Lead The Way in 2015-16 at Marina Village and Pleasant Grove are \$26,262. 3000-3999: Employee Benefits Base \$26,262</p> <p>The estimated technology and supply costs to implement Project</p>	<p>At our middle schools, 489 students are enrolled in Spanish, 550 are enrolled in Project Lead the Way, and 295 are enrolled in Computer Science.</p>	<p>The ongoing estimated salary cost to restructure the middle school elective program by hiring two certificated technology teachers is \$130,000 1000-1999: Certificated Personnel Salaries Base \$130,000</p> <p>The ongoing estimated benefit cost of two newly hired certificated teachers is \$30,000. 3000-3999: Employee Benefits Base \$30,000</p> <p>The estimated salary costs to implement Project Lead The Way in 2015-16 at Marina Village and Pleasant Grove are \$117,625. 1000-1999: Certificated Personnel Salaries Base \$117,625</p> <p>The estimated benefit costs to implement Project Lead The Way in 2015-16 at Marina Village and Pleasant Grove are \$26,262. 3000-3999: Employee Benefits Base \$26,262</p> <p>The estimated technology and supply costs to implement Project Lead The</p>								

	<p>Lead The Way in 2015-16 at Marina Village and Pleasant Grove are \$110,060. 4000-4999: Books And Supplies Base \$110,060</p> <p>The estimated training, conference and other costs to implement Project Lead The Way in 2015-16 at Marina Village and Pleasant Grove are \$7,760. 5000-5999: Services And Other Operating Expenditures Base \$7,760</p>		<p>Way in 2015-16 at Marina Village and Pleasant Grove are \$110,060. 4000-4999: Books And Supplies Base \$110,060</p> <p>The estimated training, conference and other costs to implement Project Lead The Way in 2015-16 at Marina Village and Pleasant Grove are \$7,760. 5000-5999: Services And Other Operating Expenditures Base \$7,760</p>								
<table border="1"> <tr> <td data-bbox="92 488 241 565">Scope of Service</td> <td data-bbox="241 488 569 565">Pleasant Grove Middle Marina Village Middle</td> </tr> <tr> <td colspan="2" data-bbox="92 565 569 873"> <input checked="" type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)                 </td> </tr> </table>	Scope of Service	Pleasant Grove Middle Marina Village Middle	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1031 488 1180 565">Scope of Service</td> <td data-bbox="1180 488 1514 565">Pleasant Grove Middle Marina Village Middle</td> </tr> <tr> <td colspan="2" data-bbox="1031 565 1514 873"> <input checked="" type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)                 </td> </tr> </table>	Scope of Service	Pleasant Grove Middle Marina Village Middle	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	Pleasant Grove Middle Marina Village Middle										
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Scope of Service	Pleasant Grove Middle Marina Village Middle										
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>After speaking with administrators and teachers from both middle schools and after examining assessment results and demographic information, it has been determined that the AVID program would be more appropriately housed at Pleasant Grove. In the future, consideration may be given to including Marina Village as an AVID school.</p> <p>In addition to adding the Automation and Robotics Course to the Project Lead the Way electives, the district will also add the Project Lead the Way Introduction to Computer Science course at Pleasant Grove and Marina Village and Energy and the Environment at Marina Village.</p> <p>Advisory periods, zero periods, and other scheduling options to allow students more access to electives and increased academic support are still being considered.</p>										

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



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

<p>Original GOAL 2 from prior year LCAP:</p>	<p>The District will provide an innovative and engaging learning environment that effectively integrates the use of technology into the teaching and learning process, to ensure that our students are well-prepared for success in high school, career and college.</p>	<p>Related State and/or Local Priorities:                  1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _                   COE only: 9 _ 10 _                   Local : Specify</p>
<p>Goal Applies to: Schools: <input type="checkbox"/> --- LEA Wide/All Schools ---  <input type="checkbox"/> Applicable Pupil Subgroups: <input type="checkbox"/> ---ALL Students---</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Students will increase their proficiency respect to the skills contained in the RUSD Technology Scope and Sequence.                  Metrics: Pre and Post Technology Assessments, Digital Citizenship Compliance Certificates, Student Focus Group Reports</p> <p>RUSD Staff and Stakeholders will explore a variety of career and technology education programs in order to make informed decisions relative to increasing student opportunities in this area..                  Metrics: Student Focus Group Reports, Parent Surveys, Teacher Advisory Group Feedback</p> <p>All stakeholders, including parents, students, teachers, support staff, and community members will receive regular and timely communication through a variety of media services.                  Metrics: ParentLink Communication Logs, Parent Survey Results, Student Focus Groups Reports, Teacher Advisory Group Feedback</p> <p>Students have greater access to technology and will benefit from the integration of 21st century skills in the classroom.                  Metrics: Pre and Post Technology Assessments, Computer-based SBAC Results, Computer Lab Schedules, Student Focus Group Reports, Parent Surveys, Teacher Advisory Group Feedback</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Enrollment in Computer Science Courses at the Middle Schools was 295. These enrollment figures establish baseline data for participation in such electives. The Technology TOSAs at the middle schools have been available for coaching and demonstration lessons for over 700 sections. The Elementary Technology TOSA has supported the implementation of Google Apps for Education, taught digital citizenship lessons to students, and promoted the integration of technology at all five middle schools. This year, more than 1000 technology coaching incidents had been logged by our technology coaches. All schools are 100% compliant with CIPA Digital Literacy Requirements.</p> <p>To promote Career Tech opportunities for middle school students, RUSD has joined the El Dorado CTEIG Consortium and has submitted a plan to continue offering career tech education classes in the area of computer science. 295 students are currently enrolled in Computer Science CTE Courses at RUSD middle schools.</p> <p>As of June 2, 2016, 498,582 individual ParentLink messages had been sent to the parents and staff members of our school community to keep them up to date on events and happening in our district. In addition, many of these messages were pushed out to each school's web page to further ensure that all parents had easy access to important information. The superintendent also provided a quarterly update though his parent newsletter. This year, his newsletters contained information on topics such as our new computer science coaches, new elective offerings at middle schools, the Prop 39 Energy and Lighting Retrofit Project,</p>

		<p>the purchase of the Sienna Ridge property as a future school site, and plans to improve facilities across the district.</p> <p>Over one million dollars have been spent to further integrate technology into the academic lives of our students. Hundreds of devices have been deployed across the district. Additionally, three teachers have been hired to teach computer science skills to students and provide technology coaching to teachers wishing to advance the use of instructional technology in their classrooms. On August 10th, professional development was provided to all elementary teachers on how to use the Google Apps for Education. The teacher evaluations for these sessions yielded an average score of 3.22 out of 4 for these trainings.</p> <p>The total number of student computers at each site, is listed below.</p> <p>Jackson – 309          Lake Forest – 276          Green Valley – 389          Rescue – 333          Lakeview – 558          Pleasant Grove – 464          Marina Village – 752</p> <p>The ratio of all computers to students for each site is listed below.</p> <p>Jackson – 1:1.42          Lake Forest – 1:1.60          Green Valley – 1:1.13          Rescue – 1:1.28          Lakeview – 1:0.94          Pleasant Grove – 1:1.32          Marina Village – 1:1.07</p> <p>Overall, RUSD has 2370 mobile devices. The district-wide ratio of students to computers is now 1:1.56.</p>
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**LCAP Year: 2015-2016**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
The District will hire one full-time,	The ongoing estimated salary costs	295 students are enrolled in Computer	The ongoing estimated salary costs of

<p>credentialed technology teacher to support the elementary schools in the delivery of the skills found in the RUSD Technology Scope and Sequence. Middle Schools will also receive technology support (See Goal 1- Elective Restructure).</p>	<p>of one(1.0 FTE) new certificated technology teaching position would be approximately \$69,385.</p> <p>1000-1999: Certificated Personnel Salaries Base \$69,385</p> <p>The ongoing estimated benefit costs of one(1.0 FTE) new certificated technology teaching position would be approximately \$15,936. 3000-3999: Employee Benefits Base \$15,936</p>	<p>Science Courses at the Middle Schools. The Elementary Technology Specialist has implemented Google Apps for Education, taught digital citizenship lessons to students, and promoted the integration of technology at all five middle schools. All schools are 100% compliant with CIPA Digital Literacy Requirements. Two Google Classroom Afterschool Professional Development Courses were offered on October 27th. Approximately 50 Teachers were in attendance.</p>	<p>one(1.0 FTE) new certificated technology teaching position would be approximately \$69,385. 1000-1999: Certificated Personnel Salaries Base \$69,385</p> <p>The ongoing estimated benefit costs of one(1.0 FTE) new certificated technology teaching position would be approximately \$15,936 3000-3999: Employee Benefits Base \$15,936</p>				
<table border="1"> <tr> <td data-bbox="111 542 237 695">Scope of Service</td> <td data-bbox="247 542 552 695">                 Lakeview Elementary                  Jackson Elementary                  Rescue Elementary                  Green Valley Elementary                  Lake Forest Elementary             </td> </tr> </table> <p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	Lakeview Elementary Jackson Elementary Rescue Elementary Green Valley Elementary Lake Forest Elementary		<table border="1"> <tr> <td data-bbox="1045 542 1171 695">Scope of Service</td> <td data-bbox="1182 542 1497 695">                 Lakeview Elementary                  Jackson Elementary                  Rescue Elementary                  Green Valley Elementary                  Lake Forest Elementary             </td> </tr> </table> <p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	Lakeview Elementary Jackson Elementary Rescue Elementary Green Valley Elementary Lake Forest Elementary	
Scope of Service	Lakeview Elementary Jackson Elementary Rescue Elementary Green Valley Elementary Lake Forest Elementary						
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<p>The District will explore career technical education opportunities for middle school students.</p>	<p>The estimated cost in 2015-16 to explore career technical education opportunities for middle school students is \$5,000. 5000-5999: Services And Other Operating Expenditures Base \$5,000</p>	<p>RUSD has joined the El Dorado CTEIG Consortium and has submitted a plan to continue career tech education classes in the area of computer science. Rescue Union has agreed to provide matching funds in the amount of \$475,465 over the next 6 years and is eligible to receive \$112,739 in additional state funding. 295 students are currently enrolled in computer science CTE courses at RUSD middle schools.</p>	<p>The estimated cost in 2015-16 to explore career technical education opportunities for middle school students is \$5,000. 5000-5999: Services And Other Operating Expenditures Base \$5,000</p>				
<table border="1"> <tr> <td data-bbox="111 1395 237 1479">Scope of Service</td> <td data-bbox="247 1395 552 1479">                 Pleasant Grove                  Marina Village             </td> </tr> </table>	Scope of Service	Pleasant Grove Marina Village		<table border="1"> <tr> <td data-bbox="1045 1395 1171 1479">Scope of Service</td> <td data-bbox="1182 1395 1497 1479">                 Pleasant Grove                  Marina Village             </td> </tr> </table>	Scope of Service	Pleasant Grove Marina Village	
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<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>The District will continue to disseminate information to all stakeholders by providing consistent, accurate, and up to date information about our district and schools through all available media.</p>	<p>The ongoing estimated costs related to dissemination of information to stakeholders through websites, Aeries Software, Parent Linik and other programs is \$60,121.</p> <p>5000-5999: Services And Other Operating Expenditures Base \$60,121</p>	<p>ParentLink messages have been regularly sent to the parents in our community, as well as staff members, to keep them up to date on events happening in our district and to provide them with clear information on topics such as the Local Control Accountability Plan and the District Multicultural Fair, just to name a couple. In addition, these messages were pushed out to each school's web page to further ensure that all parents have easy access to important information. We have also posted activities on Facebook and Twitter to keep staff and parents informed. The superintendent provides a quarterly update though his parent newsletter. This year, his newsletters contained information on topics such as our new computer science coaches, new elective offerings at middle schools, the Prop 39 Energy and Lighting Retrofit Project, the purchase of the Sienna Ridge property as a future school site, and plans to improve facilities across the district.</p>	<p>The ongoing estimated costs related to dissemination of information to stakeholders through websites, Aeries Software, Parent Linik and other programs is \$60,121. 5000-5999: Services And Other Operating Expenditures Base \$60,121</p>
<p>Scope of Service: --- LEA Wide/All Schools ----- <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners</p>		<p>Scope of Service: --- LEA Wide/All Schools - ----- <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners</p>	

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<p>RUSD will continue to support the integration of technology and other 21st century skills in the classroom.</p>	<p>The ongoing estimated costs related to support the integration of technology through classified personnel is \$261,282. 2000-2999: Classified Personnel Salaries Base \$261,282</p> <p>The ongoing estimated costs related to support the integration of technology through classified personnel benefits is \$37,800. 3000-3999: Employee Benefits Base \$82,303</p> <p>The ongoing estimated costs related to support the integration of technology through management personnel is \$138,066. 1000-1999: Certificated Personnel Salaries Base \$138,066</p> <p>The ongoing estimated costs related to support the integration of technology through management personnel benefits is \$25,500 3000-3999: Employee Benefits Base \$25,500</p> <p>The ongoing estimated costs for software and infrastructure exceed \$100,000. 5000-5999: Services And Other Operating Expenditures Base \$95,921</p>	<p>This year, over one million dollars have been spent to further integrate technology into the academic lives of our students. Hundreds of devices have been deployed across the district. Additionally, three teachers were hired to teach computer science skills to students and provide technology coaching to teachers wishing to advance the use of instructional technology in their classrooms. On August 10th, professional development was provided to all teachers on how to use the Google Apps for Education, and middle school teachers received specific training on Juno, and Schoology.</p>	<p>The ongoing estimated costs related to support the integration of technology through classified personnel is \$261,282. 2000-2999: Classified Personnel Salaries Base \$261,282</p> <p>The ongoing estimated costs related to support the integration of technology through classified personnel benefits is \$53,000. 3000-3999: Employee Benefits Base \$53,000</p> <p>The ongoing estimated costs related to support the integration of technology through management personnel is \$138,066. 2000-2999: Classified Personnel Salaries Base \$138,066</p> <p>The ongoing estimated costs related to support the integration of technology through management personnel benefits is \$25,500 3000-3999: Employee Benefits Base \$25,500</p> <p>The ongoing estimated costs for software and infrastructure is nearly \$100,000. 5000-5999: Services And Other Operating Expenditures Base \$95,921</p>
<p>Scope of Service: --- LEA Wide/All Schools ---</p> <p><input checked="" type="checkbox"/> All            OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth</p>		<p>Scope of Service: --- LEA Wide/All Schools - --</p> <p><input checked="" type="checkbox"/> All            OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth</p>	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	In order to better support the elementary schools in the delivery of the skills found in the RUSD Technology Scope and Sequence, an additional Technology TOSA will be hired for the 2016-2017 school year.  In addition to adding the Automation and Robotics Course to the Project Lead the Way electives, the district will also add the Project Lead the Way Introduction to Computer Science course at Pleasant Grove and Marina Village and Energy and the Environment at Marina Village.		

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

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

Original GOAL 3 from prior year LCAP:	The District will support the teaching and learning process to ensure that a consistent, high quality, challenging and engaging learning environment is provided for all students.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
Goal Applies to:	Schools: <input type="checkbox"/> --- LEA Wide/All Schools --- <input type="checkbox"/> Applicable Pupil Subgroups: <input type="checkbox"/> ---ALL Students---	
Expected Annual Measurable Outcomes:	<p>Staff and students will be provided with opportunities to review, pilot, and make recommendations regarding California State Standards aligned ELA curriculum, in advance of an adoption. Metrics: Piloting Teacher Feedback, Student Focus Group Reports</p> <p>Staff will be provided with effective, timely, and relevant staff development. Metrics: RUSD Professional Development Evaluation Results, Parent Surveys, Student Focus Groups</p> <p>Staff will be provided with training on the Next Generation Science Standards, in advance of a potential pilot in 2016-2017. Metrics: RUSD Professional Development Evaluation Results</p> <p>Teachers will benefit from participation in the EDCOE Summer Symposium. Metrics: Summer Symposium Attendance Sheets, RUSD Professional Development Evaluation Results</p> <p>Staff will review a variety of Learning Management Systems and determine their effectiveness in promoting formative assessment, measuring student progress, facilitating communication with students and families, and improving instructional outcomes for students based on data. Metrics: LMS review team feedback/rankings.</p> <p>The Curriculum Committee will continue to meet and help set the direction for matters pertaining to professional development, instructional resources, etc.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>100% of teachers serving on the Rescue Union School District ELA/ELD Curriculum Adoption Teams (Elementary Curriculum Council and Middle School English Department Representatives) received training specific to the new ELA/ELD Framework. The training was provided through the El Dorado County Office of Education on December 8, 2015. These teachers attended a materials review fair on January 26, 2016 and then participated in an intensive two-day materials analysis in February. Piloting teachers were selected, trained, and carried out an effective review of selected materials with their students and provided feedback to the Adoption Teams. The middle school adoption team made a recommendation to the RUSD Board of Trustees on May 10, 2016 to adopt the StudySync program from McGraw Hill and on June 14, 2016, the Elementary Curriculum Committee recommended the adoption of the Benchmark Advance program.</p> <p>Staff Development was provided throughout the year and addressed a wide variety of topics. At the conclusion of most professional development offerings, an evaluation was provided to teachers, who ranked aspects of the training on a 4 point scale, with 1 being poor and 4 being excellent. The average overall scores for each training are as follows (1=Poor, 4=Excellent):          Google Apps for Education: Level 1 - 3.00          Google Apps for Education: Level 2 - 2.00          Juno - 3.64          Schoology – 2.33          Building Teacher Webpages - 3.56          GAFE Level 2 (Session 2) - 3.50</p>

Metrics: Teacher Advisory Group Feedback, RUSD Professional Development Evaluation Results, Smarter Balanced Assessment Results

RUSD staff will provide improved communication, relationship building, and responsiveness to stakeholders.

Metric: Student Focus Groups, Parent LCAP Survey Results, WestEd's District School Climate Report Card

Opportunities for professional development through the California Associated for the Gifted will be identified and scheduled for the 2016-2017 school year.

Metric: Professional Development Schedule

- Close Reading Instruction - 4.00
- Differentiating PE Instruction - 3.00
- SBAC Digital Library - 3.00
- Go Math! Online Resources - 3.00
- Interpreting and Using the ELA/ELD Framework - 3.50
- iPads in the Classroom - 2.33
- Scaffolding vs. Rescuing - 4.00
- The Daily Five - 3.5
- Schoology: Part 2 - 2.33
- Using Google Slides - 2.5
- Big Ideas Math Resources - 4.0
- Caring and Connect Relationships with Kelley Middleton - 3.10
- Teach Like a Pirate - 3.90

Additional trainings were provided outside of the district, but were not evaluated using the RUSD Professional Development Evaluation Form. These trainings included:

- Step up to Writing K-2
- Step up to Writing 3-5
- Step up to Writing 6-8
- I Have No ELA Curriculum, Now What? with Tracy Wilson
- CUE Fall Conference
- ACSA Leadership Summit
- CUE Rockstar TOSA Training for Technology TOSAs
- ELA/ELD Framework Training

RUSD contracted with a representative from the San Joaquin County Office of Education to provide initial training to middle school science teachers on the Next Generation Science Standards (NGSS). This training was delivered on January 4th. Professional Development Evaluation Forms were provided to teachers and the initial training received an overall rating of 2.9. Additionally, teams of administrators and teachers from both the elementary and middle schools attended the California Science Teachers Conference in October, and the Director of Curriculum and Instruction also attended a two day training on the NGSS in October.

Sixty one teachers from Rescue Union School District attended the El Dorado County Symposium on June 17th and 18th. Sessions focused on topics including formative assessment, college and career literacy demands, the Daily 5, classroom management, motivation, the Next Generation Science



Standards, and more. Two keynote sessions were also provided on the topic of differentiated assessment and self-motivation. The symposium received good reviews from our teachers. Evaluation results are held at the El Dorado County Office of Education.

RUSD supported a review of two Learning Management Systems (Juno and Schoology) at our middle schools. These systems were chosen by the schools sites. Juno has been used for several years at Marina Village, while this was the first year that Pleasant Grove piloted Schoology. After review of these systems, challenges were found to exist in Schoology and approximately 50% of teachers at Pleasant Grove made the switch to Juno. Next year, it is expected that both middle schools will use Juno.

The Curriculum Committee met and engaged in the following work:

Standardized report cards for the 2015-2016 school year were finalized.

A comprehensive system to review, evaluate, and pilot ELA/ELD materials was established.

The LMS adoption timeline was revised.

District-wide benchmark assessments were selected for each grade level.

Necessary professional development topics were identified.

Kelley Middleton, author of *Who Cares*, was invited to the district to speak with all staff members about the importance of customer service and connectedness in the school setting. Mr. Middleton received an overall rating of 3.1 on the Rescue Union School District Professional Development Evaluation Form. After Mr. Middleton's address, all employees met in site or department teams to discuss their individual interpretation of Middleton's message and create a customer service plan that would best meet the needs of our students and their families. Sites and departments have revisited their customer service efforts, most recently on October 31st and December 18th.

2016 Parent LCAP Survey results indicated that approximately 44% of middle school parents and 53% of elementary parents feel that customer service and connectedness between the school and family have improved or significantly improved.

			<p>A teacher representative was sent to the CAG Conference in February to gather additional ideas for the implementation of GATE activities at our schools. Reports from the conference indicate that most districts are striving to serve the needs of GATE identified students within the school day.</p>
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**LCAP Year: 2015-2016**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>RUSD will review and pilot standards aligned materials in English Language Arts with appropriate staff development to support a successful review and analysis, prior to adoption.</p>	<p>The estimated cost to review and pilot standards aligned materials in English Language Arts with appropriate staff development to support a successful review and analysis, prior to adoption is \$25,000. 4000-4999: Books And Supplies Common Core \$25,000</p>	<p>Rescue Union School District has taken a supportive role with the El Dorado County Office of Education in planning and providing a comprehensive ELA materials review process for all El Dorado County school districts. A thorough ELA/ELD Framework study was provided for our adoption teams (Elementary Curriculum Committee and Middle School ELA/ELD Materials Selection Team). Rescue School District hosted the curricular materials review fair for the County on January 26th. In February, members from RUSD's adoption teams participated in an in-depth materials evaluation, utilizing tool kits and evaluative instruments to select the program(s) with the most merit. Pilot teachers were identified, and those teachers provided valuable feedback to the selection teams in advance of the final recommendation for adoption</p>	<p>The estimated cost to review and pilot standards aligned materials in English Language Arts with appropriate staff development to support a successful review and analysis, prior to adoption is \$25,000. 4000-4999: Books And Supplies Base \$25,000</p>
<p>Scope of Service: --- LEA Wide/All Schools ---</p> <p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English</p>		<p>Scope of Service: --- LEA Wide/All Schools ---</p> <p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient</p>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)					
RUSD will provide an effective staff development program for continued implementation of the California State Standards, the ELA/ELD Framework, the use of adopted instructional resources, the Smarter Balanced Assessment, the use of technology in instruction, and other best instructional practices.	The estimated cost to provide an effective staff development program for continued implementation of the California State Standards, the ELA/ELD Framework, the use of adopted instructional resources, the Smarter Balanced Assessment, the use of technology in instruction, and other best instructional practices is \$50,000. 5000-5999: Services And Other Operating Expenditures Common Core \$50,000	Rescue Union School District provided professional development to teachers and support staff in the following areas: Google Apps for Education: Level 1, Google Apps for Education: Level 2, Juno, Schoology, Building Teacher Webpages, GAFE Level 2 (Session 2), Close Reading Instruction, Differentiating PE Instruction, SBAC Digital Library, Go Math! Online Resources, Interpreting and Using the ELA/ELD Framework, iPads in the Classroom, Scaffolding vs. Rescuing, The Daily Five, Using Google Slides, Big Ideas Math Resources, Caring and Connect Relationships with Kelley Middleton, Teach Like a Pirate, Google Apps for Education: Using Classroom, Step up to Writing K-2 ,Step up to Writing 3-5 ,Step up to Writing 6-8, I Have No ELA Curriculum, Now What? with Tracy Wilson, CUE Fall Conference , ACSA Leadership Summit, CUE Rockstar TOSA Training for Technology TOSAs, ELA/ELD Framework Training.	The estimated cost to provide an effective staff development program for continued implementation of the Standards, the ELA/ELD Framework, the use of adopted instructional resources, the Smarter Balanced Assessment, the use of technology in instruction, and other best instructional practices is \$50,000. 5000-5999: Services And Other Operating Expenditures Base \$50,000				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;"> <input type="checkbox"/> LEA Wide/All Schools  <input type="checkbox"/> </td> </tr> </table> <input checked="" type="checkbox"/> All <hr style="border-top: 1px dashed black;"/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	<input type="checkbox"/> LEA Wide/All Schools <input type="checkbox"/>		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;"> <input type="checkbox"/> LEA Wide/All Schools -  <input type="checkbox"/> </td> </tr> </table> <input checked="" type="checkbox"/> All <hr style="border-top: 1px dashed black;"/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	<input type="checkbox"/> LEA Wide/All Schools - <input type="checkbox"/>	
Scope of Service	<input type="checkbox"/> LEA Wide/All Schools <input type="checkbox"/>						
Scope of Service	<input type="checkbox"/> LEA Wide/All Schools - <input type="checkbox"/>						

<p>RUSD will provide initial staff development on the new Next Generation Science Standards, in advance of an anticipated review/pilot of instructional materials in 2016-2017.</p>	<p>The estimated cost to provide staff development on the new Next Generation Science Standards, in advance of an anticipated review/pilot of instructional materials in 2016-2017. 5000-5999: Services And Other Operating Expenditures Common Core \$10,000</p>	<p>Teams of administrators and teachers from both the elementary and middle schools attended the California Science Teachers Conference in October. The Director of Curriculum and Instruction also attended a two day training on the NGSS in October. On January 4th, a specialist from the San Joaquin County Office of Education provided a full day of NGSS training to all middle school science teachers.</p>	<p>The estimated cost to provide staff development on the new Next Generation Science Standards, in advance of an anticipated review/pilot of instructional materials in 2016-2017. 4000-4999: Books And Supplies Base \$10,000</p>
<p>Scope of Service: --- LEA Wide/All Schools ---</p> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: --- LEA Wide/All Schools - --</p> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>RUSD will continue to support attendance at the El Dorado County Summer Symposium.</p>	<p>The estimated certificated personnel costs to attend the El Dorado County Summer Symposium is \$42,000.</p> <p>1000-1999: Certificated Personnel Salaries Common Core \$42,000</p> <p>The estimated certificated personnel benefit costs to attend the El Dorado County Summer Symposium is \$8,000. 3000-3999: Employee Benefits Common Core \$8,000</p>	<p>On June 17th and 18th, sixty one teachers from Rescue Union School District attended the Eldorado County Summer Symposium. Sessions focused on topics including formative assessment, college and career literacy demands, the Daily 5, classroom management, motivation, the Next Generation Science Standards, and more. Two keynote sessions were also provided on the topic of differentiated assessment and self-motivation.</p>	<p>The estimated certificated personnel costs to attend the El Dorado County Summer Symposium is \$42,000. 1000-1999: Certificated Personnel Salaries Base \$42,000</p> <p>The estimated certificated personnel benefit costs to attend the El Dorado County Summer Symposium is \$8,000. 3000-3999: Employee Benefits Base \$8,000</p>
<p>Scope of Service: --- LEA Wide/All Schools ---</p> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners</p>		<p>Scope of Service: --- LEA Wide/All Schools - --</p> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners</p>	

<p><input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>RUSD will explore effective Learning Management Systems (LMS) to promote formative assessment, measure student progress, analyze results, facilitate communication with students and families, and improve instructional outcomes based on data.</p>	<p>The estimated cost to explore effective Learning Management Systems (LMS) to promote formative assessment, measure student progress, analyze results, facilitate communication with students and families, and improve instructional outcomes based on data is \$10,000. 5000-5999: Services And Other Operating Expenditures Common Core \$10,000</p>	<p>Discussion with member of the Middle School Curriculum Committee and administrators revealed that it may be best to hold off on any district-wide LMS purchase and implementation. Currently, teachers are working to better implement other technologies and applications, such as the Google Apps for Education and Math online resources. We also have a large scale ELA adoption coming up, and an LMS implementation might be overwhelming.</p>	<p>The estimated cost to explore effective Learning Management Systems (LMS) to promote formative assessment, measure student progress, analyze results, facilitate communication with students and families, and improve instructional outcomes based on data is \$10,000. 5000-5999: Services And Other Operating Expenditures Base \$10,000</p>				
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Scope of Service	--- LEA Wide/All Schools ---						
Scope of Service	Pleasant Grove, Marina Village						
<p>RUSD will continue to fund Curriculum Committees (one, full-day meeting per trimester x ten members).</p>	<p>The estimated cost to fund Curriculum Committees (one, full-day meeting per trimester x ten members) is \$5,000. 1000-1999: Certificated Personnel Salaries Common Core \$5,000</p>	<p>The Curriculum Committee, met and completed the following tasks/projects: Standardized report cards for the 2015-2016 school year were finalized. A comprehensive system to review, evaluate, and pilot ELA/ELD materials was established. The LMS adoption timeline was revised. District-wide benchmark assessments were selected for each grade level. Necessary professional development topics were identified.</p>	<p>The estimated cost to fund Curriculum Committees (one, full-day meeting per trimester x ten members) is \$5,000. 1000-1999: Certificated Personnel Salaries Base \$5,000</p>				

<p>Scope of Service --- LEA Wide/All Schools ---</p> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service --- LEA Wide/All Schools ---</p> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>RUSD will provide staff development to improve communication, relationship building, and responsiveness to stakeholders.</p>	<p>The estimated cost to provide staff development to improve communication, relationship building, and responsiveness to stakeholders is \$10,000. 5000-5999: Services And Other Operating Expenditures Base \$10,000</p>	<p>On September 8th, RUSD brought Kelley Middleton, author of Who Cares, to the district to speak with all staff members about the importance of customer service and connectedness in the school setting. After Mr. Middleton's address, all employees met in site or department teams to discuss their individual interpretation of Middleton's message and create a customer service plan that would best meet the needs of our students and their families. Sites and departments have revisited their customer service efforts, most recently on October 31st and December 18th.</p>	<p>The estimated cost to provide staff development to improve communication, relationship building, and responsiveness to stakeholders is \$10,000. 5000-5999: Services And Other Operating Expenditures Base \$10,000</p>
<p>Scope of Service --- LEA Wide/All Schools ---</p> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service --- LEA Wide/All Schools - --</p> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	

<p>RUSD will identify trainings and workshops, offered by the California Association for the Gifted, that prepare teachers to best meet the diverse needs of identified gifted and high achieving students.</p>	<p>The estimated cost to identify trainings and workshops, offered by the California Association for the Gifted, that prepare teachers to best meet the diverse needs of identified gifted and high achieving students is \$2,500. 5000-5999: Services And Other Operating Expenditures Base \$2,500</p>	<p>A representative was sent to the CAG Conference in February to gather additional ideas for the implementation of GATE activities at our schools. Ideas and strategies related to the standardization and centralization of GATE services were discussed. Possible future actions include district sponsored units of study and culminating field trips.</p>	<p>The estimated cost to identify trainings and workshops, offered by the California Association for the Gifted, that prepare teachers to best meet the diverse needs of identified gifted and high achieving students is \$2,500. 5000-5999: Services And Other Operating Expenditures Base \$2,500</p>
<p>Scope of Service: --- LEA Wide/All Schools ---</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) GATE</p>		<p>Scope of Service: --- LEA Wide/All Schools - --</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) GATE</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>ELA materials will be in place next year and professional development aligned to those programs will be provided. Teachers may be compensated to develop NGSS aligned lessons and units of study during summer workshops. Increased levels of staff development for classified instructional assistants and library media coordinators will be provided to better serve our support staff who instruct students. In light of the new ELA/ELD adoption and large amounts of planned technology training, the district-wide LMS review and adoption will be postponed.</p>		

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

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

<p>Original GOAL 4 from prior year LCAP:</p>	<p>The District will enhance and encourage learning for all subgroups of students including English Language Learners, Foster Youth and socio-economically disadvantaged students by increasing access to intervention and enrichment opportunities from credentialed teachers and support staff. The District will also increase pupil engagement and improve school climate by providing a safe, supportive, student-centered learning environment.</p>	<p>Related State and/or Local Priorities:                  1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _                  COE only: 9 _ 10 _                  Local : Specify</p>
<p>Goal Applies to: Schools: <input type="checkbox"/> --- LEA Wide/All Schools ---                  Applicable Pupil Subgroups: <input type="checkbox"/> ---ALL Students---</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>At all schools, students in need of intervention will be provided with site-based support, within the school day, to improve proficiency in designated areas.                  Metrics: The measurements used to assess student outcomes will be dependent on the intervention prescribed, but may include DIBELS, Reading Counts Scores, Go Math!/Big Idea Assessments, Smarter Balanced Interim Assessments, and other teacher created measures</p> <p>Green Valley and Rescue School will have an improved school climate, in part, due to the services provided by the Vice Principal.                  Metrics: California Healthy Kids Survey Results, Staff Climate Survey Results, Parent LCAP Survey Results, Attendance Rates, Suspension/Expulsion Rates, Number of Office Referrals.</p> <p>Students in all schools will benefit from proactive anti-bullying / character education programs in their schools.                  Metrics: California Healthy Kids Survey Results, Staff Climate Survey Results, Parent LCAP Survey Results, Attendance Rates</p> <p>EL Teachers and support staff will have the necessary knowledge and tools to meet the needs of English Learners                  Metrics: Rosetta Stone account reports, CABE Conference report, RUSD Professional Development Evaluation Reports, DELAC Feedback</p> <p>Students' social, emotional, mental and physical health needs will be met.                  Metrics: California Healthy Kids Survey Results, Staff Climate Survey Results, Parent LCAP Survey Results, Attendance Rates</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Intervention programs to assist struggling students were provided at all school sites. Below is a brief description of the intervention programs offered and the associated measures of student performance. A more detailed description of each site's intervention program is available in the "Actual Actions/Services" section.</p> <p>Rescue School's Intervention Results: 64% of students in tutoring (Grades 3-5) became 100% fluent in math facts as measured by their grade level standards in Reflex Math. Both 1st and 2nd grade tutoring programs (6 week sessions) utilized the BPST as a pre and a post test measure to account for student growth in the area of phonics. During the first session, 1st grade, students experienced 14% growth on their Phonic Skills. In 2nd grade, students experienced 16% growth on their Phonic Skills. Students attending 2nd grade tutoring experienced 22% growth on their reading fluency as measured by the DORF assessment of DIBELS. Accuracy improved from 90% to 93%</p> <p>Jackson School's Intervention Results: Students receiving support from our K-3 Intervention Aides have shown great progress so far this school year. Data reported at the end of the second trimester showed that Kindergartners receiving ELA support have doubled and even tripled the number of correct letter sounds, blended sounds, and sight word recognition. First graders receiving intervention support also showed great improvement from first to second trimester doubling and tripling their correct letter sounds and whole words read in all three first grade classes. Second graders receiving ELA support had</p>



EL students at Green Valley and Rescue will benefit from increased academic support, during the school day, from a bilingual instructional assistant.  
 Metrics: CELDT Scores, Grades, Smarter Balanced Assessment Results, Reclassification Rates, Reading Counts Scores, DIBELS

EL students at Pleasant Grove will benefit from increased academic support, during the school day, from a bilingual instructional assistant.  
 Metrics: CELDT Scores, Grades, Smarter Balanced Assessment Results, Reclassification Rates, Reading Counts Scores

EL students from across the district, will benefit from academic tutoring, after the school day, from a bilingual instructional assistant.  
 Metrics: CELDT Scores, Grades, Smarter Balanced Assessment Results, Reclassification Rates, Reading Counts Scores, DIBELS

Students, parents, and staff will increase cultural sensitivity and awareness.  
 Metrics: Parent LCAP Survey Results, Multicultural Fair Attendance Reports

"Gifted Summer Camp" opportunities to offer enriching and stimulating experiences to GATE students, will be identified, in advance of summer offerings in 2016-2017.  
 Metrics: 2016 GATE "Summer Camp" Schedule

Participating AVID teachers will be trained and articulation meetings will be scheduled with AVID personnel (teachers and administrators) at Ponderosa High School.  
 Metrics: AVID Articulation Meeting Schedule, RUSD Professional Development Evaluation Reports

Scheduling options will be identified so that EL students, special education students, and other students needing intervention have the ability to take two electives (support AND enrichment) during the school day.  
 Metrics: 2016-2017 Middle School Master Schedules

Modifications to the middle school daily schedule and the benefits associated with advisory periods will continue to be explored and discussed.  
 Metrics: Curriculum Committee Reports, Negotiations Updates

significant gains on the BPST, their fluency rates doubled, and Lexile jumps were between 100 and 450 point gains for students working with intervention aides. Third grade also showed significant gains in Lexile points with increases from 100-500 points.

Green Valley School's Intervention Results: Students who attended two sessions of our reading fluency tutoring intervention (supported by Read Live) with average attendance of 70% or higher increased their reading fluency by an average of 75 words per minute. Students who attended one session of 4th/5th grade reading comprehension tutoring intervention with an average attendance of 70% or higher increased their Lexile score by an average of 120.

Lakeview School's Intervention Results: First grade intervention program included 18 students, two of which were served in the more intensive section through the Learning Center's Rtl staff. Both of the students' BPST raw scores increased by 38 and 30. The remainder of the students saw score increases from 11 to 38. In second grade, the program served 23 students 5 of which were served in the intensive Rtl program in the Learning Center. 100% of the students increased their Lexile scores by 100 points, 9 of the 23 increased their Lexile score by over 250 points, 7 increased their Lexile scores by 300+ points and 3 increased their Lexile scores by over 400 points. In third grade the program, 21 students were served. 3 students increased the Lexile score by 92 points. All others (95%) increased their Lexile scores by over 100 points. 6 increased their Lexile scores by over 200 points, 1 student's score increased by 300 points and 2 students' Lexile scores increased by over 400 points. In fourth grade, the program served 14 students. All students' Lexile scores increased by over 100 points, 7 students' Lexile scores increased by over 200 points and 2 students had Lexile score increases of over 300 points. In fifth grade, the program served 17 students. Of the 13 scores reported, 3 students made Lexile score increases of between 35-87 points, all other Lexile scores increased by 100+ points. One student reached grade level benchmark and one exceeded the benchmark score for 5th grade.

Lake Forest School's Intervention Results: Reading fluency scores were the primary means of student identification and monitoring of growth in decoding and reading comprehension. In

2nd grade, student fluency increased from 51 wpm in November to 77 wpm in May. This was an improvement of 34% of students receiving intervention compared to 23% demonstrated by all 2nd graders and nearly reached the overall benchmark of 87 wpm. Third grade showed growth as well in reading fluency. Students in intervention increased reading speed by 14% (average of 108 wpm) compared the 11% recorded by all 3rd graders. Fourth grade had 21 students receive services. Reading fluency increased by 14% in this group, rising to an average of 115 wpm (grade level benchmark for 4 th grade is 115). Fifth grade students in intervention (7 total students) showed similar progress, increasing in reading fluency by 11 wpm. Fluency is only one measure used to evaluate individual student development. The teachers and admin frequently refer to Lexile scores, SBAC achievement and chapter/unit tests to ensure students are given appropriate levels of intervention and support in both ELA and math.

Pleasant Grove Middle School's Intervention Results: We saw an increase in student engagement and achievement in classes where our paraprofessionals were there to support students. We saw an average increase in overall grades of 20-25% and a Lexite increase of one grade level for our intervention students who were receptive to the assistance provided by these para-educators. In our 6th grade academic intervention class, we saw the most student growth. The students placed in the class had a history of academic failure throughout elementary school (even with support services before and after school) an average Lexile level of far below basic, and various degrees of circumstances that put them all "at risk". The students/teachers in the class were supported by our intervention paraprofessionals. We are very proud to report that all students in the class showed an average increase in overall grades from fifth grade in all core subjects of 45-60% with NO student receiving an "F" grade on any trimester report. The Reading Counts and Read Live program were also used in this class to monitor student achievement and the student's average Lexile growth ranged from 200-350 points. In other classrooms where the Reading Counts program was fully implemented and monitored, we continue to see an average increase in student Lexile scores of 200+ points, as measured by the "Growth in Lexile" report. In our Read Live intervention elective and implementation of the program in our SDC and RSP classes, we

continue to see an average increase in student reading achievement of 2 grade levels (Lexile, comprehension, and vocabulary development). In addition, we saw an increase in student grades in CORE subjects (language arts, science and history, specifically). We also saw a steady growth in the student's overall gpa as his/her Lexile score increased.

Marina Village Middle School's intervention Results: Intervention monies went into our after school HIP/ZAP(Homework Is a Priority/Zeros Aren't Permitted) programs. We compared data for the second trimester of this current year running the ZAP program to the second trimester of last two years without the ZAP program.

2015-2016 22 Fs in core subjects. 74 students attended ZAP and only 14 of the 22 core subject Fs came from ZAPPED students.

2014-2015 35 Fs in core subjects (No ZAP)

2013-2014 34 Fs in core subjects (No ZAP)

A full time vice principal was hired to serve the students of Green Valley Elementary School and Rescue Elementary School. This vice principal worked to improve school climate and safety. Parent LCAP results indicate positive perceptions relative to school climate. At Green Valley, 74% of parents felt that students treat each other respectfully. 84% reported that their child enjoys going to school. 70% of parents reported that the campus feels safe and secure. 53% reported an improvement in customer service and school connectedness compared to last year. At Rescue, 80% of parents felt that students treat each other respectfully. 82% reported that their child enjoys going to school. 88% of parents reported that the campus feels safe and secure. 62% reported an improvement in customer service and school connectedness compared to last year. Suspension rates at Green Valley are 6.05%. Suspension rates at Rescue are 3.22%.

Anti Bullying and character education programs are in place at all schools. California Healthy Kids Survey Data for 2015-2016 shows that a majority of students feel safe and connected to their school. 2015-2016 CHKS data is provided below. The numbers in parenthesis indicate the percent change from last year's survey results.

The response rate for the targeted 7th graders was 93%. 71% (-5%) reported that they like being at their school (agree or strongly agree). 78% (-1%) reported feeling safe (agree or strongly agree). 80% (+0%) of respondents indicated that over the past 12 months, they had mean rumors spread about them 0 or 1 time. 74% (+3%) reported that they had been made fun of, insulted, or called names. 86% (-1%) of respondents reported that they had been pushed, shoved, slapped, hit, or kicked by someone 0 or 1 time over the past twelve months.

The response rate for the targeted 5th graders was 60% [results are stated to be reliable and valid if the response rate is 60% or above]. 100% (+0%) reported that they like being at their school (10% some of the time, 33% most of the time, and 56% all of the time). 99% (+1%) reported feeling safe (10% some of the time, 31% most of the time, and 58% all of the time). 63% (+2%) of respondents indicated that over the past 12 months, they had never had mean rumors spread about them. 55% (-8%) of respondents reported that they had never been pushed or hit by someone over the past twelve months. 39% (+9%) of respondents reported that they had been pushed or hit by someone over the past twelve months "some" of the time. Districtwide, suspension rates are 2.76% and Districtwide expulsion rates are .02%.

Teachers and support staff have been provided with tools and training to meet the needs of English Learners. 46 Rosetta Stone licenses have been purchased for staff access: 100% of our purchased licenses have been assigned. English language arts materials were evaluated and piloted this year. Each program was reviewed specifically to ensure that designated and integrated EL instruction was a focal point. Kimberly Plummer provided staff development on the new ELA/ELD framework and addressed integrated and designated EL support strategies. This session received an overall rating of 3.5 on the Professional Development Evaluation Form. At the RUSD EL Reclassification Ceremony, 10 students were reclassified as fluent in English.

Student's social and emotional needs were addressed through character education programs and a vice principal at Green Valley and Rescue School. A full time counselor was also added to serve the students at Green Valley and Rescue. 147

referrals were made to the counselor (69 from Rescue Elementary and 78 from Green Valley Elementary). Of these, 110 parents provided consent for their child to be able to work with the counselor. She also supported parents, students, and staff at IEP meetings and SST meetings and certainly contributed to the parents perception of school climate (see LCAP Parent Survey data above).

Bilingual academic tutoring was provided for EL students after school and support from bilingual instructional assistants was also provided during the school day.

Results of the Trimester III DIBELS Fluency measure for EL students in grades 1-5 were as follows (the number in parenthesis shows the change from the second trimester assessments):

Percent of 1st graders passing DORF Fluency - 50% (+8%)  
 Percent of 1st graders passing DORF Accuracy - 62% (+12%)  
 Percent of 2nd graders passing DORF Fluency - 59% (-23%)  
 Percent of 2nd graders passing DORF Accuracy - 65% (-17%)  
 Percent of 3rd graders passing DORF Fluency - 34% (-24%)  
 Percent of 3rd graders passing DORF Accuracy - 48% (-14%)  
 Percent of 4th graders passing DORF Fluency - 62% (-15%)  
 Percent of 4th graders passing DORF Accuracy - 85% (+0%)  
 Percent of 5th graders passing DORF Fluency - 50% (+0%)  
 Percent of 5th graders passing DORF Accuracy - 50% (+0%)

Results of the Trimester III Go Math! Assessment for EL students in grades 1-5 were as follows (the number in parenthesis shows the change from the second trimester):

Percent of 1st graders scoring 80% or higher on the Go Math Assessment - 58% (baseline)  
 Percent of 2nd graders scoring 80% or higher on the Go Math Assessment - 69% (-4%)  
 Percent of 3rd graders scoring 80% or higher on the Go Math Assessment - 31% (+23%)  
 Percent of 4th graders scoring 80% or higher on the Go Math Assessment - 8% (-7%)  
 Percent of 5th graders scoring 80% or higher on the Go Math Assessment - 0% (-13%)

As mentioned above, 10 students were reclassified as fluent in English.

	<p>Summer camps and other opportunities for gifted students were explored. A teacher representative attended the California Association for the Gifted conference in February. Reports from this conference indicate that most districts in attendance are striving to provide GATE differentiation with the normal school day. Open-ended comments from the 2016 LCAP Parent Survey indicated that enrichment activities, including GATE, was the sixth highest ranked area in which parents would like to see improvement.</p> <p>The AVID program was well researched this year, and six teachers, one counselor, one principal, and one district office administrator have been registered for AVID Summer Institute training on July 11-13. The AVID program will commence at the start of the 2016-2017 school year at Pleasant Grove, as evidenced in their master schedule.</p> <p>Scheduling options such as an advisory period and a zero period are still being discussed and negotiated. Reports from middle school students at the listening circles indicated support for a zero period concept to increase the possibility of taking more than one elective, although only about half of students reported that they would likely attend to take two electives. Middle school students participating in the listening circles also reported a desire to have time within the school day, such as an advisory period, to work on homework.</p>
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**LCAP Year: 2015-2016**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
RUSD will provide assistance and intervention classes for struggling students by providing intervention classes/opportunities during the school day.	The estimated cost to continue intervention and assistance for struggling students is \$172,734. 1000-1999: Certificated Personnel Salaries Supplemental \$172,734	Intervention programs to assist struggling students were provided at all school sites. Below is a description of the intervention programs offered.  Rescue Elementary School - Rescue School utilized intervention funds to provide an intervention paraeducator for Kindergarten and Transitional Kindergarten. This paraeducator works with students that are below standards	The estimated cost to continue intervention and assistance for struggling students is \$172,734. 1000-1999: Certificated Personnel Salaries Supplemental \$172,734
	The estimated benefit cost to continue intervention and assistance for struggling students is \$38,135. 3000-3999: Employee Benefits Supplemental \$38,135		The estimated benefit cost to continue intervention and assistance for struggling students is \$5,033. 3000-3999: Employee Benefits Supplemental \$38,135

	<p>The estimated Classified salary costs to continue intervention and assistance for struggling students is \$89,028. 2000-2999: Classified Personnel Salaries Supplemental \$89,028</p>	<p>in phonemic and number awareness as based on the Transitional Kinder and Kindergarten standards. Many local ELA and math assessments including the Trimester checklists that measure student progress on the above mentioned standards are used to determine student progress. District assessments (DIBELS) are used as well. Rescue Elementary School funded tutoring sessions for grades 1-5 throughout the school year. In grades 1 and 2, the focus was on providing intervention to students in Language Arts. Students needing support in phonemic awareness and blending sounds participating in this tutoring intervention. Grades 3-5 received support in math. Students were given pre/post assessments with the use of the TenMarks program to determine areas of need and how they progressed at the end of the session. Students in all grades (1-5) also received support in fact fluency with the use of the Reflex math program. Reports from both TenMarks and Reflex illustrate the progress of students as they participated and it was clear that there was considerable growth for many of the students in the class. Rescue School utilized intervention funds to purchase intervention materials to support the GLAD (Guided Language Acquisition Development) program for students in grades Kindergarten and 1st grade. These materials were used to help teach language acquisition to students that need support. Instruction was done in small groups to work with students that are below grade level as assessed by the grade level ELA standards. Rescue School also used intervention funds to purchase an</p>	<p>The estimated Classified salary costs to continue intervention and assistance for struggling students is \$89,028. 2000-2999: Classified Personnel Salaries Supplemental \$89,028</p>
<p>The estimated Classified benefit costs to continue intervention and assistance for struggling students is \$15,890. 3000-3999: Employee Benefits Supplemental \$15,890</p>	<p>The estimated Classified benefit costs to continue intervention and assistance for struggling students is \$15,890. 3000-3999: Employee Benefits Supplemental \$15,890</p>		
<p>The estimated books and supplies costs to continue intervention and assistance for struggling students is \$8,163. 4000-4999: Books And Supplies Supplemental \$8,163</p>	<p>The estimated books and supplies costs to continue intervention and assistance for struggling students is \$8,163. 4000-4999: Books And Supplies Supplemental \$8,163</p>		
<p>The estimated services and other costs to continue intervention and assistance for struggling students is \$7,371. 5000-5999: Services And Other Operating Expenditures Supplemental \$7,371</p>	<p>The estimated services and other costs to continue intervention and assistance for struggling students is \$7,371. 5000-5999: Services And Other Operating Expenditures Supplemental \$7,371</p>		

online program called Scootpad to support students that are below grade level in ELA and Math. The Learning Center is using this program to assign students support materials for reading and math where students need support. The program assesses students and provides assignments to assist in areas where students need help. There is a post assessment to determine student progress.

Jackson School - Students receiving support from our K-3 Intervention Aides have shown great progress so far this school year. Data reported at the end of the second trimester showed that Kindergartners receiving ELA support have doubled and even tripled the number of correct letter sounds, blended sounds, and sight word recognition. First graders receiving intervention support also showed great improvement from first to second trimester doubling and tripling their correct letter sounds and whole words read in all three first grade classes. Second graders receiving ELA support had significant gains on the BPST, their fluency rates doubled, and lexile jumps were between 100 and 450 point gains for students working with Intervention aides. Third grade also showed significant gains in lexile points with increases from 100-500 points.

Green Valley School - Green Valley used intervention resources to fund an intensive before and after school tutoring program, paraprofessional support for the Response to Intervention program and instructional intervention materials which were selected by grade level teams. We



used District and site assessment data, tutoring attendance records, and teacher survey results to determine the best use of these funds.

Marina Village Middle School - Intervention monies went into our after school HIP/ZAP programs.

Lakeview School - Reading intervention at Lakeview continues to be provided through an RtI model. All students in grades 1-3 are evaluated by their classroom teachers on several skills, including phonemic awareness, phonics, fluency and accuracy. Those students whose skills are below grade level benchmarks are referred to the intervention program and are assigned to an appropriate group designed to support their needs. Students in grades 4 and 5, who are below benchmarks for fluency and reading comprehension, are also able to attend intervention. The intervention piece of the program is divided into two levels. Students who are referred to intervention and whose skill levels are significantly below grade level are added to existing intensive intervention groups in our Learning Center. This year we added a new curriculum to the intervention program at Lakeview-Lindamood Bell's Seeing Stars and VV. We continued to use SIPPS , Read Naturally and Comprehension Plus. We consider our intervention program a success. The foundational reading skills of 1st graders had improved over the last year with the stability and skill of the 1st grade teaching team. Staff are looking forward to the new ELA curriculum.

Lake Forest School - In 2015-16, Lake Forest serviced approximately 90 students in grades K-5 who were identified as needing reading or math intervention during the year. The school addressed learning needs in multiple ways depending the age of the student. In grades K-3, we provided two different programs (before and during school) to help with reading growth, and provided a para professional to assist in classroom learning during math instruction in classes with high enrollment (mainly 3rd and K). Lake Forest offered a before school math and ELA program for 3rd graders two days a week. These were attended by 20 total students for nearly 7 months. Some third graders were also pulled out to receive small group ELA instruction during the school day 3 times a week for 30 minutes a day. A total of 21 third graders participated in pull out instruction. Students needing reading help in grades 1 and 2 were serviced during the school day three days a week. A total of 38 students in these two grade levels were pulled out and remediated in small groups. Upper grade students also received during and before school instruction in reading from September to April. Twenty-one 4th graders and seven 5th graders attended these groups.

Pleasant Grove Middle School - Intervention funds were used for 5 hours/day of intervention paraprofessionals to provide intervention throughout the students' school day in core academic classes and to pilot a new Learning Management System, Schoology. One 6th grade co-taught math class was

		<p>also added to our schedule and due to staffing, we had to eliminate the co-taught Course 3 class from the 2015-16 school year. Plans to integrate more co-teaching classes in the 2016-17 school year are feasible and a part of Pleasant Grove's Site Plan. In addition, the site supports the Reading Counts and Read Live program.</p>	
<p>Scope of Service --- LEA Wide/All Schools ---</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service --- LEA Wide/All Schools ---</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>RUSD will fund one Vice Principal position to support Green Valley Elementary School and Rescue Elementary School, 3 days per week and 2 days per week, respectively).</p>	<p>The estimated salary cost to fund one Vice Principal position to support Green Valley Elementary School and Rescue Elementary School, 3 days per week and 2 days per week, respectively) is \$88,841. 1000-1999: Certificated Personnel Salaries Supplemental \$88,841</p> <p>The estimated benefit cost to fund one Vice Principal position to support Green Valley Elementary School and Rescue Elementary School, 3 days per week and 2 days per week, respectively). 3000-3999: Employee Benefits Supplemental \$19,951</p>	<p>RUSD hired one Vice Principal position to support Green Valley Elementary School and Rescue Elementary School, 3 days per week and 2 days per week, respectively.</p>	<p>The estimated salary cost to fund one Vice Principal position to support Green Valley Elementary School and Rescue Elementary School, 3 days per week and 2 days per week, respectively) is \$88,841. 1000-1999: Certificated Personnel Salaries Supplemental \$88,841</p> <p>The estimated benefit cost to fund one Vice Principal position to support Green Valley Elementary School and Rescue Elementary School, 3 days per week and 2 days per week, respectively). 3000-3999: Employee Benefits Supplemental \$19,951</p>
<p>Scope of Service Green Valley School Rescue School</p>		<p>Scope of Service Green Valley School Rescue School</p>	

<p><input type="checkbox"/> All          OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All          OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>RUSD will continue to support proactive anti-bullying/character education programs in all schools.</p>	<p>The District and sites will continue to promote anti-bullying and character education through ongoing grade and age appropriate programs. Sites utilize their site budgets in order to provide and promote the anti-bullying and character education programs within their school.          Estimated Expenditures: \$20,000          5000-5999: Services And Other Operating Expenditures Base \$20,000</p>	<p>Anti-bullying and character education programs were provided at all schools. Each site principal has provided a brief description of their school's program below.</p> <p>Rescue - The school theme for the 2015-16 school year is Under Construction: Building Successful Citizens. Each month, we focus on a character trait from the Character Counts Program and place that as an emphasis for our school community. All Rescue Elementary students (approx. 430 students) participate in our Character Counts programs. Each month we hold monthly assemblies to recognize students that are demonstrating examples of the monthly focus on campus. In addition, the school community participate in multiple assemblies and workshops in Bucket Filling and the Reach One Alliance providing opportunities for the school community to encourage one another and build community. Fourth and Fifth grade student leaders are trained and plan community service projects to support student in primary grades. Fourth and Fifth grade intramurals are planned to provide organized team building activities for students at recess. The yard supervisor staff participates in the Check-in, Check-out program where they mentor students each</p>	<p>The District and sites will continue to promote anti-bullying and character education through ongoing grade and age appropriate programs. Sites utilize their site budgets in order to provide and promote the anti-bullying and character education programs within their school. Estimated Expenditures: \$20,000          5000-5999: Services And Other Operating Expenditures Base \$20,000</p>

recess that need support.

Pleasant Grove - Every year the Principal and Vice-Principal participate in 6th grade and new student WEB (Where Everyone Belongs) orientation/welcome to school event to set the tone of acceptance into our school culture. The first week of school the counselor and VP call in any student who has been a "colorful character" at the school prior to entering and reviews school rules and some positive behavior strategies. One on one interviews and a tour of the school with all new transfer students, his/her family and the principal/vice principal is a mandatory part of the registration process. We also made sure that any supports necessary were put in place to help with the transition. The WEB crew also promotes activities throughout the school year to promote positive peer to peer interactions. Digital literacy lessons are taught to all students grades 6th - 8th to assist students in communicating respectively over social media. Our Leadership class elective includes 6th - 8th grade students and promotes positive school interactions and a plethora of inclusive activities. Puma Pride Awards are given out with a monthly drawing for prizes which draws attention to students with outstanding character. Student of the trimester awards assemblies are a great way to draw attention to student success. Students are nominated by his/her teacher and an assembly highlighting the student's achievements is scheduled each trimester. The student's parents are invited and the students receive "school perk" certificates. The school counselor

provides small group lessons on any subject from coping with the loss of a parent to sexual harassment (depending on the student's need). Full inclusion of our SDC and RSP students into the daily life of our school and our elective classes at all grade levels has created a culture of acceptance.

Marina Village - Character Education class pull outs in PE classes for all students by Myna Harp during the first week of school. Two assemblies are provided, focusing on good character, and making the right choices with a parent night for families to be included. The Student Ohana Climate Committee, builds character through leadership skills and school service. 7th & 8th grade leadership classes provide service learning at it's finest, enhancing the character of all students. Twenty Time projects in 8th grade history classes provide many types of services to the school, community and elementary students next door, exemplifying the 6 pillars of character. "New to the School" student luncheons, hosted by the admin and counselor, provide demonstrations on the kind of character expected at Marina each year. Leadership opportunities and peer mentoring of the WEB program build character. Character lessons are targeted to students through counseling groups, Lunch WRAP [Lunch With Responsible Action Planning], and post suspension counselor meetings. Character support and development is also done through the SOS [Save One Student] secret mentoring program.

Lake Forest - Character Counts is used to create lessons that examine and

discuss positive character traits. Each month, classes look at a new trait and write about what it looks like and why it's important. We have also used books that were suggested through the Safe and Civil Schools Committees. Titles such as, How Full is your Bucket?, Sorry!, Stop Bullying Bobby and Just Kidding are being used by staff to teach social responsibility and kindness to classes. The video called, "Gum in My Hair 2.0" is shown to 4th and 5th grade classes to address bullying and unkind actions at school and opens a dialogue with adults on campus about how to address poor behavior in a positive way. In January 2015, we began the Primary Intervention Program, through Vision Coalition, that provides individual and group counseling to our school on a weekly basis. The PIP Program was very successful again this past fall, serving 30 students in group and individual counseling. In addition, we are also implementing lessons in primary classes, led by special education staff, focusing on social situations to provide students with more tools to interpret and respond to playground issues that may arise. Finally, we have our Leadership kids assisting as Playground Patrol helpers who assist peers with disagreements and roving support to the yard duty staff at recess. Through our School Safety Plan, Lake Forest is also beginning work to implement students leaders (Marina/Oak Ridge) who will teach game rules and appropriate play during recess.

Lakeview Elementary - In order continue the culture of mutual respect

at Lakeview Elementary School, we utilize Michael Josephson's Character Counts Program. The program highlights six (6) character traits and establishes common language and common goals for the students, as well as for the teachers and support staff. Teachable moments became the way to connect students with model or desired responses and behaviors. Students are selected by staff and/or peers to represent a specific trait and are honored at a Character Counts assembly each trimester. Parents receive a letter from the principal when their child is nominated, along with an invitation to attend the assembly. In addition, this year we partnered with Soul Shoppe, an organization that focuses on problem-solving, conflict resolution, and defining and internalizing the character traits. School-wide assemblies have included topics of: a foundation of respect, awareness around choices we make, and promoting empathy.

Jackson Elementary - All fourth grade students go through the "Touch of Understanding" program each fall to build empathy and understanding towards people with special needs. All classrooms focus on the character trait of the month and 30-40 students are acknowledged each month at the Character Counts celebration. Students K-3 participate in the Primary Intervention Program (PIP) for social support and the 4/5th grade students meet in social groups at lunch on Fridays. Fourth and fifth grade students show the "Gum in my Hair" video, the principal leads a discussion after the video with each class.



		<p>Green Valley Elementary - We work to promote positive character traits at Green Valley through our school-wide GLAD expectations, (1) Show Respect, (2) Make Good Decisions, and (3) Solve Problems. We work on teaching and encouraging a positive character trait each month (Respect/Cooperation, Responsibility, Self-Control, Thankfulness, Helpfulness, Trustworthiness/Honesty, Kindness/Caring, Perseverance, Integrity, and Patience). Gator Manners, such as "Open doors for others if you arrive first," and "Greet others as you walk by," are also posted, taught and modeled. Character Coupons are given to students who demonstrate positive character traits. Those students are invited to receive a special treat from administration on Fridays. Administrators also recognize students through Good News Phone Calls to parents.</p>	
<p>Scope of Service --- LEA Wide/All Schools ---</p> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service --- LEA Wide/All Schools - --</p> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>RUSD will continue to provide professional development for staff working with English Learners, including Rosetta Stone, attendance</p>	<p>The estimated cost to continue to provide textbooks and supplies for staff working with English Learners, including Rosetta Stone, attendance</p>	<p>Teachers and support staff were provided with tools and training to meet the needs of English Learners. 46 Rosetta Stone licenses were purchased</p>	<p>The estimated cost to continue to provide textbooks and supplies for staff working with English Learners, including Rosetta Stone, attendance</p>

<p>at the annual CAFE Conference, and efforts to increase cultural awareness for all staff.</p>	<p>at the annual CAFE Conference, and efforts to increase cultural awareness for all staff is \$4,435. 4000-4999: Books And Supplies Supplemental \$4,435</p> <p>The estimated cost to continue to provide professional development for staff working with English Learners, including Rosetta Stone, attendance at the annual CAFE Conference, and efforts to increase cultural awareness for all staff is \$5,000. 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000</p>	<p>and all licenses were assigned to staff. English language arts materials were evaluated and piloted this year and reviewed specifically to ensure that designated and integrated EL instruction was a focal point. Kimberly Plummer provided staff development on the new ELA/ELD framework and addressed integrated and designated EL support strategies.</p>	<p>at the annual CAFE Conference, and efforts to increase cultural awareness for all staff is \$4,435. 4000-4999: Books And Supplies Supplemental \$4,435</p> <p>The estimated cost to continue to provide professional development for staff working with English Learners, including Rosetta Stone, attendance at the annual CAFE Conference, and efforts to increase cultural awareness for all staff is \$5,000. 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000</p>
<p>Scope of Service --- LEA Wide/All Schools ---</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service --- LEA Wide/All Schools - --</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>RUSD will provide group and individual counseling and mental health intervention services at Green Valley Elementary School and Rescue Elementary School to meet the social, emotional, mental and physical health needs of students.</p>	<p>The estimated salary costs of continuing to provide counseling and mental health intervention services at Rescue Elementary and Green Valley Elementary are \$53,811. 1000-1999: Certificated Personnel Salaries Supplemental \$53,811</p> <p>The estimated benefit costs of continuing to provide counseling and mental health intervention services at Rescue Elementary and Green Valley Elementary are \$15,240. 3000-3999: Employee Benefits Supplemental \$15,240</p>	<p>RUSD hired a full time counselor to meet the social, emotional, mental and physical health needs of students at Green Valley Elementary School and Rescue Elementary School. Group and individual services were provided. Additionally, 18 classroom lessons were provided and the Counselor assisted in multiple IEP and SST meetings.</p>	<p>The estimated salary costs of continuing to provide counseling and mental health intervention services at Rescue Elementary and Green Valley Elementary are \$53,811. 1000-1999: Certificated Personnel Salaries Supplemental \$53,811</p> <p>The estimated benefit costs of continuing to provide counseling and mental health intervention services at Rescue Elementary and Green Valley Elementary are \$15,240. 3000-3999: Employee Benefits Supplemental \$15,240</p>

<p>Scope of Service   Green Valley Elementary Rescue School</p>		<p>Scope of Service   Green Valley Elementary Rescue School</p>	
<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>RUSD will fund two, three-hour per day Bilingual Aides for to support EL students in the classroom at Green Valley School and Rescue School.</p>	<p>The estimated salary cost to fund two, three-hour per day Bilingual Aides for to support EL students in the classroom at Green Valley School and Rescue School is \$40,461 2000-2999: Classified Personnel Salaries Supplemental \$40,461</p> <p>The estimated benefit cost to fund two, three-hour per day Bilingual Aides for to support EL students in the classroom at Green Valley School and Rescue School is \$9,089 3000-3999: Employee Benefits Supplemental \$9,089</p>	<p>RUSD hired two, three-hour per day bilingual aides to support EL students in the classroom at Green Valley School and Rescue School. This support was increased to 6 hours per day at Green Valley Elementary.</p>	<p>The estimated salary cost to fund two, three-hour per day Bilingual Aides for to support EL students in the classroom at Green Valley School and Rescue School is \$40,461 2000-2999: Classified Personnel Salaries Supplemental \$40,461</p> <p>The estimated benefit cost to fund two, three-hour per day Bilingual Aides for to support EL students in the classroom at Green Valley School and Rescue School is \$9,089 3000-3999: Employee Benefits Supplemental \$9,089</p>
<p>Scope of Service   Green Valley School Rescue School</p>		<p>Scope of Service   Green Valley School Rescue School</p>	
<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>RUSD will fund one, three-hour</p>	<p>The estimated salary cost to fund</p>	<p>RUSD hired one, three-hour per day</p>	<p>The estimated salary cost to fund one,</p>

<p>Bilingual Aide for the middle school English Language Learner Class at Pleasant Grove.</p>	<p>one, three-hour Bilingual Aide for the middle school English Language Learner Class at Pleasant Grove is \$22,144. 2000-2999: Classified Personnel Salaries Supplemental \$22,144</p> <p>The estimated benefit cost to fund one, three-hour Bilingual Aide for the middle school English Language Learner Class at Pleasant Grove is \$5,724. 3000-3999: Employee Benefits Supplemental \$5,724</p>	<p>bilingual aide to support EL students in the classrooms at Pleasant Grove Middle School. This support was later increased to 6 hours per day.</p>	<p>three-hour Bilingual Aide for the middle school English Language Learner Class at Pleasant Grove is \$22,144. 2000-2999: Classified Personnel Salaries Supplemental \$22,144</p> <p>The estimated benefit cost to fund one, three-hour Bilingual Aide for the middle school English Language Learner Class at Pleasant Grove is \$5,724. 3000-3999: Employee Benefits Supplemental \$5,724</p>
<p>Scope of Service Pleasant Grove</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Pleasant Grove</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>RUSD will fund one, four-hour per week Bilingual Instructional aide to assist with EL tutoring, after school.</p>	<p>The estimated cost of one four hour per week instructional assistant is \$4,316. 2000-2999: Classified Personnel Salaries Supplemental \$4,316</p> <p>The estimated benefit cost of one four hour per week instructional assistant is \$1,804. 3000-3999: Employee Benefits Supplemental \$1,804</p>	<p>RUSD hired one, four-hour per week Bilingual Instructional aide to assist with EL tutoring, after school.</p>	<p>The estimated cost of one four hour per week instructional assistant is \$4,316. 2000-2999: Classified Personnel Salaries Supplemental \$4,316</p> <p>The estimated benefit cost of one four hour per week instructional assistant is \$1,804. 3000-3999: Employee Benefits Supplemental \$1,804</p>
<p>Scope of Service Green Valley School Rescue School Pleasant Grove</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p>		<p>Scope of Service Green Valley School Rescue School Pleasant Grove</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p>	

<p><input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>RUSD will continue to fund the District Multicultural Fair, DELAC parent meeting speakers, and workshops for parents.</p>	<p>The estimated cost to fund the District Multicultural Fair, DELAC parent meeting speakers, and workshops for parents is \$1,050. 5000-5999: Services And Other Operating Expenditures Supplemental \$1,050</p>	<p>RUSD committed \$1000 to fund the District Multicultural Fair, DELAC parent meeting speakers, and workshops for parents. The Multicultural Fair was held on March 4, and was attended by just under 200 people.</p>	<p>The estimated cost to fund the District Multicultural Fair, DELAC parent meeting speakers, and workshops for parents is \$1,050. 5000-5999: Services And Other Operating Expenditures Supplemental \$1,050</p>
<p>Scope of Service: <input type="checkbox"/> LEA Wide/All Schools  <input type="checkbox"/></p> <hr/> <p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: <input type="checkbox"/> LEA Wide/All Schools -  <input type="checkbox"/></p> <hr/> <p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>RUSD will assess current practices for serving gifted and high achieving students. Program options being explored include a "Gifted Summer Camp" to offer enriching and stimulating experiences to GATE students and thematic units of instruction culminating in three field trips/activities for GATE students.</p>	<p>The estimated cost to assess current practices for serving gifted and high achieving students is \$1,000. 5000-5999: Services And Other Operating Expenditures Base \$1,000</p>	<p>Summer camps and other opportunities for gifted students were explored through attendance at the California Association for the Gifted conference in February. Reports from this conference indicated that most districts in attendance are striving to provide GATE differentiation with the normal school day. Study in this area is ongoing.</p>	<p>The estimated cost to assess current practices for serving gifted and high achieving students is \$1,000. 5000-5999: Services And Other Operating Expenditures Base \$1,000</p>
<p>Scope of Service: <input type="checkbox"/> LEA Wide/All Schools  <input type="checkbox"/></p> <hr/> <p><input type="checkbox"/> All  OR:</p>		<p>Scope of Service: <input type="checkbox"/> LEA Wide/All Schools -  <input type="checkbox"/></p> <hr/> <p><input type="checkbox"/> All  OR:</p>	

<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input checked="" type="checkbox"/> Other Subgroups: (Specify)</li> <li>GATE Students</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input checked="" type="checkbox"/> Other Subgroups: (Specify)</li> <li>GATE</li> </ul>	
<p>RUSD will prepare for the implementation of an AVID program at Pleasant Grove Middle School in 2016-2017. AVID training will be provided to participating teachers and articulation meetings will be scheduled with AVID personnel (teachers and administrators) at Ponderosa High School.</p>	<p>The estimated cost to prepare for the implementation of an AVID program at Pleasant Grove Middle School in 2016-2017 is \$3,000. 5000-5999: Services And Other Operating Expenditures Supplemental \$3,000</p>	<p>The AVID program was well researched this year. Six teachers, one counselor, one principal, and one district office administrator have been registered for AVID training on July 11-13. The AVID program will commence at the start of the 2016-2017 school year at Pleasant Grove.</p>	<p>The estimated cost to prepare for the implementation of an AVID program at Pleasant Grove Middle School in 2016-2017 is \$3,000. 5000-5999: Services And Other Operating Expenditures Supplemental \$3,000</p>
<p>Scope of Service   Pleasant Grove</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Low Income pupils</li> <li><input checked="" type="checkbox"/> English Learners</li> <li><input checked="" type="checkbox"/> Foster Youth</li> <li><input checked="" type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<p>Scope of Service   Pleasant Grove</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Low Income pupils</li> <li><input checked="" type="checkbox"/> English Learners</li> <li><input checked="" type="checkbox"/> Foster Youth</li> <li><input checked="" type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>RUSD will explore scheduling options to provide EL students, special education students, and other students needing intervention the ability to take two electives during the school day or multiple electives during the school year. This may be accomplished by offering a zero period PE class, so that students could take PE early in the day, and still have time to take a support AND enriching elective before school is dismissed.</p>	<p>The estimated cost to explore scheduling options to provide EL students, special education students, and other students needing intervention the ability to take two electives during the school day or multiple electives during the school year is \$2,000. 5000-5999: Services And Other Operating Expenditures Supplemental \$2,000</p>	<p>Scheduling options such as an advisory period and a zero period are still being discussed and negotiated.</p>	<p>The estimated cost to explore scheduling options to provide EL students, special education students, and other students needing intervention the ability to take two electives during the school day or multiple electives during the school year is \$2,000. 5000-5999: Services And Other Operating Expenditures Supplemental \$2,000</p>

<p>Scope of Service   Pleasant Grove Marina Village</p>		<p>Scope of Service   Pleasant Grove Marina Village</p>	
<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>RUSD will continue to explore and discuss modifications to the middle school daily schedule to allow for advisory periods within the regular school day.</p>	<p>The estimated cost to explore and discuss modifications to the middle school daily schedule to allow for advisory periods within the regular school day is \$2,000. 5000-5999: Services And Other Operating Expenditures Base \$2,000</p>	<p>RUSD is still continuing to explore and discuss modifications to the middle school daily schedule to allow for advisory periods within the regular school day.</p>	<p>The estimated cost to explore and discuss modifications to the middle school daily schedule to allow for advisory periods within the regular school day is \$2,000. 5000-5999: Services And Other Operating Expenditures Base \$2,000</p>
<p>Scope of Service   Pleasant Grove Marina Village</p>		<p>Scope of Service   Pleasant Grove Marina Village</p>	
<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>RUSD will fund one certificated EL Teacher to support EL students' academic growth and progress towards reclassification.</p>	<p>The estimated ongoing salary cost to fund one certificated EL Teacher to support EL students' academic growth and progress towards reclassification is \$93,307. 1000-1999: Certificated Personnel Salaries Supplemental \$93,307</p>	<p>RUSD hired one certificated EL Teacher to support EL students' academic growth and progress towards reclassification.</p>	<p>The estimated ongoing salary cost to fund one certificated EL Teacher to support EL students' academic growth and progress towards reclassification is \$93,307. 1000-1999: Certificated Personnel Salaries Supplemental \$93,307</p>

	<p>The estimated ongoing benefit cost to fund one certificated EL Teacher to support EL students' academic growth and progress towards reclassification is \$20,244. 3000-3999: Employee Benefits Supplemental \$20,244</p>		<p>The estimated ongoing benefit cost to fund one certificated EL Teacher to support EL students' academic growth and progress towards reclassification is \$20,244 3000-3999: Employee Benefits Supplemental \$20,244</p>
<p>Scope of Service --- LEA Wide/All Schools ---</p> <p>--- All ---</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service --- LEA Wide/All Schools - --</p> <p>--- All ---</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>The District will fund one classified bilingual community liaison to assist families of English Learners and increase parental involvement.</p>	<p>The estimated ongoing salary cost to fund one classified bilingual community liaison to assist families of English Learners and increase parental involvement is \$12,105. 2000-2999: Classified Personnel Salaries Supplemental \$12,105</p> <p>The estimated ongoing benefit cost to fund one classified bilingual community liaison to assist families of English Learners and increase parental involvement is \$1,133. 3000-3999: Employee Benefits Supplemental \$1,133</p> <p>The estimated ongoing supplies cost to support one classified bilingual community liaison to assist families of English Learners and increase parental involvement is \$1,000. 4000-4999: Books And Supplies Supplemental \$1,000</p> <p>The estimated ongoing Travel and conference costs to support one</p>	<p>The District hired one classified bilingual community liaison to assist families of English Learners and increase parental involvement.</p>	<p>The estimated ongoing salary cost to fund one classified bilingual community liaison to assist families of English Learners and increase parental involvement is \$12,105. 2000-2999: Classified Personnel Salaries Supplemental \$12,105</p> <p>The estimated ongoing benefit cost to fund one classified bilingual community liaison to assist families of English Learners and increase parental involvement is \$1,133. 3000-3999: Employee Benefits Supplemental \$1,133</p> <p>The estimated ongoing supplies cost to support one classified bilingual community liaison to assist families of English Learners and increase parental involvement is \$1,000. 4000-4999: Books And Supplies Supplemental \$1,000</p> <p>The estimated ongoing Travel and conference costs to support one</p>



	classified bilingual community liaison to assist families of English Learners and increase parental involvement is \$300. 5000-5999: Services And Other Operating Expenditures Supplemental \$300		classified bilingual community liaison to assist families of English Learners and increase parental involvement is \$300. 5000-5999: Services And Other Operating Expenditures Supplemental \$300
Scope of Service: --- LEA Wide/All Schools ---  _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: --- LEA Wide/All Schools - --  _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Results from the LCAP parent survey, student listening circles, and teacher surveys showed a desire to do more to provide students with enriching academic experiences. To that end, the continued exploration of scheduling options that provide students with opportunities to take more than one elective during the school day will remain a focus. Options for providing standardized and coordinated GATE activities are also still being explored. It was also recommended that rather than attend the California Association of Bilingual Educators, we send a team to the Title III Accountability Conference, as this conference is more in line with the needs of our educators. It was noted in the data that proficiency scores for reading fluency and math declined for certain EL students from the second trimester to the third. Because of this, and as a result of the input received from the DELAC, bilingual aide time will be increased from 3 hours per day to six hours per day and transportation home from afterschool EL tutoring will be provided. For the 2016-2017 school year, the AVID coordinating teacher at Pleasant Grove will be provided with one period per day to coach teachers on the AVID strategies and effectively coordinate AVID services for children. It was also determined that deploying the vice principal services at Green Valley would prove more beneficial than splitting these services between Green Valley and Rescue.		

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

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

Original GOAL 5 from prior year LCAP:	The District will attract and retain diverse, knowledgeable, dedicated employees who are trained and supported in their commitment to provide quality education for our students.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: --- LEA Wide/All Schools --- Applicable Pupil Subgroups:	---ALL Students---		
Expected Annual Measurable Outcomes:	<p>100% of RUSD's teachers will be fully credentialed and highly qualified. Metric: CALPDAS Data Submission, RUSD Human Resources Internal Credential Audit</p> <p>Teachers participating in PAR will receive support needed to improve their performance in the areas of California Standards for the Teaching Profession. Metric: PAR panel reports on the number of teachers making satisfactory improvement, Reports on the number of teachers successfully exiting PAR</p>	Actual Annual Measurable Outcomes:	<p>The Rescue Union School district was committed to hiring only fully qualified and appropriately credentialed teachers. This year, 99.44% of teachers were reported as "highly qualified" on the Fall 2 CALPDAS NCLB Core Course Section Compliance Report and the RUSD Human Resources Internal Credential Audit</p> <p>The Rescue Union School District also remained committed to supporting any teachers participating in the PAR program. This year, no teachers were assigned or volunteered to participate in PAR; however, a program suggested by the PAR panel and funded through the Educator Effectiveness Fund (EEF) was implemented, allowing interested teachers the opportunity to be released from their classroom to observe demonstration lessons from colleagues.</p>	
<b>LCAP Year: 2015-2016</b>				
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>		
RUSD will hire only fully qualified, credentialed and highly motivated certificated teachers.	<b>Budgeted Expenditures</b>	RUSD hired fully qualified and appropriately credentialed teachers. The only exception to this was one special education teacher, who, at the time of reporting, was still working on her VPSS certificate to teach a single subject course to middle school students.	<b>Estimated Actual Annual Expenditures</b>	
			In addition, the District supported	

		<p>human resources in hiring practices through training, memberships, posting information, advertising and fingerprinting.</p>	
<p>Scope of Service --- LEA Wide/All Schools ---</p> <hr/> <p>X All          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service --- LEA Wide/All Schools - --</p> <hr/> <p>X All          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>RUSD will continue to support the PAR program for voluntary and involuntary participation in support of improving teaching and learning.</p>	<p>The estimated cost to support to the Peer Assistance Review (PAR) Program by employing Title II funds to support the program is \$12,115. 1000-1999: Certificated Personnel Salaries Base \$12,115</p> <p>The estimated benefit cost to support to the Peer Assistance Review (PAR) Program by employing Title II funds to support the program is \$1,454. 3000-3999: Employee Benefits Base \$2,400</p>	<p>Although no teachers were referred or volunteered to participate, RUSD supported the PAR program by providing stipends to PAR Panel members and creating a demonstration lesson program, as suggested by the PAR panel. This program was funded through the Educator Effectiveness Fund (EEF).</p>	<p>The estimated cost to support to the Peer Assistance Review (PAR) Program by employing Title II funds to support the program is \$12,115. 1000-1999: Certificated Personnel Salaries Other \$12,115</p> <p>The estimated benefit cost to support to the Peer Assistance Review (PAR) Program by employing Title II funds to support the program is \$1,454. 3000-3999: Employee Benefits Other \$1,454</p>
<p>Scope of Service --- LEA Wide/All Schools ---</p> <hr/> <p>X All          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service --- LEA Wide/All Schools - --</p> <hr/> <p>X All          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

This year, no teachers were assigned or volunteered to participate in PAR; however, a program suggested by the PAR panel and funded through the Educator Effectiveness Fund (EEF) will be implemented, allowing interested teachers the opportunity to be released from their classroom to observe demonstration lessons from colleagues.

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

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

Original GOAL 6 from prior year LCAP:	The District will create and maintain facilities and grounds that are safe, clean and conducive to the learning process.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify	
Goal Applies to:	Schools: <input type="checkbox"/> --- LEA Wide/All Schools --- Applicable Pupil Subgroups: <input type="checkbox"/> ---ALL Students---		
Expected Annual Measurable Outcomes:	Improved buildings and grounds, contributing to a better learning environment for students. Metric: Facilities Reports, Parent LCAP Survey, Student Focus Group Reports	Actual Annual Measurable Outcomes: The Rescue Union School District understands the importance of properly maintained fields and facilities, and although an agreement with the El Dorado Community Services District has yet to be reached regarding field upgrades for Jackson, Lakeview, Lake Forest, and Marina Village, the District hired two additional utility technicians.	
<b>LCAP Year: 2015-2016</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
A memorandum of understanding to hire two additional utility technicians is in place. This memorandum of understanding is contingent upon an agreement being reached with the El Dorado Hills Community Services District, whereby they would provide upgrades, improvements, and maintenance for play fields at Jackson, Lakeview, Lake Forest, and Marina Village. The agreement with the El Dorado CSD is still being discussed; however, due to drought conditions the district has decided to suspend field improvements and the hiring of the two utility technicians until such time as conditions improve.	The estimated ongoing salary cost of two (2.0) FTE Utility Techs if an agreement with CSD is reached is \$70,205. 2000-2999: Classified Personnel Salaries Base \$70,205  The estimated ongoing benefit cost of two (2.0) FTE Utility Techs if an agreement with CSD is reached is \$24,537. 3000-3999: Employee Benefits Base \$24,537	Although an agreement with the El Dorado Community Services District has yet to be reached regarding field upgrades for Jackson, Lakeview, Lake Forest, and Marina Village, the District hired two additional utility technicians.	The estimated ongoing salary cost of two (2.0) FTE Utility Techs if an agreement with CSD is reached is \$70,205. 2000-2999: Classified Personnel Salaries Base \$70,205  The estimated ongoing benefit cost of two (2.0) FTE Utility Techs if an agreement with CSD is reached is \$24,537. 3000-3999: Employee Benefits Base \$24,537
Scope of Service	<input type="checkbox"/> --- LEA Wide/All Schools ---	Scope of Service	<input type="checkbox"/> --- LEA Wide/All Schools ---

<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Parent and staff survey results indicated that facility maintenance and improvements are areas in which stakeholders would like to see the District focus. As such, actions will be added to rebuild the track at Pleasant Grove and repair the athletic fields/outdoor physical education spaces at Marina Village and Pleasant Grove.		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$681,433</u>
<p>The District's projected increase in Supplemental and Concentration Grant funding for 2015-16 was \$130,524 and the estimated Supplemental and Concentration Grant funding for 2015-16 was \$681,433. The District's projected expenditures on Supplemental and Concentration Grant programs in 2015-16 is \$736,276. In 2016-17 the increase in Supplemental and Concentration Grant funding is projected to be \$78,918 with the estimated Supplemental and Concentration Grand funding level at \$760,351. This results in an increase in the Minimum Proportionality Percentage of 2.94% for the District, which the District has exceeded in 2016-17 by increasing Supplemental and Concentration Grant programs by \$124,503 with total Supplemental and Concentrations investments of \$860,779.</p>	
<p>In 2015-16, the District funded Supplemental and Concentration Grant programs to address the needs of the District's low income, foster youth, and English learner pupils that included support for the following: counseling services for students, intervention support within the school day; after school intervention programs; after school transportation; academic intervention support; summer school academic support; English Learner Coordinator; English Learner Community Liaison; bi-lingual instructional support in the elementary and middle schools; a shared 1.0 FTE Vice-Principal between Green Valley and Rescue; class size reduction in K-3 at Green Valley and Rescue; and community/parent outreach programs.</p>	
<p>In 2016-17, the District will provide support to the following Supplemental and Concentration Grant programs or services: counseling and mental health services; academic intervention support; instructional support with qualified instructional assistants; staff development in the EL program; English Learner Coordinator; English Learner Community Liaison; a 1.0 FTE Vice-Principal at Green Valley; class size reduction in K-3 at Green Valley and Rescue; implementing AVID at Pleasant Grove Middle School; continuing Project Lead the Way at Pleasant Grove Middle School; community/parent outreach programs such as Love and Logic; and enhanced technology instruction in all schools.</p>	
<p>The District plans to establish targeted programs that support the needs of low income, foster youth, and English learners in the District. However, four programs support all students in a school-wide manner. Those programs, and the research that supports implementation of such programs, are as follows:</p>	
<p>1) The Vice Principal for Green Valley School and Rescue School - Interventions which integrate academic learning and positive behavior management, such as those provided by a vice principal, are appropriate. Research by Maurice Elias at Rutgers links the depth of social-emotional learning (SEL) skill development to student engagement with the California State Standards. Students who lack a nuanced understanding of emotions are unlikely to see deep meaning in much of the literature they read and are less likely to be engaged in it. "A comprehensive meta-analysis of over 200 studies of social-emotional learning skills implementation (Durlak, et. al, 2011) found that well implemented SEL is linked to student gains in social-emotional skills, improved attitudes about self, others, and school, positive classroom behavior, and 10 percentile point gains on standardized achievement tests. Also, negative behaviors that compromise academic and life success, such as conduct problems, aggressive behavior and emotional distress were significantly reduced." (See "Social-emotional Skills can Boost Common Core Implementation", M.J. Elias, Phi Delta Kappan, November 2014, p. 60).</p>	

2) The Counselor for Green Valley School and Rescue School - Interventions which explicitly teach expectations for student behavior and strategies for students to reflect on their own attitudes and behavior, thereby helping them, to deal with the knowledge and skill demands of the academic curricula are appropriate. These services will be provided by a counselor at Green Valley School and Rescue School. Furthermoer, research by Maurice Elias at Rutgers links the depth of social-emotional learning (SEL) skill development to student engagement with the California State Standards. Students who lack a nuanced understanding of emotions are unlikely to see deep meaning in much of the literature they read and are less likely to be engaged in it. "A comprehensive meta-analysis of over 200 studies of social-emotional learning skills implementation (Durlak, et. al, 2011) found that well implemented SEL is linked to student gains in social-emotional skills, improved attitudes about self, others, and school, positive classroom behavior, and 10 percentile point gains on standardized achievement tests. Also, negative behaviors that compromise academic and life success, such as conduct problems, aggressive behavior and emotional distress were significantly reduced." (See "Social-emotional Skills can Boost Common Core Implementation", M.J. Elias, Phi Delta Kappan, November 2014, p. 60).

3) Class size reduction in the early grades at Green Valley School and Rescue School - The Student Teacher Achievement Ratio study (STAR) documented that strategic reductions in the early grades (Pre-K through third grade) can make a measurable and lasting difference in student achievement, especially for students form low income families. (Word, Johnson & Bain, 1990)

4.) Homework labs, with transportation home, at Pleasant Grove Middle School, Rescue Elementary School, and Green Valley Elementary School - The National Partnership for Quality Afterschool Learning, in their report to the US Department of Education states that Homework can foster responsible character traits and independent, lifelong learning (Cooper, 2000). Additionally, most researchers have found that students who complete homework assignments have higher academic grades than students who do not complete homework assignments (Cooper, Robinson,& Patall, 2006; Cooper & Valentine, 2001; Epstein & Van Voorhis, 2001). The importance of completing homework as students advance in school seems to increase as students get older (Zimmerman & Kitsantas, 2005). Afterschool tutoring programs that help students with academic work report an increase in achievement for students who participated on a regular basis (Bender, Giovanis, & Mazzoni, 1994).

5) AVID at Pleasant Grove - Research indicates the AVID program has a high success rate in helping students develop skills needed to attend college and to be successful in college. This is especially important for low income and first generation college students. A study conducted by Guthrie and Guthrie in 2002 shows 89% of AVID students persist in college and 85% were on track to graduate in 4-5 years (Guthrie, L. F., & Guthrie, G. P. 2002).

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

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

2.94	%
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Additional funding and improved services for targeted subgroups are projected to show a 2.94% proportional increase. The District's has been consistent in its programmatic support for low income pupils, foster youth, and English learners and will continue to display this support when developing budgets and programs. The District will meet the



quantitative and qualitative requirements in accordance with the topics identified above.

The District's Minimum Proportionality Percentage of 2.94% requires services for low income pupils, foster youth, and English learners increase or show commensurate improvement based on this proportionality figure. The District will be increasing programs for low income pupils, foster youth, and English learners pupils as identified in the goals and actions established in Section 2 of this document. The total increase in spending is projected to be \$84,240, or \$5,322 above the minimum expenditure threshold of \$78,918.

## Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Funding Sources	2,426,841.00	2,362,361.00	4,122,316.00	2,039,712.00	2,281,562.00	8,443,590.00
Base	1,540,565.00	1,612,516.00	2,348,437.00	1,175,933.00	1,420,783.00	4,945,153.00
Common Core	150,000.00	0.00	0.00	0.00	0.00	0.00
Other	0.00	13,569.00	913,100.00	0.00	0.00	913,100.00
Supplemental	736,276.00	736,276.00	860,779.00	863,779.00	860,779.00	2,585,337.00

Total Expenditures by Object Type						
Object Type	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Expenditure Types	2,426,841.00	2,362,361.00	4,122,316.00	2,039,712.00	2,281,562.00	8,443,590.00
	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	1,085,384.00	916,818.00	1,028,591.00	922,478.00	922,478.00	2,873,547.00
2000-2999: Classified Personnel Salaries	499,541.00	637,607.00	499,500.00	505,500.00	505,500.00	1,510,500.00
3000-3999: Employee Benefits	383,379.00	349,399.00	306,687.00	278,194.00	280,044.00	864,925.00
4000-4999: Books And Supplies	148,658.00	158,658.00	1,036,759.00	67,700.00	307,700.00	1,412,159.00
5000-5999: Services And Other Operating Expenditures	309,879.00	299,879.00	337,679.00	265,840.00	265,840.00	869,359.00
6000-6999: Capital Outlay	0.00	0.00	913,100.00	0.00	0.00	913,100.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Expenditure Types	All Funding Sources	2,426,841.00	2,362,361.00	4,122,316.00	2,039,712.00	2,281,562.00	8,443,590.00
		0	0	0	0	0	0
	Base	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Base	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	629,691.00	496,010.00	521,828.00	415,715.00	415,715.00	1,353,258.00
1000-1999: Certificated Personnel Salaries	Common Core	47,000.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	0.00	12,115.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	408,693.00	408,693.00	506,763.00	506,763.00	506,763.00	1,520,289.00
2000-2999: Classified Personnel Salaries	Base	331,487.00	469,553.00	318,000.00	325,000.00	325,000.00	968,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
2000-2999: Classified Personnel Salaries	Common Core	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	168,054.00	168,054.00	181,500.00	180,500.00	180,500.00	542,500.00
3000-3999: Employee Benefits	Base	248,169.00	220,735.00	168,411.00	139,918.00	141,768.00	450,097.00
3000-3999: Employee Benefits	Common Core	8,000.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Other	0.00	1,454.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental	127,210.00	127,210.00	138,276.00	138,276.00	138,276.00	414,828.00
4000-4999: Books And Supplies	Base	110,060.00	145,060.00	1,024,859.00	55,800.00	295,800.00	1,376,459.00
4000-4999: Books And Supplies	Common Core	25,000.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	13,598.00	13,598.00	11,900.00	11,900.00	11,900.00	35,700.00
5000-5999: Services And Other Operating Expenditures	Base	221,158.00	281,158.00	315,339.00	239,500.00	242,500.00	797,339.00
5000-5999: Services And Other Operating Expenditures	Common Core	70,000.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	18,721.00	18,721.00	22,340.00	26,340.00	23,340.00	72,020.00
6000-6999: Capital Outlay	Other	0.00	0.00	913,100.00	0.00	0.00	913,100.00

**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

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

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

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

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

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

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

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

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

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).