Elementary and Secondary Education Act
Corrective Action
<u>SUGGESTED LEA PLAN TEMPLATE</u>

> Please submit the suggested plan template by uploading the completed plan to
> www.cais.ca.gov. Please include the district profile, needs assessment summary/analysis,
> description of local measures of student performance, additional mandatory Title I
> descriptions, and budget summary for federal and state categorical programs.

Corrective Action 6 Plan Information:

Name of Local Educational Agency (LEA): Riverside Unified School District

County/District Code: 33-67215-0000000

Dates of Plan Duration (a three- to five-year plan): January 2016-June 2018

Date of Local Governing Board Approval: February 1, 2016

District Contact Information:

District Superintendent: David Hansen, Ed.D.

Address: 3380 14th Street

City: Riverside   Zip code: 92501

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Certification: (Retain original signatures on file in the district office.)

Certification: I hereby certify that all applicable state and federal rules and regulations will
be observed by this LEA and that, to the best of my knowledge, information contained in
this Plan is correct and complete. Legal assurances for all programs are accepted as the
basic legal condition for the operation of selected programs, and copies of assurances are
retained onsite. I certify that we accept all general and program specific assurances for
Titles I, II, and/or III as appropriate, except for those for which a waiver has been
obtained. Copies of all waivers will remain on file. I certify that original signatures for this
Corrective Action 6 Improvement Plan are on file in the district office.

David C. Hansen, Ed.D.   February 1, 2016

Printed or typed name of Superintendent	Date	Signature of Superintendent

Tom Hunt   February 1, 2016

Printed or typed name of Board President	Date	Signature of Board President

District Profile

Riverside Unified School District (RUSD) is the 15th largest district in California, enrolling approximately 42,399 K-12 students in 50 schools. A vibrant city of more than 300,000 residents located 60 miles east of Los Angeles, Riverside is a family oriented community with a rich heritage. RUSD has been a part of this history for 143 years. Riverside is proud of its public schools. RUSD has one of the largest AVID (Advancement Via Individual Determination) program in the world and is recognized as a model nationwide. RUSD is also a leader in instructional technology and launched the innovative Riverside Virtual School in 2008. In 1965, Riverside Unified was the first district in the nation to voluntarily integrate its schools, and today, more than 51 different languages are spoken by students and families. Riverside STEM Academy (RSA) is a Riverside Unified School serving grades 5-11, with extension plans to include grade 12. The school began in the fall of 2011 with 200 students and has expanded to over 500 students.

Fall 2015 CDE Data

Population	American Indian	Asian	Pacific Islande	Filipino	Hispanic	African Amer.	White	Other
Students	0.4%	3.4%	0.5%	1.2%	60.6%	7.0%	24.09%	2.9%
Teachers	0.6%	2.5%	0.3%	0.2%	22.9%	5.9%	66.2%	1.0%
English Learners	Reclassified EL	Students with Disabilities	GATE	Free and Reduced Lunch		District Mobility	Parent Education
17.2%	11.8%	12%	10%	64%		96%	2.79

*District Mobility: The percent of students continuously enrolled from CBEDS to SBAC testing.

RUSD was identified as a Program Improvement District in 2007 missing the AYP targets in English Language Arts for English Learners and Students with Disabilities. The district selected WestEd to provide technical assistance. WestEd conducted walkthrough assessments of RUSD classrooms in the fall of 2008 and again in the spring of 2009. In addition, they provided an instructional coaching workshop of district principals and assistant principals in June of 2009.

RUSD was identified as Program Improvement Year 3 in September 2009 missing English Language Arts targets for Hispanic, Socio-Economic Disadvantaged, English Learners, and Students with Disabilities and Mathematics targets for African American, Socio-Economic Disadvantaged, English Learners and Students with Disabilities (see AYP Goals below). Twenty of the twenty-four Title I schools were in Program Improvement. Two elementary school are "at risk" of being PI, five elementary schools were in Year 1, three elementary schools were in Year 2, three elementary schools were in Year 3, five elementary and two middle schools were in Year 4, and two middle schools were in Year 5. The State Board of Education assigned Corrective Action 6 to RUSD in January 2010, requiring the revision of the LEA Plan to reflect these action steps:
▪ Implement a standards-based/standards-aligned curriculum in SBE-adopted ELA and mathematics programs including intervention;

- ▪ Provide appropriate professional development;
- ▪ Ensure full implementation of the curriculum as measured by LEA support for implementation of the DAIT standards and the nine Essential Program Components (EPCs); and
- ▪ Target the instructional needs of students not meeting proficiency targets, especially English learners, students with disabilities, and any high-priority students not meeting standards.

District Title I Program Improvement Status 2015
In 2015, RUSD remains in Program Improvement Year 3, is still required to implement the Six Corrective Actions, and must submit an End of Year Evidence of Progress to CDE annually. Of the district's 50 schools, 22 are in Program Improvement with the following placements:

Year 1	Year 2	Year 3	Year 4	Year 5+	Not PI	Not Title I
1	1	0	3	17	2	26

District Support to Schools
The district provides support to schools with strategies that are based on scientifically-based researched practices including:
- • Extensive professional development for all K-12 teachers in both 2014-15 and 2015-16 for in transitioning to the new Common Core state standards in both ELA, ELD, Mathematics, and Literacy in all subject areas. 23 classroom teachers were placed in temporary positions as Common Core Staff Developers to provide training, coaching, and curriculum development. Teachers received a number of all-day professional development sessions for during the summer and school year. They also had access to the Staff Developers throughout both years for additional support and assistance (planning support, lesson demonstrations, lesson study, feedback, etc.) in implementing effective pedagogical strategies in both ELA/Literacy, ELD, and Mathematics
- • A districtwide focus on Academic English Learners (AEL) and Student Support (SS) with a Director of AEL and SS Department, with an articulated goal to " *ensure that Academic English Learners and students from disadvantaged homes access, engage and learn in each of our schools because we, within our department, continue to address the issue of equity, as it relates to language and poverty"*.
- • Implementation of the new ELA Units of Study at grades 3 through 12 and support for schools with professional development in the new Units of Study with implementation regularly monitored by principals and district staff.
- • Implementation of newly adopted *enVision Mathematic*s K-6 program and professional development to support full and effective implementation.
- • 20 Restructuring Grants ($349,908) for schools at the PI Years 4 and 5 with $16,000 per Grant to restructure the instructional program at the school.
- • Continued expansion of its K-2 Institute providing training and materials to assist teachers in the delivery of reading interventions to struggling students in primary grades. Training was provided to the remaining 9 elementary schools during the summer of 2015. As of now, all elementary schools have received K-2 Institute training. Coaching and support continued to be provided to all K-2 Institute teachers and sites.
- • Development and implementation of new secondary mathematics courses that are aligned with California Common Core State Standards and that meet the rigor of the new Standards of Mathematical Practice.
- • Design and implementation of specific practices with the goal of increasing enrollment in A-G and advanced-level courses for all students, with an increased focus on African-

American and Latino subgroups.
- Training and support in 2014-2015, for many school leadership teams in developing and implementing site-level plans for Multi-Tiered System of Supports (MTSS) in collaboration with staff from the University of California, Riverside.
- Training and support was provided to five secondary principals who are piloting a reading and math intervention through Learning2gether in the Summer of 2015. Each school is implementing the intervention with coaching and support for these sites provided by RUSD Specialist and Learning2gether
- Administration of universal screening at the elementary schools which includes both benchmark and progress monitoring assessments in reading using DIBELSNext and IDEL. Additionally, three elementary schools are piloting Aimsweb as a universal screener for math grades 3-6. The same screener is being used at seven secondary sites in Math and English Language Arts as a significant tool in the development of our Multi-tiered System of Support and addressing first response indicators of academically at-risk symptoms.
- Continued development and/or implementation of a variety of academic interventions to meet the needs of all students, including those at risk.
- Continued Programs such as Project Read (elementary) and Strategies for Success (SFS) at the secondary level continued to address the needs of students with mild/moderate disabilities, and established programs such as AVID,
- Support for the adoption of the AVID Elementary program at a number of elementary to meet the needs of our students.
- Implementation of a number of programs such as Dual Language Immersion at elementary, and *English 3D*, *AVID Excel*, and targeted summer school programs at middle and high schools to continue support for the linguistic and academic needs of English Learners
- Assistance in producing and analyzing data from benchmark and other assessments with assistance of the district's Department of Research, Assessment and Evaluation.
- Teacher collaboration time built into the school schedule with teachers using that time to analyze data and use that analysis to plan appropriate instruction and interventions.
- Assistance in identifying and implementing professional development in instructional strategies and methods of instruction that are grounded in scientifically based research, including those that have proven effective in addressing the specific instructional issues that caused the school to be identified for PI.
- Principals are expected to identify two key areas of focus for which they will be evaluated. These two key areas serve as goals for the school. Principals work with their site staff to analyze benchmark assessment data including an analysis of grade levels and significant groups of students. Principals use this data and feedback from staff to determine the site's goals. They share this information with their evaluator. Principals must show through their data how the school is progressing towards meeting these goals.
- Many principals engage in daily classroom walkthroughs using feedback forms and/or a Google Docs walkthrough format. District level executive and extended cabinet members also visit school sites and provide feedback.

Summary Analysis of the Needs Assessment

In the space below, provide a summary analysis of the needs assessment conducted to inform the development of the Corrective Action 6 Improvement Plan. Describe sources of data reviewed, stakeholders involved, review process and major findings. The high priority needs surfaced in the needs assessment should be addressed in the goals, strategies and actions of the Plan. LEAs required to work with a TA provider must incorporate recommendations made by the TA provider.

Overview of Needs Assessment
The needs assessment process for both the LCAP and LEA Plans began with wide community and stakeholder input in 2014-15 and was repeated for 2015-16. A district steering committee was formed consisting of representatives of each bargaining unit, PTA Council, District English Learner Advisory Committee (DELAC), Compensatory Education District Advisory Committee (CEDAC), and the Riverside Chamber of Commerce, plus appointees by each member of the Board of Education, which broadened representation to include City Hall and community organizations. Student representatives were added to the committee. The Steering Committee (during the first year) asked the following question, "*What would most help all students in RUSD to be successful?"* During 2015-16 needs assessment process the Steering Committee asked *"Is there anything that should be added or changed to best support the success for RUSD Students?"* Input was received from Student Focus Groups, Community Forums, Bargaining Units, Parents, DELAC and CEDAC meetings, and district management.

Student Achievement Data 2014-15
In the spring of 2015, all students in grades 3 through 8 and in grade 11 took the Smarter Balanced Assessment Consortium (SBAC) assessments. Baseline SBAC data indicates that a serious achievement gap exists between All Students and English Learner groups. In 2015-16, professional development has begun on providing the scaffolding and support that Academic English Learners need to achieve at higher levels. Teachers have been receiving training on the new English Language Development standards, and on strategies and resources to use with their AEL students both during the day (integrated ELD) and during the Designated ELD block.

ELA

	2014-2015 Met or Exceeded All Students	2014-2015 Met or Exceeded AEL
3rd Grade	35%	13%
4th Grade	40%	9%
5th Grade	45%	8%
6th Grade	45%	5%
7th Grade	39%	4%
8th Grade	44%	5%
11th Grade	58%	5%

Math

	2014-2015 Met or Exceeded All Students	2014-2015 Met or Exceeded AEL
3rd Grade	43%	21%
4th Grade	34%	7%
5th Grade	30%	5%
6th Grade	35%	2%
7th Grade	29%	2%
8th Grade	30%	5%
11th Grade	27%	4%

DIBELs (Dynamic Indicators of Basic Early Literacy Skills)
DIBELs data show increases in the percentages of Kinder, 1st, and 2nd grade students scoring at Core, in both All Students and English Learner groups. The percentage of ELs scoring at Core in Kinder remained at 67% across both years. All grades show steady progress toward meeting the new 2015-2016 LCAP Metrics for *Benchmark* at End of 2nd Grade.

	% of Students Scoring at *Core*				LCAP Metric for 15-16 % of students at *Benchmark* at End of 2nd Grade	
	13-14 All	14-15 All	13-14 AEL	14-15 AEL	All	AEL
Kinder	73%	76%	67%	67%		
1st Gr.	63%	71%	50%	62%		
2nd Gr.	60%	72%	36%	55%	68%	51%
3rd Gr.	55%	65%	20%	41%		

CAHSEE

At secondary, CAHSEE results indicated significant gains in passing rates in both ELA and Math for all subgroups. The majority of subgroups demonstrated CAHSEE passing rates of 93% or greater. However, passing rates for English Learners and Special Education students continued to be much lower than other subgroups. To assist students that continue to struggle CAHSEE prep classes were open at all sites. These classes worked to identify student needs and then focused on those needs to best prepare them for future exams. We see that the achievement gap between All Students and English Learners continues to be reflected in CAHSEE, as well as in other data.

2013-2014 CAHSEE

Location	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
DISTRICT	# Tested	Math	3,293	248	285	664	1,910	1,331
DISTRICT	Passing	Math	2,908 (88%)	112 (45%)	151 (53%)	629 (95%)	1,611 (84%)	1,254 (94%)
DISTRICT	# Tested	ELA	3,285	254	284	658	1,903	1,328
DISTRICT	Passing	ELA	2,827 (86%)	97 (38%)	94 (33%)	620 (94%)	1,535 (81%)	1,250 (94%)

2014-2015 CAHSEE

Location	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
DISTRICT	# Tested	Math	3,131	202	176	691	1,743	1,388
DISTRICT	Passing	Math	2,980 (95%)	131 (65%)	122 (69%)	681 (99%)	1,629 (93%)	1,351 (97%)
DISTRICT	# Tested	ELA	3,130	202	176	690	1,743	1,387
DISTRICT	Passing	ELA	2,977 (95%)	131(65%)	108 (61%)	681 (99%)	1,628 (93%)	1,349 (97%)

A-G Results

At the end of 2014-2015, 41% of all graduating students met A-G requirements, surpassing the district goal of 39% by two percentage points. The African American and Latino subgroups both surpassed their 2014-2015 A-G goals of 33% by a slight margin. The Riverside Unified School District continues to look for ways to create more opportunities for students to get on and stay on the A-G track. School sites are working within their own master schedules to ensure that all students have equal access to A-G courses.

Completion of A-G Required Courses by Graduates

	Hispanic or Latino, of Any Race		African American, Not Hispanic		All Students	
	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses
District Total	1669	573 (34.3%)	259	86 (33.2%)	3078	1,261 (41.0%)

Graduation Rates

At the end of 2014-2015, 87.2 % of Riverside Unified seniors graduated from their respective high schools, exceeding the 2013-2014 graduation rate of 85.6% and surpassing the LCAP 2014-2015 Expected Graduation goal of 85.3%. Riverside Unified continues to work with all high schools focusing on classroom and school wide engagement strategies that will help continue an increase in graduation rates. School site administration is also working within their own master schedule to build and offer classes that best meet student needs.

Graduation Rates

Race Ethnicity	Cohort Students	Cohort Graduates	Cohort Graduation Rate
Hispanic or Latino of Any Race	1831	1567	85.6
American Indian or Alaska Native, Not Hispanic	*	*	71.4
Asian, Not Hispanic	134	125	93.3
Pacific Islander, Not Hispanic	17	14	82.4
Filipino, Not Hispanic	38	37	97.4
African American, Not Hispanic	295	247	83.7
White, Not Hispanic	969	874	90.2
Two or More Races, Not Hispanic, Not Hispanic	36	28	77.8
Not Reported	19	19	100
Riverside Unified	3346	2916	87.2

Analysis

Student achievement data were analyzed including California Assessment of Student Performance and Progress (CAASPP) data, district benchmark data, DIBELs (Dynamic Indicators of Basic Early Literacy Skills) at grades K-2, CAHSEE data, A-G Requirement Completion rates and Graduation Rates by ethnicity. The results of this data analysis indicated that:

- There is a serious achievement gap exists between All Students and English Learner groups.

- At the secondary level, CAHSEE results indicate significant gains in passing rates in both ELA and Math for all subgroups. The majority of subgroups listed above demonstrated CAHSEE passing rates of 93% or greater.
- DIBELs data shows increases in the percentages of Kinder, 1st, and 2nd grade students scoring at Core in both All Students and English Learner groups. The percentage of ELs scoring at Core in Kinder remained at 67% across both years.
- At the end of 2014-2015, 41% of all graduating students met A-G requirements, surpassing the district goal of 39% by two percentage points. The African American and Latino subgroups both surpassed their 2014-2015 A-G goal of 33% by a slight margin.
- At the end of 2014-2015, 87.2 % of Riverside Unified seniors graduated from their respective high schools, exceeding the 2013-2014 graduation rate of 85.6% and surpassing the LCAP 2014-2015 Expected Graduation goal of 85.3%.

The results of the stakeholders input meetings and the analysis of the student achievement data represents prioritized themes that are addressed in the LCAP and LEA Plan. They are in order of priority:
1. Services for English Learners, including focused tutoring
2. Secondary math support
3. Reading by 3rd grade
4. Competitive salaries to retain high quality staff
5. Assistant Principals at high need schools
6. Technology integration/Personalized Learning
7. New teacher support
8. Expansion of Heritage Plan to support English Learners and Foster Youth

The data presented in this report represents a baseline by which RUSD will evaluate progress towards LEA Plan goals in the fall of 2016.

Local Measures of Student Performance
If local student academic assessments are used in addition to the state level assessments, provide a description of how these local assessments are used to:
a. determine the success of students in meeting the state academic standards, and provide information to teachers, parents, and students on progress being made toward meeting these standards
b. assist in diagnosis, teaching, and learning in the classroom to enable low-achieving students to meet state academic standards and do well in the standards-based/ standards-aligned curriculum
c. determine what revisions are needed to academic programs so that low-achieving students meet the state academic standards
d. identify students who may be at risk for reading failure or who are having difficulty reading

Local Measures of Student Performance
RUSD uses numerous local assessments developed by the district to measure student learning of the CCSS-aligned Units of Study. The results of these tests are provided to teachers, parents, and teachers to ensure that students are making progress on state academic standards. Teachers and administrators use these data for diagnosis of areas of weakness in reading and math in order to plan classroom instruction targeting student needs. Required District Benchmark Assessments are given multiple times per year depending on the test.

Diagnostic and screening assessments are used in elementary grades and for intervention placement and monitoring. The assessments listed below are used by teachers and administrators to monitor progress of students specifically those who are low-achieving and struggling in reading and mathematics. Teachers meet weekly to collaborate through Professional Learning Communities to review assessment results, plan lessons, and determine intervention steps for students not learning.

Elementary School Level (K-6)

English Language Arts
- DIBELS
- Trimester On Demand Writing Assessments (Informative/Explanatory, Opinion/Argument, Narrative)
- Illuminate Trimester Benchmark Assessment (constructed response)
- Illuminate Mid-Unit Common Assessments
- Units of Study Writing Assessments
- Units of Study Authentic Assessments
- Weekly Quick Writes from Units of Study

Mathematics
- MAC K-2
- enVision Assessments: Beginning of Year, Topic Test, Benchmark, End of Year
- Trimester Assessments: Illuminate, SBAC Readiness Items, Performance Tasks

Middle School Level (7-8)

English Language Arts
- End of 1st and 3rd Quarter District Writing Assessments
- End of 1st and 2nd Semester District Writing Assessments
- CCSS Units of Study Assessments
- MAPPS
- Aimsweb (Universal Screener)

Mathematics
- End of 1st and 3rd Quarter District Assessments
- End of 1st and 2nd Semester District Assessments
- CCSS Units of Study Assessments
- MAPPS
- Aimsweb (Universal Screener)

High School Level (9-12)

English Language Arts
- End of 1st and 3rd Quarter District Writing Assessments
- End of 1st and 2nd Semester District Writing Assessments
- Grade 12 ERWC Quarter Writing Assessments
- CCSS Units of Study Assessments
- MAPPS
- Aimsweb (Universal Screener)

Mathematics
- End of 1st and 3rd Quarter District Assessment
- End of 1st and 2nd Semester District Assessment
- CCSS Units of Study Assessments
- MAPPS

- Aimsweb (Universal Screener)

Other Indicators of Student Achievement
These are some of the other measures of student achievement RUSD uses to determine effectiveness of their educational programs:
- A-G completion rates for all students
- A-G completion rates for African American and Latino students
- Number of students participating in the Riverside City College Two-Year Completion Guarantee
- Number of students participating in the California State University San Bernardino Guaranteed Admission program
- Student records of extra-curricular activities
- Algebra results
- EAP results
- AP/IB Enrollment 9-12 students
- AP Higher Level Exams passed, grade 11 & 12 students
- IB Higher Level Exams passed, grade 11 & 12 students (J.W. North HS) Elementary Principal Surveys and Evaluations of MTSS Program
- District-wide formative and summative assessments (e.g. DIBELs, Benchmark assessments)
- Professional development agendas, materials, and evaluations
- Student Attendance Rates

Goals, Strategies and Action Steps

In the space below each goal title:

1) Provide a description of the LEA's specific, measurable, goal for the topic. Goal descriptions should specify the desired outcome, numerical goals for a 3 to 5 year time frame and how progress will be measured.
2) Describe research-based strategies the LEA will use to achieve the goal. ESEA-required strategies have been pre-populated in the table. The LEA should add additional local strategies, as appropriate.
3) Identify actions that will be necessary to implement each strategy. Action steps should identify a specific timeline, persons responsible and funding sources and amounts to carry out the action.

Notes:

- The high priority needs surfaced in the needs assessment should be addressed in the goals, strategies and actions of the Plan. Per Education Code 52059(e)(4), LEAs required to work with a TA provider must incorporate recommendations made by the TA provider, unless exempted by the State Superintendent for Public Instruction and the State Board of Education.

- Detailed guidance and examples of goal, strategy and action step wording may be found in the LEA Plan Guidance Document.

Goals, Strategies, and Action Steps

Goal IA Proficiency in Reading/Language Arts:
- **The district will increase the percentage of students at standard exceeded and standard met on the English Language Arts California Assessment of Student Performance and Progress (CAASPP) district wide.**
- **The district will increase the percentage of students ready on the Early Academic Placement test- English Language Arts.**
- **100% of the district pupils will have access to standards-aligned instructional materials in English Language Arts/English Language Development.**

1. **Strategy: Instructional Materials**
   Ensure that every student in every classroom has SBE adopted and/or standards-aligned core instructional materials.

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Riverside Unified adopted and implements the following SBE adopted/approved standards aligned materials for ELA: • TK *Opening the World of Learning* Pearson 2011 • K-2 *Treasures* RLA Macmillan McGraw-Hill • 3-6 Houghton Mifflin *A Legacy of Literacy* 2003 for core and ELD, HM English Learner Handbook • 7-12 Holt *Literature and Language Arts* 2003 • 9-12 Scholastic California Enterprise Edition *READ 180* • *System 44* for intensive intervention and ELD • RUSD has developed ELA Units of Study based on Common Core Standards. The above listed materials will be used to support instruction in these standards.	Jan. 2016-June 2016 Aug 2016-June 2017 Aug 2017-June 2018	Chief Academic Officer, Assistant Superintendent Instruction, District and Site Administrators, ISS ELA, Teachers		
(b) The district Instructional Materials Committee will lead the process of selecting a new 2016 ELA/ELD Program 3 adoption for grades 3-12. Teachers from all campuses will participate in the process of selection of the new materials using criteria for selection that includes alignment to CCSS and attention to inclusion of instructional strategies and support materials for all students including EL and SWD students.	2016-June 2017 gr. 3-6 2017-June 2018 gr.7-12	Assistant Supt. Instruction, Directors, Site teacher representatives	$1,193,854 $2,100,000 (gr.3-6)	IMF LCFF
(c) Continue to maintain sufficient stock of English Language Arts textbooks and instructional materials that are aligned to the CCSS to ensure that all teachers including teachers of special needs students have sufficient materials.	Jan. 2016-June 2018	Assistant Supt. Instruction, Directors, Principals	$20,000	LCFF

2. **Strategy: Standards-aligned Instruction in Reading Language Arts**

Ensure that classroom instruction is aligned with California content standards and standards-aligned (including technology-based, as appropriate) instructional materials.

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Use the Common Core State Standards aligned materials identified above for ERLA instruction. All teachers including those of EL and SWD students will use the adopted materials daily with fidelity to program as designed including sufficient time and focus on grade level standards instruction.	Jan. 2016-June 2018	Assistant Superintendent Instruction, District, Site Administrators, ISS ELA, Teachers	NA	
(b) Use the newly written Standards-Based/Standards Aligned Units of Study in ELA/ELD instruction in grades 3-6 (6 units per year) and 7-12 (4 units per course). Units are constructed using the Understanding by Design template that includes goals, essential questions, key standards, performance tasks, assessments, learning activities and assessments.	Jan. 2016-June 2018	Site Administrators, ISS ELA, Teachers	NA	
(c) Annually review and modify as needed the CCSS Units of Study for each grade level grades 3-12 based on the results of district benchmark assessments for each grade level and course using a district committee comprised of teachers and administrators. Ensure that each unit includes strategies and supports for SWD and EL student learning.	May 2016 May 2017 May 2018	Assistant Supt. Instruction, Directors, Principals, Teacher representatives	TBD	LCFF
(d) Fully implement the K-2 Treasures RLA program by Macmillan McGraw-Hill intended for use with all students including SWD, EL and high priority students to be used on a daily basis to meet the ELA/ELD needs of students in mastering grade level standards.	Jan. 2016-June 2018	Site Administrators, ISS ELA, K-2 Teachers	NA	
(e) Continue to provide site ELA and/or ELD academic coaches as School Site Councils and English Learner Advisories analyze student achievement, determine the needs of students and teachers, and align site categorical resources to provide these services. Site ELA and ELD coaches assist teachers through direct support in the classroom and modeling effective instructional practices. The district supports school sites with 18 Instructional Services Specialists (ISS) serving all core content areas including ELA, math, H/SS, Intervention, AEL and Student Support and MTSS.	2015-2018	Assistant Supt Instruction, Directors ISS		
(f) Continue to provide district Instructional Services Specialists (ISS) for ELA, Academic English Learners, and special education to ensure implementation of the standards-aligned adoptions and instructional strategies.	2015-2018	Assistant Supt Instruction, Directors ISS		

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
There are 16 Instructional Services Specialists: ISS 7-12 Math – 30% Title 1, 70% Title II ISS K-6 Math – 50% Title 1, 50% Title II ISS GATE/VAPA – 60% GATE (general funds), 40% Title II ISS 7-12 History/K-12 Interventions – 25% Interventions (general funds), 75% Title II ISS MTSS, 50% general, 50% Title I ISS 4-8 Math, 100% Title II ISS K-6 ELA, 55% Title I, 45% Title II ISS K-6 ELA/HSS, 40% Title I, 60% Title II ISS CCR, 25% Title I, 75% Title II ISS K-12 Science, 100% Title II ISS EL, 50% general, 50% Title III ISS EL, 30% general, 30% Title I PD, 40% Title III ISS Program Quality , 10% general, 10% Title I Admin, 30% Title I PD, 50% Title III 3 ISS, 100% general fund				Title I, II Title I,II Title II,GF Title II,GF Title I/GF Title II Title I,II Title I,II Title I, II Title II Title III Title I, III, GF Title I, III, GF GF
(g) Support digital integration, infrastructure, digital inclusion, maintenance, procurement and safety. Continue implementing the District Technology Plan including professional development focused on handheld devices and tablets, interactive whiteboards, student responders, use of presentation software, and database software.	2015-2018	Assistant Supt. Instructional Support TK-12, District & Site Administration, Teachers	$865,860 $3,660,000 $4,500,000 $10,000 $175,000 $430,000	LCFF
(h) Continue to provide curriculum resources online and student electronic blackboards online such as Brainpop (three levels including Brainpop Level 1, Brainpop Jr. Brainpop Espanol, specifically for EL learners), Rosetta Stone, Building Language Understanding (BLU book) also for English Learners and Study Island for ELA support.	2015-2018	Director of Technology Principals Teachers	$20,000 Rosetta Stone License	Title I

Goal IB Proficiency in Mathematics:
- **The district will increase the percentage of students at standard exceeded and standard met on the Mathematics California Assessment of Student Performance and Progress (CAASPP) district wide.**
- **The district will increase the percentage of students ready on the Mathematics Early Academic Placement test.**
- **100% of the district pupils will have access to standards-aligned instructional materials.**
    1. **Strategy: Instructional Materials**
       Ensure that every student in every classroom has SBE adopted and/or standards-aligned core instructional materials.

	Action Steps	Timeline	Persons Responsible	Amount	Funding Source

(a)	Riverside Unified adopted and implements the following SBE adopted/approved standards aligned materials for Mathematics:
	• K-6 Pearson Scott Foresman *enVision Math* 2014
	• 7-12 Units of Study based on CCSS for 7th Grade Math, 7th Grade Accelerated Math, 8th Grade Math, 8th Grade Accelerated Math 1, Math 1, Math 2, Accelerated Math 2, Math 3, Accelerated Math 3, Pre-Calculus, Intermediate Algebra, Statistics and Probability, AP Statistics, AP Calculus AB or BC
	• These adoptions are used in alignment with the new CCSS Mathematics Units of Study:
	  o Grade 7 Holt *California Mathematics Course 2 (Pre-Algebra)* and Holt *California Mathematics Course 2 (Pre-Algebra) Spanish Language 2008* (available for ELs)
	  o Grade 8 Holt *California Algebra 1 2008* and Holt *California Algebra 1 Spanish Language 2008 (*available for ELs)
	  o Grade 8 Holt *California Algebra Readiness* (intensive)
	  o Grade 9 Holt *California Algebra 1 2008*
	  o Grade 9 Pearson Prentice Hall *California Algebra Readiness 2008*
	  o 9-12 Holt *California Geometry 2007*
	  o 10-12 Cengage *Precalculus 2007*
	  o 11-12 Houghton Mifflin *Calculus 2006*
	  o 11-12 Pearson Addison Wesley *Stats-Modeling the World 2007*
		Jan. 2016-June 2016
		Aug 2016-June 217
		Aug 2017-June 2018
			Chief Academic Officer, Assistant Superintendent Instruction, District and Site Administrators, ISS Math, Teachers		

(b)	The district Instructional Materials Committee will lead the process of selecting a new 7-12 mathematics adoption. Teachers from all campuses will participate in the process of selection of the new materials using criteria for selection that includes alignment to CCSS and attention to inclusion of instructional strategies and support materials for all students including EL and SWD students.	2016-2017	Assistant Supt. Instruction, Directors, Site teacher representatives, ISS Math	TBD TBD	IMF LCFF
(c)	Continue to maintain sufficient stock of mathematics textbooks and instructional materials that are aligned to the CCSS to ensure that all teachers including teachers of special needs students have sufficient materials.	Jan 2016-June 2018	Assistant Supt. Instruction, Directors, Principals	$20,000	LCFF

2. **Strategy: Standards-aligned Instruction in Math**
   Ensure that classroom instruction is aligned with California content standards and standards-aligned (including technology-based, as appropriate) instructional materials.

	Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a)	Use the Common Core State Standards aligned materials identified above for mathematics instruction. All teachers including those of EL and SWD students will use the adopted materials daily with fidelity to program as designed including sufficient time and focus on grade level standards instruction.	Jan. 2016-June 2018	Assistant Superintendent Instruction, District, Site Administrators, ISS Math, Teachers	NA	
(b)	Use the newly written Standards-Based/Standards Aligned Units of Study in mathematics instruction in grades K-12. Units are constructed according to grade level content standards and eight California adopted practice standards that describe what mathematically proficient students do.	Jan. 2016-June 2018	Site Administrators, ISS Math, Teachers	NA	
(c)	Annually review and modify as needed the CCSS Units of Study for each grade level, grades K-12, based on the results of district benchmark assessments for each grade level and course using a district committee comprised of teachers and administrators. Ensure that each unit includes strategies and supports for SWD and EL student learning.	May 2016 May 2017 May 2018	Assistant Supt. Instruction, Directors, Principals, Teacher representatives	TBD	LCFF
(d)	Continue to provide site academic coaches as School Site Councils and English Learner Advisories analyze student achievement, determine the needs of students and teachers, and align site categorical resources to provide these services. Site academic coaches assist teachers through direct support in the classroom and modeling effective instructional practices. The district supports school sites with 16 Instructional Services Specialists (ISS) serving all core content areas including ELA, Math, H/SS, Intervention, AEL and Student Support and MTSS.	2015-2018	Assistant Supt Instruction, Directors ISS	ISSs See Goal 1A, 2f above	
(e)	Continue to provide district Instructional Services Specialists (ISS) for mathematics and special education to ensure implementation of the standards-aligned adoptions and instructional strategies.	2015-2018	Assistant Supt Instruction, Directors, ISS	ISSs See Goal 1A, 2f above	
(f)	Support digital integration, infrastructure, digital inclusion, maintenance, procurement and safety. Continue implementing the	2015-2018	Assistant Supt. Instructional	$865,860 $3,660,000	LCFF

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
District Technology Plan including professional development focused on handheld devices and tablets, interactive whiteboards, student responders, use of presentation software, and database software.		Support TK-12, District & Site Administration, Teachers	$4,500,000 $10,000 $175,000 $430,000	
(g) Continue to provide curriculum resources online for students and teachers such as the Pearson Realize and Easy Bridge, enVision Math Resources, Illumination, Number Talks, and Online Learning Courses.	2015-2018	Director of Technology Principals Teachers		

Goal IC Proficiency for High Priority Students:
- **Close all identified achievement gaps by providing support to students whose academic needs are not met in the core instructional program.**
- **Identify, evaluate, and implement a Multi-Tiered System of Support for all students K-12 including programs and instructional strategies for students at the Strategic and Intensive level of instruction at all district schools K-12.**

Proficiency for High-priority Students Not Meeting Standards
1. **Strategy: Strategic and Intensive Interventions**
   Provide research-based strategic and intensive interventions in ELA and mathematics to meet the needs of students identified as not meeting grade-level standards.

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Fully implement the school-wide Multi-Tiered System of Support (MTSS) in reading K-6. Give (K-6 level) universal screening and use the data to plan for additional intervention based on student need including strategic and intensive intervention. Administer universal screening, benchmark and progress monitoring assessments in reading using DIBELS Next and IDEL. Implement Universal Screener at 7 secondary schools in Math and ELA; pilot math universal screener in 3 elementary schools grades 3-6.	2015-2018	Asst. Supt., Dir. Elementary, Dir. Secondary, K-12 Principals, ELA and Math Coaches, ISS, Teachers	$609,000 $780,776 $164,000 $4,498,000	Title I Title I Title II Title I
(b) Implement and monitor daily additional instructional time within the school day for ELD for identified ELs using *K-2 Treasures* RLA program by Macmillan McGraw-Hill, the current the HM RLA core K-6 program materials and ancillary materials including the English Learner Handbook and RUSD district developed ELA/ELD aligned lesson plans.	Jan 2016-June 2018	Directors, Principal ELA and ELD Teachers	NA	
(c) Use the RLA ancillary materials from the core adoptions TK-12 daily to provide additional universal access time with	Jan. 2016-June 2018	Site Administrators,	NA	Title I

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
differentiated instructional support to meet the needs of all strategic students, and extra support for struggling readers and EL students.		ISS ELA, TK -12 Teachers		
(d) Use *enVision Math Intervention Kit* to address the needs of students struggling in math.	2015-2018	K-6 Site Administrators, ISS Math, Teachers	NA	
(e) Use *Holt California Algebra Readiness* at secondary to address the needs of students struggling in algebra.	2015-2018	7-12 Site Administrators, ISS Math, Math Teachers	NA	
(f) Tier I Provide core instruction with small group intervention, universal screening; tutoring for English Learners.	2015-2018	Assistant Supt., Instruction, Dirs. K-12 ISS ELA, Teachers	$609,000	LCFF
(g) Tier II Provide Strategic intervention. Pilot strength based program at 2 high, 3 middle, and 1 continuation school; expand Pre-K institute to 9 more schools; pilot and implement Tier II for K-12 ELA.	2015-2018	Assistant Supt. Instruction, Dirs. K-12 ISS ELA, Teachers	$780,776 $164,000	LCFF Title II
(h) Tier III Provide Intensive Intervention. Continue to implement and evaluate the READ 180/Systems 44 intervention program of instruction for all 7th through 12th grade students achieving at the intensive level. Revaluate allocation formula to target unduplicated students for year 2.	2015-2018	Assistant Supt. Instruction, Dirs. K-12 ISS ELA, Teachers	$4,498,006	LCFF
(i) Fully implement the K-2 Institute with multi-sensory strategies for all K-2 students including initial universal screening, DIBELSNext progress monitoring.	2015-2018	Director K-6 Principals K-2 K-2 Teachers, ISS ELA	$250,000	Title I
(j) Implement a Reading by 3rd Grade pilot at grades K-2 to prevent "Summer Slide" program at 14 of the district's Elementary schools in the summer of 2016.	2015-2016	Director K-6 Principals K-2 K-2 Teachers, ISS ELA	$400,000	LCFF
(k) Support early literacy, numeracy and language development by reducing class size in TK-3 to 26/1	2015-2018	Assistant Supt. Instruction Dir., Principals K-6	$2,609,715	LCFF

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(l) Continue to provide the Academic Vocabulary Toolkit that offers resources related to college readiness for low-income and minority youth.	2015-2018	Assistant Supt., Instruction, Dir. K-6, Principals, ISS ELA, Teachers		
(m) Implement the AVID Elementary program at grades 3-6 with K-2 on-ramps. Include all program components; Student Success Skills, Organization Skills, WICOR (writing, inquiry, collaboration, organization and reading) and partnerships	2015-2018	Assistant Supt. Instruction K-12, District & Site Admin., Teachers (14 sites)	$36,491 $16,080 $25,575 $42,491	Title I
(n) Continue AVID program at the secondary level to help close the achievement gap by preparing all students for college readiness and success in a global society.	2015-2018	Assistant Supt. Instruction K-12, District & Site Admin., Teachers (11 sites)	$966,220	LCFF
(o) Provide SES after school tutoring for students in need of additional support in RLA and Math at all Program Improvement Year 2 and higher sites.	2015-2018	Director AEL & SS	$1,965.248	Title I
(p) Support continued implementation of the after school programs at 26 sites (HEARTS and PRIME Time) through the Afterschool Education and Safety Program (ASES) and Century 21st Programs provide safe and educationally enriching afterschool program for students through both educational literacy and enrichment components.	2015-2018	Dir. Program Development & Extended Learning Coord. After School Programs	$1,216,954 $3,833,328	21st Century ASES
(q) Provide district support and services to Homeless students to enable them to attend school and learn.	2015-2018	Homeless Student Coordinator	$254,590	Title I
(r) Provide Dual Language Immersion classes at the K-4 elementary level (Castle View, Jefferson, Mt. View and Washington) to provide both academic and linguistic growth in ELA/ELD for students served in this program. Provide for library books and resources and bilingual teacher stipends.	2015-2018	Assistant Supt., Instruction, Dir. K-12, Principals, ISS ELA, Teachers	$125,000	LCFF
(s) Implement AVID Excel at grades 7 and 8 to prepare long term English Learners for 9th grade with language skills that will allow them to succeed.	2015-2018	Assistant Supt., Instruction, Dir. 7-12, Principals ISS ELA, Teachers	$279,765	LCAP Title I

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(t) Provide systematic supports to meet the needs of all students at the secondary 7-12 level. Additionally pilot the AIMSweb assessment system in grades 7-12 for universal screening in ELA.	2015-2018 Pilot 2015-16	Asst. Supt. 7-12 Dir. Secondary Principals, Coaches, ISS,ELA Teachers	$250,000	Title I
(u) Provide the Expository Reading and Writing Course for intensive students at grade 9-12.	2015-2018	Assistant Supt., Instruction, Dir. 7-12, Principals ISS ELA, Teachers	$250,000	Title I
(v) Provide math tutoring at the high schools.	2015-2018	Assistant Supt., Instruction, Dir. 7-12, Principals ISS Math, Teachers	$300,000	LCFF
(w) Establish a summer program for at risk students in 7 elementary schools with the highest concentration of disadvantaged students (6 weeks, for 3.5 hours a day, 4 days a week for approximately 100 students exiting grades 3-5). The program will complement the K-2 Summer Slide program described above in (j).	2015-2018	Assistant Supt., Instruction, Dir. K-6, Principals	$250,647	Title I
(x) Continue the Summer Bridge Program Elementary.	2015-2018	Assistant Supt., Instruction, Dir. K-6, Principals ISS ELA, Teachers	$250,647	Title I
(y) Continue Summer Bridge Program Secondary.	2015-2018	Assistant Supt., Instruction, Dir. 7-12, Principals ISS ELA, Teachers	$181,374	Title I

Proficiency for Students with Disabilities
   1. **Strategy: Teacher Collaboration**
      Provide opportunities for collaboration between general education and special education teachers.

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Ensure that teachers of SWD students are regularly collaborating	2015-2018	PK-12 Principals,	NA	

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
with their grade level peers during teacher collaboration meetings at K-6 and with the appropriate subject matter team at 7-12.	Two times per month	Grade Leads/Dept Chairs SWD teacher		
(b) Require all teachers of SWD students to participate in district and site professional development trainings.	2015-2018 Throughout the year	PK-12 Principals Teacher Induction Dir, ISS	NA	
(c) Require that all teachers of SWD students attend site faculty meetings.	2015-2018 Two X mo.	Principals SWD Teachers	NA	
(d) Continue to include all teachers of SWD students grouped with regular education teachers in all professional development that relates to the content and to the needs of the students they serve.	Jan. 2016- June 2018	Site Administrators, ISS ELA, TK -12 Teachers	NA	

2. Strategy: Academic Support
Provide academic support to meet the specific needs of SWDs in the core instructional program.

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Select, adopt and implement as appropriate an Intensive Intervention program (Program 4) for all grade 3-6 students who are two or more years below grade level in reading including ELs and SWD students. These materials are implemented daily as designed to accelerate student learning at the student's assessed level of need.	2016-2018	Asst. Supt. K-12, Dir. Elementary K-6 Principals, ELA Coaches, ISS, Teachers	TBD	LCFF
(b) Provide special accommodations or modifications for SWD students to enable them to participate successfully in the core classrooms as appropriate to meet their needs.	Jan. 2016- June 2018	Site Administrators, ISS ELA, TK -12 Teachers	NA	
(c) Implement Project Read at the elementary level for all SWD students assessed at the appropriate instructional level for this reading language arts instruction.	2015-2018 daily	Executive Dir SELPA, Dir. of AEL/ SS K-6 Principals Teachers of SWD students		
(d) Provide the *Strategies for Success (SFS)* program at secondary level to support the acquisition of skills needed for success by secondary SWD students.	2015-2018 daily	Executive Dir SELPA, Dir. of AEL/ SS 7-12 Principals		

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
		Teachers of SWD students		
(e) Adopt research-based and common core aligned supplementary materials for students enrolled in moderate/severe programs in ELA.	2015-16	Executive Dir SELPA, Dir. of AEL/ SS 7-12 Principals Teachers of SWD students	TBD	
(f) Monitor implementation of district expectations for instructional strategies for SWDs.	2015-2018 daily	Executive Dir SELPA, Dir. of AEL/ SS 7-12 Principals, ISS	NA	

Proficiency for English Learners (See Goal 2 pages 33-40)

Goal ID Effective Teaching and Administration (*Leadership*):
Implement the professional development necessary to provide high quality teaching and learning environments for all students.
Monitoring Metrics:
- Increase % of secondary staff that complete professional development (4 required days)
- Increase % of elementary staff that complete professional development (4 required days)
- Increase % of staff that, when surveyed, agree that professional development sessions are relevant and helpful (4 required days)
- Increase % of staff that indicate that they have implemented strategies and/or concepts learned during professional development sessions (4 required days)

1. **Strategy: PD for Teachers**
   Provide standards-based/standards-aligned PD to all teachers, including effective instructional and improvement strategies (e.g. use of formative assessments to inform instruction).

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Provide 2 additional days of training for teachers to implement CCSS, personalize instruction, and integrate technology through services of 23 Common Core Staff Developers and 16 ISSs. In collaboration with the teachers' association, two professional development days (with accompanying compensation) have been added to the teachers' calendar. One of the days will focus on the integration of technology with a menu of choices for teachers	2 days before school begins 2 days during year 2015-2016	Assistant Supt. Instruction, ISSs	$10,908,686 See Goal 1A, 2f above	LCFF

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
depending on expertise, need and content area and a second day has been added for teacher collaboration and planning with their team.				
(b) Provide training to teachers and administrators in effective practices for implementing and monitoring Professional Learning Communities that are data-driven in making their instructional decisions.	2015-2018	Assistant Supt. Instruct Support, Senior Program Evaluators, ISS	$200,000	Title I
(c) Provide ongoing training to administrators and teachers in understanding, analyzing, and using data from the SBAC testing along with data from district benchmark assessments and short cycle assessments used by grade/course level teams.	2015-2018	Assistant Supt. Instruct Support, Senior Program Evaluators, ISS	$200,000	Title I
(d) Train district and site administrators and teachers to use the data from ELA/ELD CCSS standards aligned district benchmark assessments to make instructional decisions.	2015-2018	Assistant Supt. Instructional Support TK-12	$200,000	Title I
(e) Provide training for implementation of the new ELA Units of Study at grades 3 through 6 and coaching support for school regularly monitored by principals and district staff.	2015-2018	Asst. Supt. Curr. Inst., K-6, Dir. Elementary K-6 Principals, ELA Coaches, ISS, Teachers		
(f) Continue expansion of the K-2 Institute providing training and materials to assist K-2 teachers in the delivery of reading interventions to struggling students in primary grades. Training was provided to the remaining 9 elementary schools during the summer of 2015. As of now, all elementary schools in the district have received K-2 Institute training. Coaching and support continued to be provided to all K-2 Institute teachers and sites throughout the school year.	2015-2018	Asst. Supt. Curr. Inst., K-6, Dir. Elementary K-6 Principals, ELA Coaches, ISS, Teachers	$780,776 $164,000	LCFF Title II
(g) Continue implementation of newly adopted *enVision Math* program and CCSS Units of Study with professional development to support full and effective implementation. 6 teams will provide 14 three hour training sessions throughout the year for all K-6 teachers.	2015-2016	Asst. Supt. Curr. Inst., K-6, Dir. Elementary K-6 Principals, Math Coaches and ISS		
(h) Continue to implement the California Math and Science Partnership Program to provide high quality professional development for teachers in mathematics and science.	2015-2018	Directors, ISS Math and Science	$387,067	Title II Part B

Action Steps		Timeline	Persons Responsible	Amount	Funding Source
(i)	Develop and implement at grades 7-12 the CCSS Standards Based/Standards Aligned ELA Units of Study.	2015-2018	Asst. Supt. Curr. Inst., 7-12, Dir. Secondary 7-12 Principals, ELA Coaches and ISS		
(j)	Implement and train teachers in the new secondary mathematics courses aligned with CCSS and that meet the rigor of the new Standards of Mathematical Practice.	2015-2018	Asst. Supt. Curr. Inst., 7-12, Dir. Secondary 7-12 Principals, Math Coaches and ISS		
(k)	Train and support school leadership teams in developing and implementing site-level plans for Multi-Tiered System of Supports (MTSS) in collaboration with staff from the University of California, Riverside.	2015-2018	Asst. Supt. Curr. Inst., K-12 Directors, K-12 Principals, ISS MTSS	$131,619	LCFF
(l)	Provide training for teachers to implement the intervention and strategic programs, such as *READ 180,* AVID Elementary and AVID Excel, and *English 3D*.	2015-2018	Asst. Supt. Curr. Inst., K-12 Directors K-12 Principals, ELA ISS	$4,498,006	LCFF
(m)	Provide Dual Language Immersion PD through a contract with UCR providing training and follow-up site visits.	2015-16	Assistant Supt. Instruction Principals TK-6, ISS EL	$128,700	Title I

2. **Strategy: Professional Collaboration Time**
   Provide regular opportunities for data-based collaboration for all teachers.

Action Steps		Timeline	Persons Responsible	Amount	Funding Source
(a)	Increase the teacher workday to provide time for collaboration and progress monitoring with teacher collaboration (grade/course level collaboration) meetings two times per month. Monitor minutes of these meetings to insure that the meetings include discussions of best practices to deliver ELA/ELD and Mathematics CCSS standards aligned instruction, analysis of	2015-2016 Two Times Per Month Per Teacher Contract	Principals TK-12 Teachers TK-6 ELA Teachers	$10,908,686	LCFF

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
student proficiency on district benchmark and on common formative assessments. Require that each team submit minutes to the site principal for review and comment.				
(b) Provide schools data reports that include summative, formative and progress monitoring data for all student sub-groups to monitor their progress toward mastery of grade level standards.	2015-2018	Assistant Supt. Instruct Support, Senior Program Evaluators	$200,000	Title I
(c) Use assessments and placement criteria to determine the instructional needs of strategic learners and the intensity of support.	2015-2018	Assistant Supt., Instruction, Dir. 7-12, Principals ISS ELA, Teachers	NA	LCFF

3. **Strategy: PD for Administrators**
Provide all administrators with PD based on standards-based/standards-aligned curriculum used in their schools and on effective instructional and improvement practices.

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Provide administrator training focused on instructional leadership for the implementation and monitoring of CCSS including use of Common Core instructional materials, Common Core standards and new frameworks.	2015-2018	Asst. Supt. Curr. Inst., TK-12, Dir. Elementary, Secondary, TK-12 Principals		
(b) Provide administrators professional development to receive appropriate training and support the District's instructional strategies and programs especially those for intervention.	2015-2018	Asst. Supt. Curr. Inst., TK-12, Dir. Elementary, Secondary, TK-12 Principals,		
(c) Train and support administrators in developing and implementing site-level plans for Multi-Tiered System of Supports (MTSS) in collaboration with staff from the University of California, Riverside.	2015-2018	Asst. Supt. Curr. Inst., K-12 Directors, K-12 Principals, ISS MTSS	$131,619	LCFF
(d) Provide specialized professional development for specific administrators: Principals Institute, coaching, Aspiring Leaders, New Administrators, Parent/Community Relations workshops	2015-2018	Chief Academic Officer	$ 167,000	Title II
(e) Provide professional development for administrators on the RUSD	2015-2018	Asst. Supt. Curr.		

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
Academic and Career Counseling Plan.		Inst., Dir. Secondary, 7-12 Principals		
(f) Provide professional development for high school administrators through collaboration with post-secondary and industry partners, CTE academy teachers, administrators, and students.	2015-2018	Asst. Supt. Curr. Inst., Dir. Secondary, 7-12 Principals		

4. **Strategy: Preparing for Transition to CCSS**
   Develop LEA-wide plans for transition to CCSS, including training in use of instructional materials as they become available. See Goals 1A, 1B, 1C, and 1C above.

Goal IE Implementation and Monitoring:
- **Monitor programs to insure high quality teaching and learning environments for all students.**
- **Fully engage students, parents and the community in support of short and long term educational outcomes.**
  1. **Strategy: Parent and Community Involvement**
     Involve and engage staff, parents, and community groups in academic improvement strategies.

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Provide district-level parent outreach efforts including information sessions on A-G requirements through Parent Symposiums to increase parental involvement for both Latino and African American students, PLUS council, Family Resource Center (FRC), Families First Workshops, Dads and Parent Universities, the Parent Institute for Quality Education (PIQE) presentations, and continued efforts to involve parents in district advisory groups, including DELAC, CEDAC, GDAC, and site ELACs.	2015-2018	District & Site Administrators, Teachers, Parent trainers		
(b) Provide increased and expanded high quality preschool programs: • Provide a Specialist to coach, and provide professional development • Expand preschool services to underserved areas of the city with a sliding scale for non-qualifying families • Offer Spanish PreSchool program at Jefferson ES • Include a Teen Parent Infant Center at Lincoln Continuation	2015-2018	Assistant Supt. Instruction, PK-12 District & Site Administrators, Teachers	$107,362 $24,640 $20,000 $20,000	LCFF HS/SP LCFF LCFF

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
HS • Encourage parent engagement in all programs			$134,739 $130,582 $5,000	HS/SP LCFF Title I
(b) Involve parents in the education of their children through parent conferences, surveys, Families First Workshops, Parent Engagement Sessions for Pre-K Parents, and Dad's University; ensure that all documents and notices are provided in the language easiest for parents and provide translators at meetings and trainings and include child care services.	2015-2018	District & Site Administrators, Teachers, Parent trainers	$175,000	Title I
(c) Increase quality opportunities for students and families to choose their educational path by providing: • School Family Collaborative • Administer Parent Choice Survey to understand parent priorities and needs • Workshops and academies: PIQUE, Parent Engagement Leadership Institute, Families First workshops, School Smarts, Districtwide Family Engagement Conference • Project development (grant writing; parent choice survey) • Dual Language Immersion (library books and bilingual teacher stipends) Washington, Mt View Castle View, Jefferson • Core Knowledge (40% coordinator) for Adams, Bryant • Project Lead the Way (PTLW) and Gateway to PLTW (materials, supplies, field trips, software and pilot at middle school) King, Earhart • Visual and Performing Arts (VAPA) (teachers on special assignment) Central, Ramona • STEM Academy (transportation to underserved areas of the city) STEM Academy	2015-2018	Assistant Supt. Instruction, District & Site Administrators, Teachers	$382,339 $305,000 $161,720 $125,000 $95,525 $125,000 $125,201 $21,750	LCFF LCFF LCFF LCFF LCFF LCFF LCFF LCFF
(d) Continue meetings of Compensatory Education District Advisory Committee (CEDAC) as an advisory group made up of parents from schools receiving federal Title I dollars for parents to learn and gather information that they may share at their child's school through various school site parent groups such as English Learner Advisory Committee (ELAC) and School Site Council (SSC).	2015-2018 6 meetings annually	Director AEL & SS, ISS		LCFF

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
• Learn about state and federal regulations • Discuss academic programs and services offered throughout RUSD • Review and approve the Consolidated Application related to Title I • Provide recommendations to district administrators for programs and initiatives related to student success and achievement				
(e) Continue meetings of the DELAC is to advise the district's local governing board on programs and services for English learners. The committee advises the district's local board on the following: • Development of a district master plan for educational programs and services for English learners that takes into consideration the Single Plan for Student Achievement (SPSA) • Conducting of a district-wide needs assessment on a school-by-school basis • Establishment of district programs, goals, and objectives for programs and services for English learners • Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements • Review and comment on the school district's reclassification procedures • Review and comment on the written notifications required to be sent to parents and guardians	2015-2018 8 meetings annually	Director AEL & SS, ISS, Coordinator Family Services Supervisor		LCFF
(f) Continue the RUSD Family Resource Center to provide an array of services and activities that are integrated, comprehensive, and responsive to the identified needs of families, schools and the community. Services are free of charge and are facilitated in English and Spanish. The Family Resource Center is a one-stop place where parents can gather, create connections with peers and community, and receive a variety of education and social services.	2015-2018	Director Program Development & Extended Learning, Coordinator Family Services Supervisor	$120,000	LCFF

2. **Strategy: Articulation Among Educational Levels**
   Ensure articulation of services among educational levels including preschool, elementary, middle school, high school, and post-secondary options.

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Continue to provide quality Head Start (Federal) at 6 sites and Preschool (State) program at 15 sites, serving 800 qualifying students to ensure successful transition to TK and K provided at all elementary schools.	2015-2018	Director Program Development & Expanded Learning, Coord. Early Childhood	$1,201,309	Child Developm ent Programs
(b) Provide transition programs for preschool students/parents at Title I schools which includes emphasis on early reading strategies.	2015-2018	Principals K-6 Directors Pre Schools	NA	
(c) Support school sites in offering transition activities such as orientations, counselor visits, parent nights, AVID, Puente, or site trips to students transitioning to elementary, middle, high school or post-secondary education.	2015-2018	Principals TK-12	NA	
(d) Encourage high need students and students at risk or who have failed graduation requirements to enroll in summer school and other support programs.	2015-2018	Principals 9-12 Counselors	NA	
(e) Provide programs for adults, such as GED preparation courses through the adult school program.	2015-2018	Principals 9-12 Counselors	$319,284	Adult Education
(f) Support the Memorandum of Understanding (MOU) partnership agreements with the University of California, Riverside (UCR) and Riverside City College (RCC), signifying strategic partnerships designed to expand educational opportunities available for students in Riverside. • The MOU with UCR allows for the strengthening of STEM (science, technology, engineering and math) education within the District, as well as access to UCR's state-of-the-art facilities. • The RCC partnership establishes a system where RUSD high school students can earn both a diploma and up to two years of college credit towards an early associate's degree.	2015-2018	Superintendent, Chief Academic Officer, Assistant Superintendent Curriculum & Inst., Secondary Director, 9-12 Principals, Counselors	NA	

3. **Strategy: Program Monitoring**
   Monitor program effectiveness.

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Require principals to establish two annual goals with their Leadership Teams that are directly aligned to effectively implementing the LCAP; require district administrators to also	Annually 2015-2018	Superintendent, Chief Academic Officer,	NA	

	Action Steps	Timeline	Persons Responsible	Amount	Funding Source
	establish two leadership goals. Completion of these goals will be monitored and assessed by administrators' supervisors as part of the evaluation process.		Assistant Superintendents		
(b)	Continue monitoring by site and district administrators of TK-12 classroom instruction to ensure the full implementation of CCSS standards and instructional materials. Requiring daily principal classroom walkthroughs using feedback forms and/or a Google Docs walkthrough format and classroom walkthroughs by extended cabinet members.	Principals Weekly, District Admin monthly	Assistant Supt., Directors, Principals	NA	
(c)	Monitor teachers' use of grade level CCSS ELA/ELD Units of Study aligned to the district ELA adoptions and aligned to ELA/ELD Common Core State Standards for each grade level.	Weekly Principal Walkthrough	Principals TK-12	NA	
(d)	Continue to monitor sufficient instructional time in the daily schedule K-6 and master schedules 7-10 to fully implement the basic core programs of instruction in ELA/ELD and Mathematics.	2015-2018 Daily	Asst. Supt. TK12 Directors Principals ELA Coaches, ISS Teachers	NA	
(e)	Continue to require and monitor the daily 30 minutes minimum of instruction in English Language Development (ELD) K-8 with instructional groupings of no more than two CELDT levels.	2015-2018	Gr. Level Leads/Dept. Chair	NA	
(f)	Continue to monitor the effectiveness of programs through regular communication with the Board to ensure continued and successful implementation of the LEA Plan strategies leading to improved outcomes for all students. Monitoring occurs through reports at Board meetings, Instructional Services Subcommittees, and weekly Board updates. The communication between the Board and district personnel includes information on: • Updates on the LCAP • Curricula adoptions • Program Reports • Preparing our Students for 21st Century College, Career and Life • State testing assessments and results	Monthly 2015-2018	Superintendent, Chief Academic Officer	NA	

Goal IF Support for Schools in Corrective Action:

Overview for Schools in PI Years 3, 4, and 5

Riverside Unified School District has 20 schools that are in Program Improvement Year 4 or 5. There are three (3) Year 4 and seventeen (17) PI Year 5 schools in the district in 2015-16. The AVID Elementary program is a district focus for Title I PI elementary schools and AVID for ELs is a district focus at the secondary schools. District professional Development support includes on-going training in AVID Elementary, AVID Excel, Dual Language Immersions Program (DLI), *English 3D*, *Read 180 ELD*, Academic Vocabulary Toolkit (AVT), Supplemental Educational Services (SES), and the Newcomer Tutor/Mentor Program.

The district instituted a process of providing restructuring grants of $16,000 per PI Year 4 site to support the restructuring actions collaboratively identified through the writing of the Alternative Governance/Restructuring Plans with key stakeholders. The Restructuring Grant requires each school to do a needs assessment to identify the specific area of need for improvement; identify the intended audience for support at the site; provide data to support those identified needs; develop identified goals or intended outcomes; state plans for progress monitoring of these goals; define services/products to attain goals; name staff to provide services; timeline for each service; cost of each service/ product. The district is in the process of establishing a support system for African American students through a parent-led committee, Parents Leading Unshakeable Scholars (PLUS) and an Academic English Learner Tutor/Mentoring program. All of these programs and strategies are in addition to the district's focus on Multi-Tiered System of Support (MTSS) required at each grade level in all schools.

1. **Strategy: Support for schools in PI Year 3** **Identify the schools in PI Year 3, the corrective action assigned to the schools and implementation of PI activities in individual school in corrective action.**
Riverside Unified does not have any schools in PI Year 3.
2. **Strategy: Support for schools in PI Year 4** **Identify the schools in PI Year 4 and describe the plan for restructuring or alternative governance for each PI Year 4 school.**
Emerson Elementary School: This restructuring plan includes: Implementation of Common Core State Standards with ongoing professional development and teacher collaboration time, Orton-Gillingham K-2 curriculum implementation, Response to Intervention (RtI), Project Read: Framing Your Thoughts Writing curriculum, and Advancement Via Individual Determination.
Highgrove Elementary School: This restructuring plan includes: Standards Based Instruction including integration of technology & researched based instructional strategies, Orton Gillingham K-2 curriculum implementation with Response To Intervention, Teacher Collaboration time and Advancement Via Individual Determination (AVID) 3rd-6th.
Monroe Elementary School: This restructuring plan includes: Orton Gillingham K-1 curriculum implementation including providing appropriate professional development to all relevant staff.
3. **Strategy: Support for schools in PI Year 5** **Identify the schools in PI Year 5 and describe the implementation of the restructuring or alternative governance plan that was developed when each school was in PI Year 4.**
Adams Elementary: This school implemented the Core Knowledge (CK) Sequence to increase student engagement improve student learning. The school will use materials specific to CK for all students and provide intensive professional development for all teachers in CK. In addition, the school will focus on early literacy so students are reading by 3rd grade and will implement DIBELS to help diagnose reading problems and then collaborate weekly to analyze data and develop a plan to address each student's needs.

Bryant Elementary: This school implemented the Core Knowledge (CK) Sequence to increase student engagement improve student learning. The school will use materials specific to CK for all students and provide intensive professional development and collaborative planning for all teachers in CK. In addition, the school will focus on early literacy so students are reading by 3rd grade and will implement the use of the DIBELS to help diagnose reading problems and then collaborate weekly to analyze data and develop a plan to address each student's needs.
Fremont Elementary: This school instituted the following restructuring activities: build a culture of universal achievement, build the capacity of teachers to provide rigorous and integrated instruction across all content areas, and implement and refine a consistent MTSS program that uses data to identify student needs and includes instructional responses to data.
Hawthorne Elementary: This school focused on effective instruction based on Common Core State Standards, with alignment between standards, assessments, and instructional strategies. Grade-level instruction cycle planning focuses on data analysis, effective use of district curricular materials, integration of technology as a tool for teaching and learning, and progress monitoring of every student. Programs, including AVID and Personalized Learning, continue to be developed to support individual students.
Highland Elementary: This school provided ongoing PD in content area instruction (reading, writing, mathematics, science, the arts, and PE) using the Common Core standards. Technology integrated, personalized, and supported high levels of teacher instruction and student learning. Problem based learning and DOK supported collaboration, oral language development, and comprehension. Teachers build leadership capacity, collaborate, assess student learning and plan instruction.
Jackson Elementary: This school focused on writing improvement to enhance all content areas (Reeves), implemented increased rigor and high expectations in lesson delivery, and used high effect strategies (Marzano), AVID, Personalized Learning and Project Based Learning. Staff increased VAPA activities to enhance achievement and connection to school.
Jefferson Elementary: This school implemented frequent monitoring by administrators of instruction and student progress, and by teachers of student progress. The practices included timely, fluid and effective interventions in response to data and rigor and academic register across content areas for teachers and students.
Liberty Elementary: This school implemented the following: Culture of Universal Achievement, Teacher Collaboration and Standards-based instruction as planned. The school continued to implement the six exceptional systems from the No Excuses University model with an emphasis on Personalized Learning. Careers and Technology are strong foci in 2015-2016 to close the Access and Achievement gap in preparing students for college and careers as required by the new standards.
Longfellow Elementary: This school implemented differentiation of instruction and full implementation of research based interventions to close the achievement gap. Longfellow's foci are: all learners will be able to read fluently at or above grade level; and produce grade appropriate writing across the curriculum demonstrating proficiency in accordance with CCSS.
Mountain View Elementary: Teachers implemented first best Instruction with effective collaboration practices. These practices are: differentiation in core instruction, academic language development school wide, and authentic student engagement in learning.
Pachappa Elementary: This school continued AVID Elementary Professional Development (PD) and implementation in grades K-6, Response to Intervention Professional Development (PD), and implementation school wide of an intensive focus on literacy in grades K - 2 including PD with a Riverside County Office of Education consultant.
Patricia Beatty Elementary: This school instituted a Focus on Early Literacy (DIBELS/Treasures). The K through 2nd teachers attended the K-2 Institute training and implemented the learned literacy practices with targeted students; K-2 teachers attended AVID Elementary Summer Institute; and 3rd - 6th grade teachers attended the summer institute for the second year in order to enhance delivery of best practices that prepare the students for College, Careers and the World.
William Taft Elementary: This school refined their instructional schedules to guarantee required time allotments for core instruction and

established a school wide set time for English Language Development. They extended the school day through focused, targeted monitoring and increased the after school programs.
Central Middle School: This school provided ongoing Professional Development (PD), strategic use of technology for increased student learning, alignment with Common Core Standards in all curricular areas, a focus on increased parent participation and frequent evaluation of student data to inform instruction especially for EL, SED and designated at risk students.
Chemawa Middle School: This school reconfigured the master schedule for placement and implementation of intensive intervention *Read 180* with Professional Development (PD). Leadership training took place for effective data based PLCs and Professional Development (PD).
Sierra Middle School: This school implemented effective results-based collaboration with Professional Development (PD) and monitoring with all actions specifically focused on high priority students.
University Heights Middle: This school implemented Professional Development (PD) for the International Baccalaureate Middle Years Program, focusing on IB philosophy with staff, parents, and students. They implemented the MYP approach to teaching, learning and assessment with PD.

Goal 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

		Description of how the LEA is meeting or plans to meet this requirement	Persons Involved	Related Expenditures	Estimated Cost	Funding Source
Required Activities	1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;	1 a. All programs and activities are developed, implemented and monitored to ensure all English language learners attain proficiency in grade level standards in ELA and math and develop English language skills. These programs include a Structured English Immersion Program and English Language Mainstream Program. All English Learner students are supported by the following: • Instruction in ELA and math grade level standards with lessons designed to scaffold learning through standards-based designated and integrated ELD instruction appropriate to each student's English language proficiency. • Monitoring of English learners' progress by annual CAASP, CELDT, and CAHSEE, trimester district benchmark assessments, and common formative assessments. • Support to teachers through Common Core staff developers and site EL mentors. • All Single Plan for Student Achievement SMART Goals are verified for the EL sub group. • Provide 0.2 FTE to 9 secondary to provide supplemental English Language Development services in order to meet the exceptional needs at those sites not addressed by core ELD instruction. • Purchase Rosetta Stone Licenses as a tool for newcomers at the lowest level of language acquisition to accelerate their progress in learning English • Provide supplemental support to LTELs in language acquisition and literacy strategies through AVID Excel both within the school year as well as during the summer • Provide supplemental summer English Language Development Program in order to meet the needs of the students most at risk of not achieving proficiency in English	Director and MTSS Inst. Services Specialist-AEL/SS Director and TOSA-AEL/SS Director and Staff developer-AEL/SS Director and Instructional Services Specialist-AEL/SS	Staffing Software licenses Materials for program; Summer timecards, transportation, and fieldtrips Teacher payroll Instructional assistants Materials Transportation/field trips	$191,804 $20,000 $3,300 $24,162 $28,720 $7,200 $1,750 $27,000	General Fund Title III Title III Title III Title III Title III Title III Title III Title III

AEL/SS

		Description of how the LEA is meeting or plans to meet this requirement	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities	1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122; c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: • Meeting the annual measurable achievement objectives described in Section 3122; • Making adequate yearly progress for limited- English- proficient students (Section 1111(b)(2)(B); • Annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1); d. Describe how the LEA will promote parental and community participation in LEP programs.	1b. and 1c. English Learner progress is monitored by disaggregation of AMAO 1 and 2 assessment results by site so that each site can monitor the progress of their ELs. CAASP and CAHSEE results are disaggregated and analyzed by EL subgroup and by CELDT level at each site. The District has identified multiple assessments to inform teachers of student progress in mastering grade level standards in ELA and math. 1d. and 1e. RUSD promotes parent and community involvement through site English Learners Advisory Committees (ELAC) at all sites and a District English Learner Advisory Committee (DELAC) at the district level with meetings held throughout the school year to give parents and the community opportunities to give input into a number of issues including but not limited to the following: • Development of a district master plan for programs and services for ELs that takes into consideration the Single Plan for Student Achievement • Conducting a district-wide needs assessment school-by school • Establishment of district program, goals, and objectives for programs and services for English learners • Assist in the development of the annual Language Census Report.				General Fund

		Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities	2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in: • English proficiency; and • Academic achievement in the core academic subjects 3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel. a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers" subject matter knowledge, teaching knowledge, and teaching skills; d. long term effect will result in positive and lasting impact on teacher performance in the classroom.	2. The district outlines the goals and action steps to implement and monitor high quality language instruction based on scientifically based research strategies and practices including: • Ensure a full and consistent implementation of standards-based ELD instruction at all grade levels. • Develop and use a monitoring system for placement and progress of ELs. • Implement a consistent ELA program that includes first best instruction, an emphasis on academic language and vocabulary program, a consistent writing program and strategies that provide appropriate scaffolding and support for ELs at all proficiency levels. • Implement a Catch-up Plan that addresses the literacy needs of ELs, especially LTELs, who are not meeting EL Performance Benchmarks. Provide targeted interventions for these students following the guidelines in the RUSD Master Plan for English Learners. • Use a data management system to provide multiple measures of data to place English Learners in appropriate ELA and ELD core and intervention programs. • Analyze disaggregated data from state, district and site assessments to determine specific needs of English learners and provide targeted instruction to meet those needs. • Provide all English Learners access to designated and integrated ELD instruction. A full and consistent implementation of designated and integrated standards-based ELD instruction will occur at all grade levels aligned to the ELD standards, be appropriate to the student's language proficiency level, and stress academic language and vocabulary development. A system is in place for placement, assessment, and monitoring of English Learners. 3. District-wide teacher training designed to improve the instruction and assessment of LEP students through the Academic English Learner/Student Support (AEL/SS) Department includes: Training of EL Mentors and staff developers who provide supplemental, on-going training and site support. • Provide professional development support to AVID Excel program • Professional development support for supplemental ELD teachers allocated through Title III • Provide professional development for site mentors in supplemental ELD strategies utilizing a trainer-of-trainer model. • Pay for a portion of a salary of 3 instructional services specialist and 1 staff developer to provide high quality supplemental professional development to school staff in ELD and to share additional strategies to enhance access to core materials for English Learners.	Director and Staff Developer-AEL/SS Director and MTSS ISS-AEL/SS Director and ISS-AEL/SS Director, AEL/SS	Conference expenses and substitutes Substitutes and materials Timecards, substitutes and materials ISS (1.5 FTE) Staff developer (0.6 FTE)	$6,598 $5,000 $19,817 $280,277	General Fund Title III Title III Title III Title III

		Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
	4. Upgrade program objectives and effective instruction strategies.	**Yes** or No	**If yes, describe:** 4. The district is in the process of establishing and outlining practices to ensure that English Learners meet reclassification criteria after 5 years in US schools.				General Fund
	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	**Yes** or No	**If yes, describe:** 5. Tutoring support provided by AVID Excel.	Staff developer-AEL/SS	Tutor training and timecards	$25,502	Title III
	6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes or **No**	**If yes, describe:**				

			Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
	7.	Improve the English proficiency and academic achievement of LEP children.	**Yes or No** **If yes, describe:** 7. The district has and will identify interventions and supplemental services to meet identified EL students' needs in order to improve English proficiency and academic achievement. This will be supported by the collaboration and coordination with district programs and related services for staff development provided by the district Instructional Services Specialists, Staff Developer				General Fund
Allowable Activities	8.	Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – o To improve English language skills of LEP children; and o To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.	**Yes or No** **If yes, describe:** 8. A variety of funding sources, including Title III, are used to educate and empower parents of EL students to become an integral part of the school and community and ensure academic success for their children. The District offers classes and programs to parents of ELs including: Parent education classes, Adult literacy, working with your child at home, Family literacy Nights in addition to site ELAC and district DELAC. Parents of ELs are invited to conferences to sign the Individual Monitoring Plans (IMPs) for long term English Learners. A Family Literacy grant provides ESL and literacy classes for parents of students enrolled in the HEARTS after school program. Materials are translated into the primary language of the parents when necessary.	TOSA and Coordinated Family Services Supervisor	Software licenses (Rosetta Stone) All other expenses	See above	Title III General Fund

		Description of how the LEA is meeting or plans to meet this	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activity	9. Improve the instruction of LEP children by providing for – o The acquisition or development of educational technology or instructional materials o Access to, and participation in, electronic networks for materials, training, and communication; and o Incorporation of the above resources into curricula and programs.	**Yes or No**	**If yes, describe:** ___				
	10. Other activities consistent with Title III.	**Yes** or No	**If yes, describe:** Indirect costs	Director	Indirect costs	$12,823 *Total = $653,953*	Title III

Plans to Notify and Involve Parents of Limited-English-Proficient Students

	Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.	Describe how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities	1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement; c. the method of instruction used in which their child is or will be participating and the methods of instruction used in other available programs, including how such program differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;	1. The district informs parents: a. Upon assessment at the district's English Learner Assessment Center parents are informed if their student is an English learner or fluent English proficient. If the student is an English learner, they are given a brochure explaining the program choices. b. The parent receives the results of the language assessment including the student's level of English Proficiency at the Assessment Center. c. When the parent and student return to the school from the Assessment Center, the methods of instruction offered in the district are explained. d. A staff member explaining the programs discusses the optimal program placement for the student based on the strengths and needs of the student. e. The staff member explains the English Language Development program including the methods of instruction and the academic assistance that is available. f. The staff member explains that the student is eligible for services until he/she meets reclassification criteria to be considered fluent English proficient. Based on the student's entry level, English proficiency and academic achievement the possible length of time in the program is discussed. g. The language assessment results of all English learners in Special Education are used by the IEP team to determine how the student will receive primary language instruction and or support and the setting in which the student will receive instruction in the English Language Development curriculum/standards.	Director and ISS AEL/SS Research Assess. Eval. (RAE)	N/A N/A	N/A N/A	General Fund General Fund

		Describe how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activity	h. information pertaining to parental rights that includes written guidance detailing – • the right that parents have to have their child immediately removed from such program upon their request; and • the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; • the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.	h. Parents are notified upon selecting one of the methods of instruction options that they have the right to request a program change at any time. (See c-d above)				General Fund
Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child begin placed in such a program.		• Parents of all continuing K-12 students receive a letter explaining the program placement of their students no later than 30 days after the beginning of school • Report cards and letters are translated as required by law.				General Fund
	LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.	RUSD notifies parents via US Mail if it has failed to make its Annual Measureable Achievement Objectives (AMAOs) within thirty days of such failure.				General Fund

Goal 3 Highly-Qualified Teachers:

Recruit and develop highly qualified and highly effective teachers and staff. Monitoring metrics:

- Percentage of teachers appropriately assigned and fully credentialed (from 97.33% 2015-16 to 98.33% 2016-17)
- Increase % of CTE teachers with appropriate credentials (from 37% 2015-16 to 100% 2016-17)
- Increase % of novice principals and other new leaders that are provided with coaching, training and district induction program (continue at 100% for 2016-17)
- Increase % of first and second year teachers participating in RUSD Induction program (28 teachers on the waiting list 2015-16 to all teachers served 2016-17)
- Maintain position among the top 3 surrounding districts in regards to competitive compensation package (salary and benefits) for teachers (2016-17)

Strategy: Ensure that all students, specifically poor and minority students are taught by highly-qualified teachers.

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Provide all new first and second year teachers the RUSD BTSA program requiring them to complete a two-year induction program of support and formative assessment during their first two years of teaching as a prerequisite for being recommended for a California Professional Clear Teaching Credential. In 2015, 77 teachers completed the year one program and 65 completed the year 2 program.	2015-16 2016-17 2017-18	Assistant Supt. Curriculum & Inst. Director Teacher Induction Program		
(b) The identified sub-groups of secondary teachers with the least preparation for 100% HQT are in the areas of Mathematics, Science, Special Education and English Language Arts. This is a district-wide need and not specific to our low poverty schools. There is a district-wide effort to meet and exceed No Child Left Behind program requirements. To achieve 100% compliance, Riverside Unified School District will continue to employ recruitment and retention strategies such as: • Maintenance of a competitive compensation package for teachers • Beginning Teacher Support and Assessment • High Quality Staff Development (see Goal 1D) • Credit for prior years of teacher service to a maximum of 14 years • HQT Stipends in high need subject areas	2015-16 2016-17 2017-18	Assistant Supt. HR, Assistant Supt. Curriculum & Inst., Director Certificated Personnel, Director Teacher Induction Program	$11,947,956 $167,000	LCFF Title II

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
• RUSD Professional Learning Communities • Academic Coaching at all sites • Classroom Management Trainings • New Teacher Site Meetings				
(c) Each non-HQT teacher is required to develop an individualized professional plan designed to enable the teacher to become HQT as soon as possible. At the time of hiring, the teacher is required to meet with the secondary credentialing specialist to evaluate their academic program and design a proposed professional plan. Thereafter, the teacher is required to meet with the Director of Certificated Personnel to review and approve the proposed professional plan. If required, the sponsoring university is contacted to clarify timely options. In addition, the school principal is required to meet with each teacher to monitor the teacher's progress toward the attainment of a Preliminary Teaching Credential. Twice per year, the school site administrators are required to conduct Employee Evaluations. A required component of the evaluation is *Developing as a Professional Educator,* and within this standard the administrator is to address the employee's progress in meeting the requirements of their individualized professional plan.	2015-16 2016-17 2017-18	Assistant Supt. HR, Director Certificated Personnel, Director Teacher Induction Program, Principals	NA	

Goal 4 Safe and Drug Free Schools (not federally funded—optional)

Goal 5A Increase Graduation Rates:
Prepare all students to be college, career and world ready upon graduation. Monitoring metrics:
- Increase graduation rate
- Increase % of students on track for A-G completion
- Increase A-G completion rate
- Increase % of students ready on the Early Academic Placement test-Math
- Increase % of students ready on the Early Academic Placement test-English Language Arts
- Increase % of Advanced Placement exams passed with 3 or higher
- Increase Advanced Placement enrollment rates

- Increase Advanced Placement exam participation rates
- Increase % of International Baccalaureate exams passed with 4 or higher

Strategy and Action Steps	Timeline	Persons Responsible	Amount	Funding Source
Strategy 1: Increase the percentage of students who graduate high school college and career ready:				
(a) Develop district-wide PK-12 college going expectations and culture through college and higher education workshops for parents and students at the secondary level including components of digital literacy and citizenship.	2015-2018 PK-12	Assistant Supt. Instruction, PK-12, District & Site Administrators, Teachers	$470,358	LCFF
(b) Support Personalized Learning / Competency based at two initial schools (Hawthorne and Liberty) and build capacity.	2015-2018	Assistant Supt. Instruction, PK-12, District & Site Administrators, Teachers	$390,628	LCFF
(c) Support the Advancement Via Individual Determination (AVID) programs at 14 elementary schools (Title I funded); AVID EXCEL programs at 4 middle schools (LCAP funded); and at all comprehensive high schools (LCAP funded).	2015-2018	Assistant Supt. Instruction, K-12 District & Site Administrators, Teachers, Counselors		
(d) Coordinate the Heritage Plan and expand to include Foster Youth and English Learners with college readiness activities at sites grades 7-12.	2015-2018	Coordinator Heritage Plan, 7-12 District & Site Administrators, Counselors	$253,066	Title I
(e) Provide Puente field trips and workshops at grades 9-12.	2015-2018	Assistant Supt. Instruction, 7-12 District & Site Administrators, Teachers, Counselors	$24,000	LCFF
(f) Provide fees for Advanced Placement tests grades 9-12.	2015-2018	Assistant Supt.	$358,297	LCFF

Strategy and Action Steps	Timeline	Persons Responsible	Amount	Funding Source
		Instruction, 7-12 District & Site Administrators, Teachers, Counselors		
(g) Provide International Baccalaureate Middle Years Program at University and North.	2015-2018	Assistant Supt. Instruction, 7-12 District & Site Administrators, Teachers, Counselors	$304,788	LCFF
(h) Provide student support for A-G recovery at 7 high schools.	2015-2018	Assistant Supt. Instruction, 7-12 District & Site Administrators, Teachers, Counselors	$577,215	LCFF
Strategy 2: Design and implement specific practices with the goal of increasing enrollment in A-G and advanced-level courses for all students, with an increased focus on African-American and Latino subgroups:				
(a) Implement Career Cruising, a bilingual career interest inventory program at the secondary level that allows students to explore careers and backwards map required coursework.	2015-2018	Assistant Supt. Instruction, 7-12 District & Site Administrators, Teachers, Counselors	NA	
(b) Identify and remove barriers preventing under-represented and under-achieving students from enrolling in rigorous courses of study.	2015-2018	Assistant Supt. Instruction, 7-12 District & Site Administrators, Teachers, Counselors	NA	
(c) Articulate with elementary, middle and high schools to maximize	2015-2018	Assistant Supt.	NA	

Strategy and Action Steps	Timeline	Persons Responsible	Amount	Funding Source
the continuum of rigorous learning.		Instruction, 6-12 District & Site Administrators, Teachers, Counselors		
(d) Review master schedules to identify current courses that could be transitioned into A-G approved classes.	2015-2018	Assistant Supt. Instruction, 9-12 District & Site Administrators, Teachers, Counselors	NA	
(e) Provide college preparatory workshops with Spanish translation and specific workshops on the Free Application For Federal Student Aid (FAFSA), AB540, and the Dream Act to build the Pathway to Higher Education for all students	2015-2018	Assistant Supt. Instruction, 9-12 District & Site Administrators, Teachers, Counselors	NA	
Strategy 3: Improve the quality of the CTE program.				
(a) Review and determine which CTE courses could be rewritten to be A-G aligned.	2015-2018	Assistant Supt. Instruction, 9-12 District & Site Administrators, Coord. Career Tech Education, CTE Teachers, Counselors	NA	
(b) Align CTE courses to support current and future job market demands.	2015-2018	Assistant Supt. Instruction, 9-12 District & Site Administrators, Coord. Career Tech Education, CTE Teachers, Counselors	NA	

Strategy and Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(c) Ensure that CTE pathway teachers are properly credentialed.	2015-2018	Assistant Supt. Instruction, 9-12 District & Site Administrators, Coord. Career Tech Education, CTE Teachers, Counselors	NA	
(d) Articulate CTE courses with local higher-education institutions.	2015-2018	Assistant Supt. Instruction, 9-12 District & Site Administrators, Coord. Career Tech Education, CTE Teachers, Counselors	NA	
(e) Investigate tighter community collaboration between RUSD, the City of Riverside, and the Riverside Community College District.	2015-2018	Assistant Supt. Instruction, 9-12 District & Site Administrators, CTE Teachers, Counselors	NA	

Goal 5B Decrease Dropout Rates:
Prepare all students to be college, career and world ready upon graduation. Monitoring Metrics:
- Decrease high school academic year dropout rate
- Decrease middle school academic year dropout rate
- Increase % of students enrolled in Career Technical Education courses
- Increase % of students who complete a Career Technical Education Pathway

Strategy and Action Steps	Timeline	Persons Responsible	Amount	Funding Source
Strategy 1: Fully engage students, parents and the community in support of short and long-term educational outcomes that includes high school graduation.				
(a) Provide district-level parent outreach information on graduation requirements for all parent venues: Parent Symposiums for Latino and African American students, Dads and Parent Universities, Parent Institute for Quality Education (PIQE), Families First Workshops, Family Resource Center (FRC) and district advisory groups, DELAC, CEDAC, GDAC, and site ELACs.	2015-2018	District & Site Administrators, Teachers, Parent trainers		
(b) Provide the School Plus Two program to monitor secondary student involvement outside the school day with the goal of having each student actively participating in at least two extra-curricular activities.	2015-2018	Assistant Supt. Instruction, 7-12 District & Site Administrators, Counselors		
(c) Provide the Heritage Program to facilitate transcript review for 11th and 12th grade African American students and provide an individual student action plan so that each student would meet graduation requirements.	2015-2018	Coordinator Heritage Plan, 9-12 District & Site Administrators, Counselors	$253,066	LCFF
(d) Support graduation through caps and gowns for all grade 12 students.	2015-2018	Assistant Supt. Instruction, 7-12 District & Site Administrators, Counselors	$65,768	LCFF
(e) Provide and assign all EL high school students an EL mentor that advises and checks on their school success periodically.	2015-2018	Assistant Supt. Instruction, 9-12 District & Site Administrators, ISS EL	$19,817	Title III

Strategy and Action Steps	Timeline	Persons Responsible	Amount	Funding Source
Strategy 2: Identify and provide interventions for specific students who are at risk of not graduating:				
(a) Provide immediate counseling and plan for students who fail 1 year of ELA or Math; fail a graduation course requirement; are credit deficient by grade level or have falling grades; fail one or more core classes in one semester.	2015-2018	Assistant Supt. Instruction, 9-12 District & Site Administrators, Counselors	NA	
(b) Provide student support for credit recovery at 7 high schools.	2015-2018	Assistant Supt. Instruction, 7-12 District & Site Administrators, Teachers, Counselors	$577,215	LCFF
(c) Provide at least one meeting each quarter with counselor and student and one each semester with counselor, student, and parent to monitor progress of all students in 11th and 12th grades who are in danger of not graduating. Prepare a plan with student and parent to ensure high school graduation, Academic and Career Counseling Plan.	Qtr./Sem. 2015-2018	9-12 Principals, Counselors	$14,525	Title II
(d) Continue to provide intervention and support classes for secondary students in ELA and mathematics.	2015-2018	Assistant Supt. Instruction, 7-12 District & Site Administrators, Teachers, Counselors	$300,000 Math Tutoring	LCFF
(e) Provide alternative education services for students as appropriate in continuation high school and other programs.	2015-2018	Assistant Supt. Instruction, 7-12 District & Site Administrators, Counselors	NA	

Strategy and Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(f) Continue Summer Bridge Program Secondary for students in danger of not meeting graduation requirements.	2015-2018	Assistant Supt., Instruction, Dir. 7-12, Principals ISS ELA, Math Teachers	$181,374	Title I

District Budget for Federal Programs

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (amount)	Current Year Direct Services to Students at School Sites (percent)
Title I, Part A	$1,996,478	$9,826,241	$10,891,657	92%
Title I, Part B, Even Start	N/A	N/A	N/A	N/A
Title I, Part C, Migrant Education	N/A	N/A	N/A	N/A
Title I, Part D, Neglected/Delinquent	N/A	N/A	N/A	N/A
Title II Part A, Teacher and Principal and Recruiting	$602,097	$1,501,204		
Title II Part B, California Math and Science Partnership Program	$387,067	N/A	$100,156	18%
Title III, Limited English Proficient	$109,143	$655,434	$749,286	98%
Title III, Immigrant Education	N/A	N/A	N/A	N/A
Title VI, Part B, Rural Education Achievement	N/A	N/A	N/A	N/A
Adult Education	N/A	$319,284	$319,284	100%
Career Technical Education	N/A	$318,740	$283,227	89%
McKinney-Vento Homeless Education	N/A	$128,140	$0	0%
IDEA, Special Education	$542,579	Unavailable	N/A	N/A
21st Century Community Learning Centers	$328,442	$1,216,954	$484,381	40%
Child Development Programs	N/A	$1,201,309	$670,176	56%
Tobacco Use Prevention Education—(Prop. 99)	N/A	Awarded – returning award of $4,500	N/A	N/A
TOTAL	$3,965,806	$15,167,306	$13,498,167	

District Budget for State Programs

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (amount)	Current Year Direct Services to Students at School Sites (percent)
LCFF	0	35,151,591	20,907,587	59.48%
State Preschool	0	2,383,754	1,761,764	73.9%
EIA—State Compensatory Education	N/A	N/A		
EIA—Limited English Proficient	N/A	N/A		
State Migrant Education	N/A	N/A		
Educational Equity	N/A	N/A		
After School Education and Safety (ASES) (Proposition 49)	0	3,833,328	1,868,659	48.75%
Healthy Start				
Other (describe)	N/A	N/A		

*Categorical Flexibility Funds include, but are not limited to, the following funds:
  School and Library Improvement Block Grant
  Gifted and Talented Education
  School Safety and Violence Prevention Act
  Tenth Grade Counseling
  Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program

Additional Mandatory Title I Descriptions

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Section 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Single Plan for Student Achievement in lieu of this description. All 10 of the required components must be addressed. (For more information on Schoolwide, please go to http://www.cde.ca.gov/sp/sw/rt; for Targeted Assistance go to http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp).

Requirements	Description of how the LEA is meeting or plans to meet this requirement:
For SWP, describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as: • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.	In Riverside Unified School District, Title I is a K-12th grade program, and funds for this program are based on a per pupil amount for each student who qualifies for the NSLP enrolled at the school: elementary and middle schools with a NSLP percentage of 60% and higher are eligible for Title I; high schools with a NSLP percentage of 75% and higher are eligible for Title I. (If described in Summary Analysis of the Needs Assessment, indicate page number[s] here). Pages 3-8
• Effective methods and instructional strategies based on scientifically-based research.	(If described in Goal 1, indicate page number[s] here). Pages 11-13, 14-15, 25-29, 20
• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.	(If described in Goal 1, indicate page number[s] here). Pages 18-19
• Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards.	(If described in Goals 1 and 2, indicate page number[s] here). Pages 15-21, 33-37
• Instruction by highly-qualified teachers and strategies to attract and keep such teachers.	(If described in Goal 3, indicate page number[s] here). Pages 41-42
• High quality and ongoing PD for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff.	(If described in Goal 1, indicate page number[s] here). Pages 24-25

Additional Mandatory Title I Descriptions (Cont.)

Requirements	Description of how the LEA is meeting or plans to meet this requirement:
• Strategies to increase parental involvement.	(If described in Goals 1 and 2, indicate page number[s] here). Pages 25-27, 34
• Assistance to preschool children in transitioning from early childhood programs to elementary school programs.	(If described in Goal 1, indicate page number[s] here). Pages 27-28
• Timely and effective additional assistance to students who experience difficulty mastering state standards.	(If described in Goal 1, indicate page number[s] here). Pages 15-21
For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as: • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly-qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement.	 (If described in Goal 1, indicate page number[s] here). Pages 11-13, 14-15, 25-29, 20 (If described in Goal 1, indicate page number[s] here). Pages 18-19 (If described in Goals 1 and 2, indicate page number[s] here). Pages 15-21, 33-37 (If described in Goal 3, indicate page number[s] here). Pages 41-42 (If described in Goal 1, indicate page number[s] here). Pages 24-25 (If described in Goals 1 and 2, indicate page number[s] here).

Requirements	Description of how the LEA is meeting or plans to meet this requirement:
	Pages 25-27, 34
Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should: • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews, and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade two program with Title I funds.	School site administration and teachers work together to identify students who are failing or most at risk of failing to meet the state's academic content standards. Multiple measures for this could include achievement data from state assessments, teacher judgement, or engagement data such as discipline records or attendance.
The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.	Riverisde Unified provides direct services to homeless children through the support and provision of a homeless liason and support staff. This individual ensures that students are enrolled immediately, helps to support issues of transportation, and

Additional Mandatory Title I Descriptions (Cont.)

Requirements	Description of how the LEA is meeting or plans to meet this requirement:
	remaining in a school of origin. Additionally, they ensure that Title I services are available regardless of school of enrollment.
The description should include services to children in a local institution for neglected or delinquent children and youth or those attending a community day program, if appropriate.	NA

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide PD for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."

Requirements	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	When the LEA receives achievement data from the state, letters are immediately prepared for each school's parents notifying them of the school's Program Improvement (PI) status. Letters include the right to transfer to a non-PI school, information about the schools available, and process by which they can apply for a transfer. In the case of schools that will definitely be PI for the upcoming year, the LEA provides parents the opportunity to request a transfer to a non-PI school during the district's open enrollment window giving them priority for transfer. Letters inform parents their right to receive Supplemental Services if they remain at a PI school and meet the requirements.
Describe how the LEA will provide school choice and	Choice: The LEA determines which non-PI schools will be designated as

Requirements	Description of how the LEA is meeting or plans to meet this requirement:
supplemental services to eligible children, including the selection of the children to receive services.	Choice Schools based on space available and proximity. All students at all PI schools are given the opportunity to transfer and placed at their first choice school if possible. If there is not available space, the parent is offered the second choice. A parent may elect to remain at or return to their PI school at any time. LEA provides transportation for all elementary and middle school PI transfers. Supplemental Services: The LEA mails letters informing parents of Supplemental Education Services (SES) to all Socio-Economically Disadvantaged (SED) students at all PI schools year two and beyond. The parents can attend one of multiple district and site fairs to meet with and then select their top three providers. Parents can also access applications online, at their school sites, from the District Office, or from providers. Students are placed according to their choices. When the demand exceeds the funding available or space with providers, students with greatest academic need are given priority. First priority will be given to students in 4th-8th grades who scored lowest on the 2015 State Assessments. As funds are available, other students will be placed according to their academic need as determined by RUSD Benchmark test scores and/or classroom grades.
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit, and increase the number of highly-qualified teachers, principals, and other staff.	(If described in Goals 1 or 3, indicate page number[s] here). Pages 21-24, 41-42
Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.	(If described in Goals 1 and 2, indicate page number[s] here). Pages 25-27, 39-40
Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such	RUSD currently has a successful, quality Head Start (Federal) and preschool (State) program, serving 800 qualifying students. Head Start is offered at 6 sites and Preschool State program is offered at 15 sites to ensure successful transition to TK and K that are provided at all elementary schools. The Principal on Special Assignment and Coordinator

Requirements	Description of how the LEA is meeting or plans to meet this requirement:
as: a. Even Start b. Head Start c. Early Reading First d. Other preschool programs e. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. Ensure that all programs listed in the budget pages of the LEA Plan (pages 38–39) have been addressed.	Early Childhood along with elementary principals and K and TK teachers provide orientation activities for children and parents to ensure successful transition. Principals and teachers at Title I schools provide transition programs for preschool students/parents which includes an emphasis on early reading strategies.

Assurances

To assure the LEA's eligibility for funds included in this Plan, the Superintendent attests to compliance with all of the following statements by the signature on the cover page.

General Assurances

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.

3. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities. The public agency, non-profit private agency, institutions, organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.

4. The LEA will adopt and use proper methods of administering each such program, including the enforcement of any obligations imposed by law of agencies, institutions, organizations, and other recipients responsible for carrying out each program; and the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State Educational Agency (SEA), the Secretary, or other Federal officials.

6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.

7. The LEA will submit such reports to the SEA (which shall make the reports available to the Governor) as the Secretary of the SEA and Secretary may require to enable the SEA and Secretary to perform their duties under each such program; and maintain such records, provide such information, and afford such access to the records as the SEA (after consultation with the Governor) or the Secretary may reasonably require to carry out the SEA's or the Secretary's duties.

8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.

9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
9a. The LEA will provide the certification on constitutionally protected prayer that is required by Section 9524.

10. The LEA will comply with the armed forces recruiter access provisions required by Section 9528.

Title I, Part A

The LEA hereby assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.

12. If the LEA receives more than $500,000 in Title I funds, it will reserve at least one percent of the allocation to carry out ESEA Section 1118, Parent Involvement, including promoting family literacy and parenting skills. The LEA then will set aside an amount for parental involvement of parents of private school children, based on the proportion of private school children from low-income families residing in Title I attendance areas. The LEA will then distribute at least 95 percent of the remainder to its public schools, leaving the balance of the reserved funds for parental involvement activities at the LEA level.

13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.

14. Provide technical assistance and support to schoolwide programs.

15. Work in consultation with schools as the schools develop the schools' plans pursuant to Section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to Section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.

16. Fulfill such agency's school improvement responsibilities under Section 1116, including taking actions under paragraphs (7) and (8) of Section 1116(b).

17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with Section 1120, and timely and meaningful consultation with private school officials regarding such services.

18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating

that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.

19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.

20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and California *Education Code* Section *64001.*

21. Comply with requirements regarding the qualifications of teachers, paraprofessionals, and Professional Development (PD).

22. Inform eligible schools of the LEA's authority to obtain waivers on the school's behalf under Title IX.

23. Coordinate and collaborate, to the extent feasible and necessary as determined by the LEA, with the SEA and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under Section 1116 if such a school requests assistance from the LEA in addressing major factors that have significantly affected student achievement at the school.

24. Ensure, through incentives for voluntary transfers, the provision of PD, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

25. Use the results of the student academic assessments required under Section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in Section 1111(b)(3) within 12 years from the baseline year described in Section 1111(b)(2)(E)(ii).

26. Ensure that the results from the academic assessments required under Section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.

27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with Section 1111(b)(8)(D) and California *Education Code Section 64001*.

28. Ensure that schools in school improvement status spend not less than 10 percent of their Title I funds to provide PD (in the area[s] of identification to teachers and principals) for each fiscal year.

29. Prepare and disseminate an annual LEA report card in accordance with Section 1111(h)(2).

30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of an LEA to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

Title I, Part D—Subpart 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities, taking into consideration the unique needs of such children and youth.

33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

Title II, Part A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the LEA that:

  a. Have the lowest proportion of highly-qualified teachers;
  b. Have the largest average class size; or
  c. Are identified for school improvement under Section 1116(b).

- The LEA will comply with Section 9501 (regarding participation by private school children and teachers).

- The LEA has performed the required assessment of local needs for PD and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.

- The LEA will assure compliance with the requirements of PD as defined in Section 9101 (34).

Title III

35. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.

36. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for Limited-English Proficient (LEP) subgroups making AYP.

37. The LEA is complying with Section 3302 prior to, and throughout, each school year.

38. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.

39. The LEA has based its proposed plan on scientifically based research on teaching limited-English proficient students.

40. The LEA ensures that the programs will enable students to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.

41. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English proficient students, consistent with sections 3126 and 3127.

Title V, Part A

42. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance

programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

43. The LEA will comply with this Part A, including the provisions of Section 5142 concerning the participation of children enrolled in private nonprofit schools.

44. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

45. The LEA will annually evaluate the programs carried out under this Part A, and that evaluation:

   - Will be used to make decisions about appropriate changes in programs for the subsequent year

   - Will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part

   - Will be submitted to the SEA at the time and in the manner requested by the SEA.

Additional LEA Plan Assurances

46. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the LEA, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy (Section 9532, General Provisions, Title IX, PL 107–110).