

Board Adopted: 6/17/21

RCOE Approval: 7/9/21

## LCFF Budget Overview for Parents Data Input Sheet

|   |  |
|---|--|
| <b>Local Educational Agency (LEA) name:</b> | Riverside Unified School District                                  |
| <b>CDS code:</b>                            | 33-672150000000  |
| <b>LEA contact information:</b>             | Dr. Jacqueline Perez (951) 788-7135<br>jperez@riversideunified.org |
| <b>Coming School Year:</b>                  | 2021 – 22  |
| <b>Current School Year:</b>                 | 2020 – 21  |

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

| <b>Projected General Fund Revenue for the 2021 – 22 School Year</b>                 |           | <b>Amount</b>      |
|---|-----------|--------------------|
| Total LCFF funds  | \$        | 428,186,892        |
| LCFF supplemental & concentration grants  | \$        | 73,927,452         |
| All other state funds   | \$        | 70,067,616         |
| All local funds   | \$        | 8,910,587          |
| All federal funds   | \$        | 97,835,998         |
| <b>Total Projected Revenue</b>  | <b>\$</b> | <b>605,001,093</b> |
| <b>Total Budgeted Expenditures for the 2021 – 22 School Year</b>                    |           | <b>Amount</b>      |
| Total Budgeted General Fund Expenditures  | \$        | 609,161,996        |
| Total Budgeted Expenditures in the LCAP   | \$        | 84,506,124         |
| Total Budgeted Expenditures for High Needs Students in the LCAP                     | \$        | 77,620,551         |
| Expenditures not in the LCAP  | \$        | 524,655,872        |
| <b>Expenditures for High Needs Students in the 2020 – 21 School Year</b>            |           | <b>Amount</b>      |
| Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan | \$        | 64,581,697         |
| Actual Expenditures for High Needs Students in Learning Continuity Plan             | \$        | 55,078,171         |

## LCFF Budget Overview for Parents Narrative Responses Sheet

| Required Prompt(s)  | Response(s)   |
|---|---|
| <p>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</p>   | <p>Teachers of our base program, and general administration such as Cabinet, Curriculum and Instruction, Personnel, Business and Facilities Planning departments; general overhead, transportation, utilities, maintenance and operations, other operational costs, and some restricted State and Federal funding sources not directly related to LCAP goals, actions, and services are not included in the RUSD Local Control and Accountability Plan.</p>   |
| <p>A prompt may display based on information provided in the Data Input tab.</p>  | <p>[Respond to the prompt here; if there is no prompt a response is not required.]</p>  |
| <p>The total actual expenditures for actions and services to increase or improve services for high needs students in 2020 – 21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020 – 21.</p> | <p>The budgeted actions and services in the Learning Continuity and Attendance Plan for 2020-21 exceeded the total estimated actual amount. Savings were realized due to a number of factors: CARES Act funding was available for many of the actions, some professional development did not occur due to the virtual environment, position vacancies were not filled during the pandemic; however efficiency and collaboration on the part of staff still allowed for the provision of high quality services to high need students to be maintained.</p> |

## LCFF Budget Overview for Parents Template

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

CDS Code: 33-672150000000

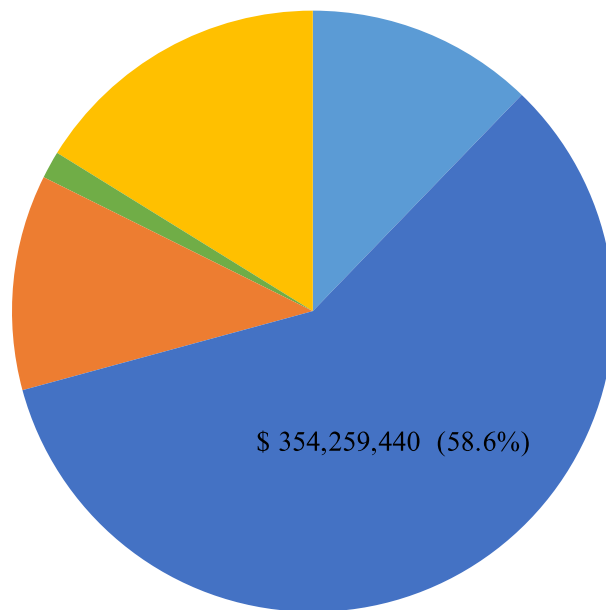
School Year: 2021 – 22

LEA contact information: Dr. Jacqueline Perez (951) 788-7135 japerez@riversideunified.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

### Budget Overview for the 2021 – 22 School Year

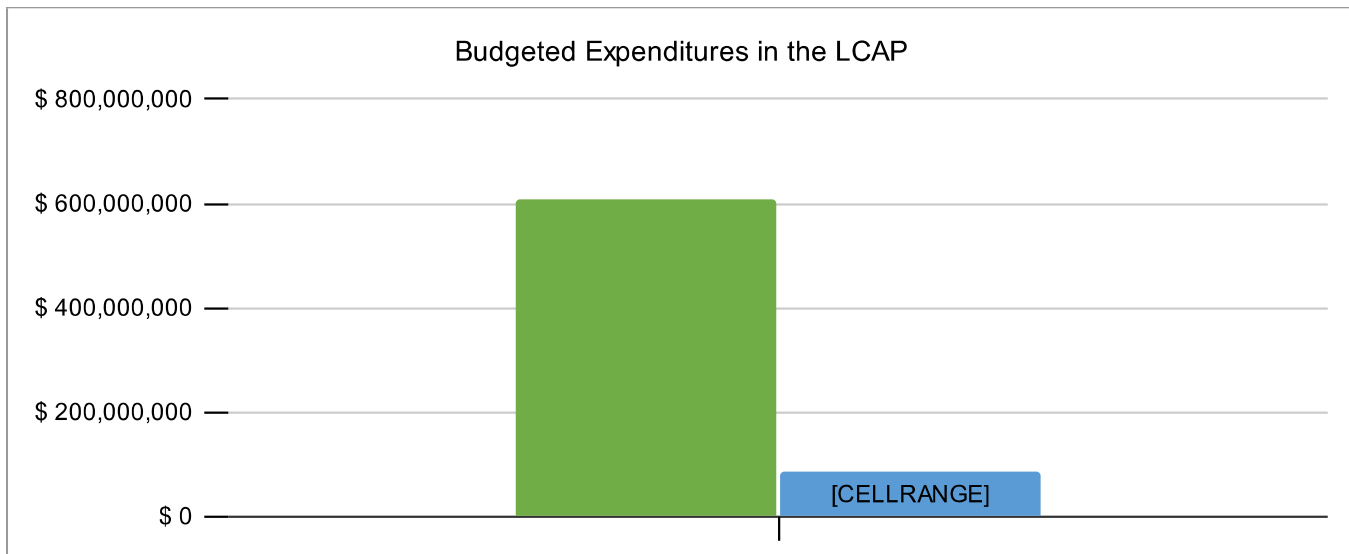
Projected Revenue by Fund Source



This chart shows the total general purpose revenue Riverside Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Riverside Unified School District is \$605,001,093.00, of which \$428,186,892.00 is Local Control Funding Formula (LCFF), \$70,067,616.00 is other state funds, \$8,910,587.00 is local funds, and \$97,835,998.00 is federal funds. Of the \$428,186,892.00 in LCFF Funds, \$73,927,452.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



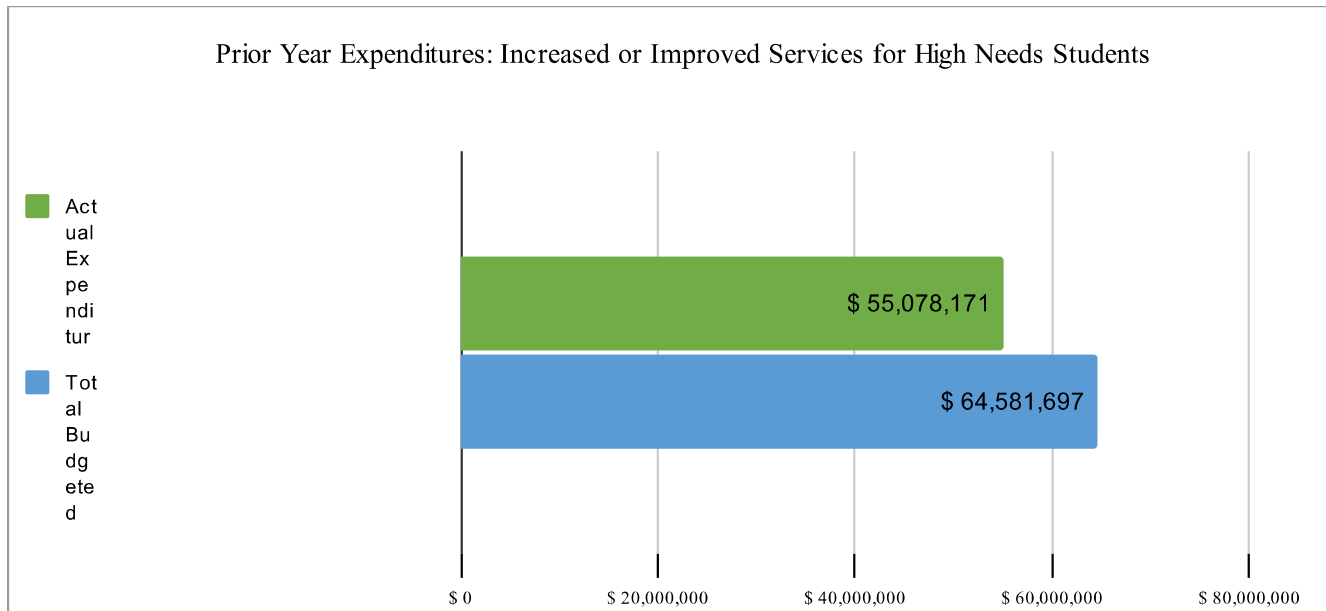
This chart provides a quick summary of how much Riverside Unified School District plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Riverside Unified School District plans to spend \$609,161,996.00 for the 2021 – 22 school year. Of that amount, \$84,506,123.77 is tied to actions/services in the LCAP and \$524,655,872.23 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Teachers of our base program, and general administration such as Cabinet, Curriculum and Instruction, Personnel, Business and Facilities Planning departments; general overhead, transportation utilities maintenance and operations other operational costs and some restricted Increased or Improved Services for High Needs Students in in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Riverside Unified School District is projecting it will receive \$73,927,452.00 based on the enrollment of foster youth, English learner, and low-income students. Riverside Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Riverside Unified School District plans to spend \$77,620,551.00 towards meeting this requirement, as described in the LCAP.

## Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Riverside Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Riverside Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Riverside Unified School District's Learning Continuity Plan budgeted \$64,581,697.00 for planned actions to increase or improve services for high needs students. Riverside Unified School District actually spent \$55,078,171.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$9,503,526.00 had the following impact on Riverside Unified School District's ability to increase or improve services for high needs students:

The budgeted actions and services in the Learning Continuity and Attendance Plan for 2020-21 exceeded the total estimated actual amount. Savings were realized due to a number of factors:

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

| Local Educational Agency (LEA) Name | Contact Name and Title   | Email and Phone   |
|-------------------------------------|--|---|
| Riverside Unified School District   | Dr. Jacqueline Perez, Assistant Superintendent<br>Equity, Access, and Community Engagement | <a href="mailto:japerez@riversideunified.org">japerez@riversideunified.org</a><br>(951)788-7135 |

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

### Goal 1

Provide high quality teaching and learning environments for all students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Local Priorities: Board goals 1 and 5; English Learner Master Plan; Technology Plan; LEA Plan; Facilities Plan; NGSS Transition Plan; CCSS Transition Plan; Title II Plan; STEM Plan

## Annual Measurable Outcomes

| Expected  | Actual  |
|---|---|
| <p><b>Metric/Indicator</b><br/>Average % of teachers implementing strategies learned at professional development</p> <p><b>19-20</b><br/>Level 4 (50% of teachers)</p> <p><b>Baseline</b><br/>Baseline level 2 (needs assessment conducted)</p>   | <p><b>Metric/Indicator</b><br/>Average % of teachers implementing strategies learned at professional development</p> <p><b>19-20</b><br/>Level 4 (50% of teachers)</p> <p><b>Baseline</b><br/>Baseline level 2 (needs assessment conducted)</p>   |
| <p><b>Metric/Indicator</b><br/>Average % of teachers implementing the academic content and performance standards adopted by the state board</p> <p><b>19-20</b><br/>Level 4 (80% of teachers in all content areas)</p> <p><b>Baseline</b><br/>Baseline level 2 (needs assessment conducted)</p> | <p><b>Metric/Indicator</b><br/>Average % of teachers implementing the academic content and performance standards adopted by the state board</p> <p><b>19-20</b><br/>Level 4 (80% of teachers in all content areas)</p> <p><b>Baseline</b><br/>Baseline level 2 (needs assessment conducted)</p> |
| <p><b>Metric/Indicator</b><br/>Average % of teachers implementing the Integrated and Designated ELD standards-based lessons</p> <p><b>19-20</b><br/>Level 4 (80% of teachers in all content areas)</p> <p><b>Baseline</b><br/>Baseline level 2(needs assessment conducted)</p>                  | <p><b>Metric/Indicator</b><br/>Average % of teachers implementing the Integrated and Designated ELD standards-based lessons</p> <p><b>19-20</b><br/>Level 4 (80% of teachers in all content areas)</p> <p><b>Baseline</b><br/>Baseline level 2(needs assessment conducted)</p>                  |

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|--|--|
| <p><b>Metric/Indicator</b><br/>% of students with access to standards-aligned instructional Books and Supplies</p> <p><b>19-20</b><br/>100%</p> <p><b>Base</b><br/>100%</p>      | <p><b>Metric/Indicator</b><br/>% of students with access to standards-aligned instructional Books and Supplies</p> <p><b>19-20</b><br/>100%</p> <p><b>Base</b><br/>100%</p>      |
| <p><b>Metric/Indicator</b><br/>% of teachers appropriately assigned and fully credentialed</p> <p><b>19-20</b><br/>100%</p> <p><b>Baseline</b><br/>99.8%</p>                     | <p><b>Metric/Indicator</b><br/>% of teachers appropriately assigned and fully credentialed</p> <p><b>19-20</b><br/>100%</p> <p><b>Baseline</b><br/>99.8%</p>                     |
| <p><b>Metric/Indicator</b><br/>% of CTE teachers with appropriate credentials or in a CTE authorization program</p> <p><b>19-20</b><br/>100%</p> <p><b>Baseline</b><br/>100%</p> | <p><b>Metric/Indicator</b><br/>% of CTE teachers with appropriate credentials or in a CTE authorization program</p> <p><b>19-20</b><br/>100%</p> <p><b>Baseline</b><br/>100%</p> |
| <p><b>Metric/Indicator</b><br/>Facilities in Good Repair rating</p>  | <p><b>Metric/Indicator</b><br/>Facilities in Good Repair rating</p>  |



|  |   |
|--|---|
| <b>19-20</b><br>Good<br><br><b>Baseline</b><br>Good  | <b>19-20</b><br>Good<br><br><b>Baseline</b><br>Good   |
| <b>Metric/Indicator</b><br># of Williams Complaints<br><br><b>19-20</b><br>0<br><br><b>Baseline</b><br>0 | <b>Metric/Indicator</b><br># of Williams Complaint<br><br><b>19-20</b><br>0<br><br><b>Baseline</b><br>0 |

### Actions / Services

| Planned Action/Service   | Budgeted Expenditures   | Actual Expenditures   |
|--|---|---|
| <b>Action 1.1a Increase the quality and rigor of grade-level core curriculum and instruction</b><br>1.1a Continue to implement standards with an increased focus on the development of language and academic skills for English Language Learners; Establish a structure and culture for continuous improvement through the Shared Leadership System reinforcing collaborative structures and use of the cycle of inquiry. | 1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0000 \$9,678,518 | 1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0000 \$9,133,299 |

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|--|---|---|
|  | 3000-3999:<br>Employee Benefits<br>LCFF<br>RESOURCE – 0000<br>\$2,089,592                     | 3000-3999:<br>Employee Benefits<br>LCFF<br>RESOURCE – 0000<br>\$1,971,879                     |
|  | 1000-1999:<br>Certificated<br>Personnel<br>Salaries<br>LCFF<br>RESOURCE – 0111<br>\$1,205,442 | 1000-1999:<br>Certificated<br>Personnel<br>Salaries<br>LCFF<br>RESOURCE – 0111<br>\$1,001,010 |
|  | 2000-2999:<br>Classified Personnel<br>Salaries<br>LCFF<br>RESOURCE – 0111<br>\$3,780          | 2000-2999:<br>Classified Personnel<br>Salaries<br>LCFF<br>RESOURCE – 0111<br>\$4,342          |
|  | 3000-3999:<br>Employee Benefits<br>LCFF<br>RESOURCE – 0111<br>\$304,425                       | 3000-3999:<br>Employee Benefits<br>LCFF<br>RESOURCE – 0111<br>\$264,463                       |
|  | 4000-4999:<br>Books And Supplies<br>LCFF<br>RESOURCE – 0111<br>\$129,363                      | 4000-4999:<br>Books And Supplies<br>LCFF<br>RESOURCE – 0111<br>\$45,163                       |
|  | 5000-5999:<br>Services And Other<br>Operating<br>Expenditures                                 | 5000-5999:<br>Services And Other<br>Operating<br>Expenditures                                 |

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|   | <p>LCFF RESOURCE – 0111<br/>\$76,757</p> <p>1000-1999:<br/>Certificated Personnel<br/>TITLE I RESOURCE – 3010<br/>\$59,115</p> <p>3000-3999:<br/>Employee Benefits<br/>TITLE I RESOURCE – 3010<br/>\$18,771</p>  | <p>LCFF RESOURCE – 0111<br/>\$18,498</p> <p>1000-1999:<br/>Certificated Personnel<br/>TITLE I RESOURCE – 3010<br/>\$59,797</p> <p>3000-3999:<br/>Employee Benefits<br/>TITLE I RESOURCE – 3010<br/>\$18,979</p>  |
| <p><b>Action 1.1b Increase the quality and rigor of grade-level core curriculum and instruction</b></p> <p>1.1b Implement the Districtwide STEM strategy and transition to Next Generation Science Standards (implement NGSS transition plan; provide professional development; NGSS Coordinator)</p> | <p>1000-1999: Certificated Personnel Salaries<br/>LCFF RESOURCE– 0112<br/>\$108,243</p> <p>2000-2999:<br/>Classified Personnel Salaries<br/>LCFF RESOURCE – 0112<br/>\$3,510</p> <p>3000-3999:<br/>Employee Benefits<br/>LCFF RESOURCE – 0112<br/>\$29,433</p> <p>4000-4999:</p> | <p>1000-1999:<br/>Certificated Personnel Salaries<br/>LCFF RESOURCE – 0112<br/>\$67,034</p> <p>2000-2999:<br/>Classified Personnel Salaries<br/>LCFF RESOURCE – 0112<br/>\$385</p> <p>3000-3999:<br/>Employee Benefits<br/>LCFF RESOURCE – 0112<br/>\$21,412</p> |

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|   | <p>Books And Supplies<br/>LCFF<br/>RESOURCE – 0112<br/>\$83,700</p> <p>5000-5999:<br/>Services And Other<br/>Operating<br/>Expenditures<br/>LCFF<br/>RESOURCE – 0112<br/>\$44,046</p>  | <p>4000-4999:<br/>Books And Supplies<br/>LCFF<br/>RESOURCE – 0112<br/>\$16,026</p> <p>5000-5999:<br/>Services And Other<br/>Operating<br/>Expenditures<br/>LCFF<br/>RESOURCE – 0112<br/>\$20,983</p>   |
| <p><b>Action 1.1c Increase the quality and rigor of grade level core curriculum and instruction</b></p> <p>1.1c Increase capacity of instructional support staff and site staff to serve English Learners (Designated and Integrated English Language Development for all English Learners; professional development Ellevation K-12 supplemental resources ; GLAD training; increased professional development beyond 1.1a</p> | <p>5000-5999:<br/>Services And Other<br/>Operating<br/>Expenditures<br/>LCFF<br/>RESOURCE – 0113<br/>\$71,800</p> <p>1000-1999:<br/>Certificated<br/>Personnel Salaries<br/>TITLE I<br/>RESOURCE – 3010<br/>\$230,282</p> <p>2000-2999<br/>Classified Personnel<br/>Salaries<br/>TITLE I<br/>RESOURCE – 3010<br/>\$0</p> <p>3000-3999:<br/>Employee Benefits</p> | <p>5000-5999:<br/>Services And Other<br/>Operating<br/>Expenditures<br/>LCFF<br/>RESOURCE – 0113<br/>\$77,000</p> <p>1000-1999:<br/>Certificated<br/>Personnel Salaries<br/>TITLE I<br/>RESOURCE – 3010<br/>\$26,168</p> <p>2000-2999<br/>Classified Personnel<br/>Salaries<br/>TITLE I<br/>RESOURCE – 3010<br/>\$106</p> <p>3000-3999<br/>Employee Benefits</p> |

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|  | TITLE I<br>RESOURCE – 3010<br>\$49,717                                   | TITLE I<br>RESOURCE – 3010<br>\$4,926                         |
|  | 5000-5999:<br>Services and Other<br>Operating<br>Expenditures            | 5000-5999<br>Services and Other<br>Operating<br>Expenditures  |
|  | TITLE I<br>RESOURCE – 3010<br>\$220,000                                  | TITLE I<br>RESOURCE-3010<br>\$159,500                         |
|  | 1000-1999:<br>Certificated<br>Personnel<br>Salaries                      | 1000-1999:<br>Certificated<br>Personnel<br>Salaries           |
|  | TITLE III<br>RESOURCE – 4203<br>\$62,844                                 | TITLE III<br>RESOURCE – 4203<br>\$6,662                       |
|  | 3000-3999:<br>Employee Benefits  | 3000-3999:<br>Employee Benefits                               |
|  | TITLE III<br>RESOURCE – 4203<br>\$13,570                                 | TITLE III<br>RESOURCE – 4203<br>\$1,436                       |
|  | 5000-5999:<br>Services And Other<br>Operating<br>Expenditures            | 5000-5999:<br>Services And Other<br>Operating<br>Expenditures |
|  | TITLE III<br>RESOURCE – 4203<br>\$3,586                                  | TITLE III<br>RESOURCE – 4203<br>\$0                           |
| <b>Action 1.1d Increase the quality and rigor of grade-level core curriculum and instruction</b> | 1000-1999: Certificated<br>Personnel Salaries<br>LCFF<br>RESOURCE – 0114 | 1000-1999:<br>Certificated<br>Personnel Salaries<br>LCFF      |

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| <p>1.1d Provide instructional support with an increased focus on unduplicated students' performance, attendance, engagement (Support instruction, teachers and students at high need schools-add Assistant Principals; secretarial support)</p> | <p>\$2,229,939</p> <p>2000-2999:<br/>Classified Personnel Salaries LCFF<br/>RESOURCE – 0114<br/>\$251,849</p> <p>3000-3999:<br/>Employee Benefits LCFF<br/>RESOURCE– 0114<br/>\$851,369</p> | <p>RESOURCE – 0114<br/>\$2,270,689</p> <p>2000-2999:<br/>Classified Personnel Salaries LCFF<br/>RESOURCE – 0114<br/>\$253,575</p> <p>3000-3999:<br/>Employee Benefits LCFF<br/>RESOURCE– 0114<br/>\$838,813</p> |
| <p><b>Action 1.1e Increase the quality and rigor of grade-level core curriculum and instruction</b></p> <p>1.1e Support early literacy, numeracy and language development (reduce class size in TK-3 to Grade Span Average of 24/1).</p>        | <p>1000-1999:<br/>Certificated Personnel Salaries LCFF<br/>RESOURCE – 0000<br/>\$3,555,391</p> <p>3000-3999:<br/>Employee Benefits LCFF<br/>RESOURCE – 0000<br/>\$1,147,906</p>             | <p>1000-1999:<br/>Certificated Personnel Salaries LCFF<br/>RESOURCE – 0000<br/>\$3,555,391</p> <p>3000-3999:<br/>Employee Benefits LCFF<br/>RESOURCE – 0000<br/>\$1,147,906</p>                                 |
| <p><b>Action 1.1f Increase the quality and rigor of grade-level core curriculum and instruction</b></p> <p>1.1f Continue to reevaluate and implement the multi-year plan for textbook/material adoption</p>                                     | <p>1000-1999:<br/>Certificated Personnel Salaries LCFF<br/>RESOURCE – 0116<br/>\$411,218</p> <p>2000-2999:<br/>Classified Personnel Salaries</p>  | <p>1000-1999:<br/>Certificated Personnel Salaries LCFF<br/>RESOURCE – 0116<br/>\$317,661</p> <p>2000-2999:</p>  |

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|   | <p>LCFF<br/>RESOURCE – 0116<br/>\$0</p> <p>3000-3999:<br/>Employee Benefits<br/>LCFF<br/>RESOURCE – 0116<br/>\$88,782</p> <p>4000-4999:<br/>Books And Supplies<br/>LCFF<br/>RESOURCE - 0116<br/>\$0</p> <p>5000-5999:<br/>Services And Other<br/>Operating Expenditures<br/>LCFF<br/>RESOURCE – 0116<br/>\$0</p> | <p>Classified Personnel<br/>Salaries<br/>LCFF<br/>RESOURCE – 0116<br/>\$477</p> <p>3000-3999:<br/>Employee Benefits<br/>LCFF<br/>RESOURCE – 0116<br/>\$56,602</p> <p>4000-4999:<br/>Books And Supplies<br/>LCFF<br/>RESOURCE - 0116<br/>\$213,359</p> <p>5000-5999:<br/>Services And Other<br/>Operating Expenditures<br/>LCFF<br/>RESOURCE – 0116<br/>\$57,522</p> |
| <p><b>Action 1.1g Increase the quality and rigor of grade-level core curriculum and instruction</b></p> <p>1.1g Continue to implement the Gateway to Learning K-2 Institute (teacher professional development in early literacy skills)</p> | <p>1000-1999:<br/>Certificated<br/>Personnel Salaries<br/>LCFF RESOURCE<br/>– 0117<br/>\$0</p> <p>2000-2999:<br/>Classified Personnel<br/>Salaries<br/>LCFF RESOURCE<br/>– 0117</p>  | <p>1000-1999:<br/>Certificated<br/>Personnel Salaries<br/>LCFF RESOURCE<br/>– 0117<br/>\$21,597</p> <p>2000-2999:<br/>Classified Personnel<br/>Salaries<br/>LCFF RESOURCE<br/>– 0117<br/>\$369</p>  |

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|  | \$0   |   |
|  | 3000-3999:<br>Employee Benefits<br>LCFF RESOURCE<br>– 0117<br>\$0                                 | 3000-3999:<br>Employee Benefits<br>LCFF RESOURCE<br>– 0117<br>\$4,623                               |
|  | 4000-4999:<br>Books And Supplies<br>LCFF RESOURCE<br>– 0117<br>\$0                                | 4000-4999:<br>Books And Supplies<br>LCFF RESOURCE<br>– 0117<br>\$5,131                              |
|  | 5000-5999:<br>Services And Other<br>Operating<br>Expenditures<br>LCFF RESOURCE<br>– 0117<br>\$0   | 5000-5999:<br>Services And Other<br>Operating<br>Expenditures<br>LCFF RESOURCE<br>– 0117<br>\$2,017 |
|  | 5000-5999: Services<br>And Other Operating<br>Expenditures<br>LCFF RESOURCE<br>– 0117<br>\$40,000 | 5000-5999: Services<br>And Other Operating<br>Expenditures<br>LCFF RESOURCE<br>– 0117<br>\$0        |
| <b>Action 1.2a Support digital integration, infrastructure, digital inclusion, maintenance, procurement and safety</b> | 1000-1999:<br>Certificated<br>Personnel<br>Salaries<br>LCFF                                       | 1000-1999:<br>Certificated<br>Personnel<br>Salaries<br>LCFF   |



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| <p>1.2a Continue to increase Digital integration in the instructional setting (student devices; teacher &amp; classroom refresh; tools &amp; resources; technical assistance; Digital Literacy &amp; Citizenship professional development).</p> | <p>RESOURCE– 0121<br/>\$187,389</p> <p>2000-2999:<br/>Classified Personnel Salaries<br/>LCFF<br/>RESOURCE– 0121<br/>\$309,299</p> <p>3000-3999:<br/>Employee Benefits<br/>LCFF<br/>RESOURCE– 0121<br/>\$189,279</p> <p>4000-4999:<br/>Books And Supplies<br/>LCFF<br/>RESOURCE– 0121<br/>\$2,082,417</p> <p>5000-5999:<br/>Services And Other Operating Expenditures<br/>LCFF<br/>RESOURCE – 0121<br/>\$279,000</p> | <p>RESOURCE– 0121<br/>\$183,398</p> <p>2000-2999:<br/>Classified Personnel Salaries<br/>LCFF<br/>RESOURCE– 0121<br/>\$165,413</p> <p>3000-3999:<br/>Employee Benefits<br/>LCFF<br/>RESOURCE– 0121<br/>\$139,688</p> <p>4000-4999:<br/>Books And Supplies<br/>LCFF<br/>RESOURCE– 0121<br/>\$2,128,001</p> <p>5000-5999:<br/>Services And Other Operating Expenditures<br/>LCFF<br/>RESOURCE– 0121<br/>\$37,421</p> |
| <p><b>Action 1.2b Support digital integration, infrastructure, digital inclusion, maintenance, procurement and safety</b><br/>1.2b Provide Digital Inclusion devices to students who do not have internet access at home.</p>                   | <p>5000-5999:<br/>Services And Other Operating Expenditures<br/>LCFF<br/>Resource – 0122<br/>\$20,000</p>   | <p>5000-5999:<br/>Services And Other Operating Expenditures<br/>LCFF<br/>Resource – 0122<br/>\$20,000</p>   |

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| <p><b>Action 1.2c Support digital integration, infrastructure, digital inclusion, maintenance, procurement and safety</b><br/> 1.2c Provide preventative maintenance of classroom display equipment (Communications Trades Maintenance Workers).</p> | 2000-2999:<br>Classified Personnel Salaries<br>LCFF<br>Resource – 0123<br>\$58,236<br><br>3000-3999:<br>Employee Benefits<br>LCFF<br>Resource – 0123<br>\$30,437 | 2000-2999:<br>Classified Personnel Salaries<br>LCFF<br>Resource – 0123<br>\$58,460<br><br>3000-3999:<br>Employee Benefits<br>LCFF<br>Resource – 0123<br>\$32,866 |
| <p><b>Action 1.2d Support digital integration, infrastructure, digital inclusion, maintenance, procurement and safety</b><br/> 1.2d Increase purchasing power for digital equipment (Technology Procurement Specialist).</p>                         | 2000-2999:<br>Classified Personnel Salaries<br>LCFF<br>Resource – 0124<br>\$64,401<br><br>3000-3999:<br>Employee Benefits<br>LCFF<br>Resource – 0124<br>\$32,977 | 2000-2999:<br>Classified Personnel Salaries<br>LCFF<br>Resource – 0124<br>\$37,098<br><br>3000-3999:<br>Employee Benefits<br>LCFF<br>Resource – 0124<br>\$20,650 |
| <p><b>Action 1.2e Support digital integration, infrastructure, digital inclusion, maintenance, procurement and safety</b><br/> 1.2e Increase Internet Safety and Disaster Recovery (software; disaster recovery services; equipment).</p>            | 5000-5999:<br>Services And Other Operating Expenditures<br>LCFF  | 5000-5999:<br>Services And Other Operating Expenditures<br>LCFF  |

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|   | RESOURCE – 0125<br>\$275,000  | RESOURCE – 0125<br>\$270,789  |
| <p><b>Action 1.2f Support digital integration, infrastructure, digital inclusion, maintenance, procurement and safety</b><br/>1.2f Improve the accuracy and quality of student demographic and assessment data input into district data management systems to facilitate data-driven decision making (Data Quality Technician).</p> | <p>1000-1999:<br/>Certificated<br/>Personnel Salaries<br/>LCFF<br/>RESOURCE – 0126<br/>\$0</p> <p>2000-2999:<br/>Classified Personnel<br/>Salaries<br/>LCFF<br/>RESOURCE – 0126<br/>\$122,760</p> <p>3000-3999:<br/>Employee Benefits<br/>LCFF<br/>RESOURCE – 0126<br/>\$38,534</p> | <p>1000-1999:<br/>Certificated<br/>Personnel Salaries<br/>LCFF<br/>RESOURCE – 0126<br/>\$5,299</p> <p>2000-2999:<br/>Classified Personnel<br/>Salaries<br/>LCFF<br/>RESOURCE – 0126<br/>\$119,956</p> <p>3000-3999:<br/>Employee Benefits<br/>LCFF<br/>RESOURCE – 0126<br/>\$60,988</p> |
| <p><b>Action 1.2g Support digital integration, infrastructure, digital inclusion, maintenance, procurement and safety</b><br/>1.2g Increase infrastructure to support integrated technology instruction (network infrastructure materials and access points).</p>   | <p>5000-5999:<br/>Services And Other<br/>Operating<br/>Expenditures<br/>LCFF<br/>RESOURCE – 0127<br/>\$882,417</p>  | <p>5000-5999:<br/>Services And Other<br/>Operating Expenditures<br/>LCFF<br/>RESOURCE – 0127<br/>\$0</p>  |
| <p><b>Action 1.3a Recruit and develop highly qualified and highly effective teachers and staff</b></p>  | <p>1000-1999: Certificated<br/>Personnel Salaries<br/>LCFF<br/>RESOURCE – 0000</p>  | <p>1000-1999:<br/>Certificated<br/>Personnel Salaries<br/>LCFF</p>  |

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| <p>1.3a Maintain the ability to attract highly qualified personnel (Competitive Compensation).</p>   | <p>\$8,486,382</p> <p>2000-2999:<br/>Classified Personnel Salaries<br/>LCFF<br/>RESOURCE – 0000<br/>\$3,629,991</p> <p>3000-3999:<br/>Employee Benefits<br/>LCFF<br/>RESOURCE – 0000<br/>\$2,883,163</p>    | <p>RESOURCE – 0000<br/>\$8,398,729</p> <p>2000-2999:<br/>Classified Personnel Salaries<br/>LCFF<br/>RESOURCE – 0000<br/>\$3,348,051</p> <p>3000-3999:<br/>Employee Benefits<br/>LCFF<br/>RESOURCE – 0000<br/>\$2,864,239</p> |
| <p><b>Action 1.3b Recruit and develop highly qualified and highly effective teachers and staff</b></p> <p>1.3b Recruit highly qualified personnel and ensure teachers are properly credentialed.</p>   | <p>4000-4999:<br/>Books And Supplies<br/>TITLE II<br/>RESOURCE – 4035<br/>\$1,200</p> <p>5000-5999:<br/>Services And Other<br/>Operating<br/>Expenditures<br/>TITLE II<br/>RESOURCE – 4035<br/>\$48,800</p> | <p>4000-4999:<br/>Books And Supplies<br/>TITLE II<br/>RESOURCE – 4035<br/>\$2,227</p> <p>5000-5999:<br/>Services And Other<br/>Operating<br/>Expenditures<br/>TITLE II<br/>RESOURCE – 4035<br/>\$22,904</p>                  |
| <p><b>Action 1.3c Recruit and develop highly qualified and highly effective teachers and staff</b></p> <p>1.3c Provide quality leadership development for Assistant Principals through existing Co-Admin and Shared Leadership meetings.</p> | <p>N/A</p>  | <p>N/A</p>   |
| <p><b>Action 1.3d Recruit and develop highly qualified and highly effective teachers and staff</b></p>   | <p>N/A</p>  | <p>N/A</p>   |

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| 1.3d Provide Career Technical Education teacher development and credentialing through the CTE Plan in Action 2.5c.  |  |   |
| <b>Action 1.3e Recruit and develop highly qualified and highly effective teachers and staff</b><br>1.3e Provide professional development for Classified Staff and Substitute teachers through existing job-alike meetings   | N/A  | N/A   |
| <b>Action 1.4 Develop and retain highly qualified and highly effective personnel through the Professional Growth System</b><br>1.4 Design and implement a Professional Growth System (principal and teacher stipends; Assistant Supt. PGS; principal liaison; support teachers; secretary support; start-up materials; teacher Induction program; induction coaching for new administrators; Career Ladder Program; teacher induction (BTSA program)) | 1000-1999:<br>Certificated Personnel Salaries LCFF<br>RESOURCE – 0140<br>\$2,028,240<br><br>2000-2999:<br>Classified Personnel Salaries LCFF<br>RESOURCE – 0140<br>\$75,809<br><br>3000-3999: Employee Benefits LCFF<br>RESOURCE – 0140<br>\$653,937<br><br>4000-4999:<br>Books And Supplies LCFF<br>RESOURCE – 0140<br>\$3,429<br><br>5000-5999:<br>Services And Other Operating Expenditures | 1000-1999:<br>Certificated Personnel Salaries LCFF<br>RESOURCE – 0140<br>\$1,504,747<br><br>2000-2999:<br>Classified Personnel Salaries LCFF<br>RESOURCE – 0140<br>\$88,238<br><br>3000-3999:<br>Employee Benefits LCFF<br>RESOURCE – 0140<br>\$502,063<br><br>4000-4999:<br>Books And Supplies LCFF<br>RESOURCE – 0140<br>\$18,651<br><br>5000-5999:<br>Services And Other Operating |

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|  | <p>LCFF<br/>RESOURCE – 0140<br/>\$322,850</p> <p>4000-4999:<br/>Books And Supplies<br/>TITLE II<br/>RESOURCE – 4035<br/>\$0</p> <p>5000-5999:<br/>Services And Other<br/>Operating Expenditures<br/>TITLE II<br/>RESOURCE – 4035<br/>\$0</p> | <p>Expenditures<br/>LCFF<br/>RESOURCE – 0140<br/>\$20,333</p> <p>4000-4999:<br/>Books And Supplies<br/>TITLE II<br/>RESOURCE – 4035<br/>\$519</p> <p>5000-5999:<br/>Services And Other<br/>Operating Expenditures<br/>TITLE II<br/>RESOURCE – 4035<br/>\$43,740</p> |
| <p><b>Action 1.5a Improve the quality and safety of the school environment to support optimal learning</b><br/>1.5a Continue to implement Deferred Maintenance program</p> | <p>5000-5999:<br/>Services And Other<br/>Operating<br/>Expenditures<br/>LCFF<br/>RESOURCE – 0851<br/>\$800,000</p>   | <p>5000-5999:<br/>Services And Other<br/>Operating<br/>Expenditures<br/>LCFF<br/>RESOURCE – 0851<br/>\$538,849</p>  |
| <p><b>Action 1.5b Improve the quality and safety of the school environment to support optimal learning</b><br/>1.5b Support Green scape services</p>                       | <p>2000-2999:<br/>Classified Personnel<br/>Salaries<br/>LCFF<br/>RESOURCE – 0152<br/>\$194,148</p> <p>3000-3999:<br/>Employee Benefits<br/>LCFF<br/>RESOURCE – 0152<br/>\$99,149</p>   | <p>2000-2999:<br/>Classified Personnel<br/>Salaries<br/>LCFF<br/>RESOURCE – 0152<br/>\$155,191</p> <p>3000-3999:<br/>Employee Benefits<br/>LCFF<br/>RESOURCE – 0152<br/>\$67,279</p>  |

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| <p><b>Action 1.5c Improve the quality and safety of the school environment to support optimal learning</b><br/>1.5c Support Team Cleaning services</p>  | <p>2000-2999:<br/>Classified Personnel Salaries<br/>LCFF<br/>RESOURCE – 0153<br/>\$290,919</p> <p>3000-3999:<br/>Employee Benefits<br/>LCFF<br/>RESOURCE – 0153<br/>\$143,798</p>  | <p>2000-2999:<br/>Classified Personnel Salaries<br/>LCFF<br/>RESOURCE – 0153<br/>\$260,507</p> <p>3000-3999:<br/>Employee Benefits<br/>LCFF<br/>RESOURCE – 0153<br/>\$136,646</p>   |
| <p><b>Action 1.5d Improve the quality and safety of the school environment to support optimal learning</b><br/>1.5d Continue to increase student and employee safety and crisis response through improving the security of school and district sites (physical plant), improving communications infrastructure and increasing the visual recognition of RUSD staff.</p> | <p>4000-4999:<br/>Books and Supplies<br/>LCFF<br/>RESOURCE – 0154<br/>\$20,000</p> <p>5000-5999:<br/>Services And Other Operating Expenditures<br/>LCFF<br/>RESOURCE – 0154<br/>\$0</p> <p>5000-5999:<br/>Services And Other Operating Expenditures<br/>TITLE IV<br/>Resource – 4127<br/>\$150,000</p> | <p>4000-4999:<br/>Books and Supplies<br/>LCFF<br/>RESOURCE – 0154<br/>\$18,203</p> <p>5000-5999:<br/>Services And Other Operating Expenditures<br/>LCFF<br/>RESOURCE – 0154<br/>\$139,724</p> <p>5000-5999:<br/>Services And Other Operating Expenditures<br/>TITLE IV<br/>Resource – 4127<br/>\$98,789</p> |

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

1.1a Remaining dollars from this action were spent on 1:1 devices for students/teachers, curriculum materials/software, and technology infrastructure for remote teaching and learning. This action was not fully implemented due to school closures; vacancies for both certificated and classified positions were not filled.

1.1b Remaining dollars were spent on 1:1 devices for students/teachers, curriculum materials/software, and technology infrastructure for remote teaching and learning. Due to limited opportunities to train teachers due to school closures fewer teachers than expected participated in the Next Generation Science Standards (NGSS) therefore this action was not fully implemented.

1.1c Remaining dollars were Title 1 and Title III funds and were used for reading software licenses. Due to limited opportunities to train teachers, fewer teachers than expected participated in English learner professional development for teachers, and vacancies for positions were not filled due to school closures therefore this action was not fully implemented.

1.1f Books and supplies and other expenditures were not spent due to school closures. The funding for this action has been carried over for textbook purchases in 2021-22.

1.1g Remaining dollars were spent on 1:1 devices, curriculum materials/software and technology infrastructure for remote teaching and learning. The Gateway to Learning Institute training was offered only in a limited fashion due to school closures, funds budgeted for substitute teachers, teacher time cards and supplies were not utilized, therefore this action was not fully implemented.

1.2a Remaining dollars were spent on 1:1 devices, curriculum, materials/software and technology infrastructure for remote teaching and learning. Vacancies for technical assistance positions that were not filled, and the Summer Tech Institute professional development event was cancelled therefore this action was not fully implemented.

1.2d Remaining dollars were spent on 1:2 devices for students and teachers, curriculum, materials/software and technology infrastructure for remote teaching and learning. The position in Tech Procurement cost less than originally anticipated, therefore the dollars for this action were not fully implemented.

1.2g Due to school closures, the actions and services outlined for this action were not fully implemented with LCAP dollars. Other department funds were used for the expenditures, and LCAP dollars were used for the E-rate match.

1.3b Remaining dollars were spent on 1:1 devices, curriculum, materials/software and technology infrastructure for remote teaching and learning. The budget for personnel to attend job fairs was not spent due to school closures and hiring uncertainties, therefore this action was not fully implemented.

1.4 Due to school closures, fewer books, supplies, services and other operating expenditures were needed because the staff was working from home, and training/coaching was done virtually, therefore this action was not implemented as planned. The dollars budgeted for this action have been carried forward for purchases for the 2021-22 school year.



1.5a Unused funding from this action, along with Covid Relief funds were used to prepare schools for in-person instruction (cleaning and re-design) and also paid for professional development on technology tools for teachers and administrators, and additional devices for remote teaching and learning. There was less need for typical day-today school maintenance during virtual learning, therefore this action was not fully implemented as originally planned.

1.5d To provide security for all schools during closures, a private company was hired to maintain ongoing surveillance of each campus. Therefore the funding for this action exceeded the budgeted amount. Funding allocated for “technology infrastructure” was procured from other under-spent actions and was used to maintain and keep our schools safe during the time they were left empty. Items such as panic buttons, outdoor cameras, and alarm software were also purchased.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

## **1.1 Increase the quality of and rigor of grade-level core curriculum and instruction**

### **1.1a. Not fully implemented**

Challenges: This action will continue to be modified to include a professional learning platform and an embedded learning platform to meet all instructional needs. RUSD was unable to do this due to changes in instructional schedules due to Covid, therefore not all teachers were inclined to participate.

Successes: RUSD’s implementation of relevant, high-quality Professional Development (PD) during the pandemic included approximately 700+ hours delivered using 2019-20 Preschool & TK-12 with a focus on development of language and academic skills for English Language Learners. This included online Professional Development modules created by the Instructional Services Team implemented in 2019-20. There is preliminary evidence that reveals teachers’ positive feedback on purposeful online standards-based PD sessions via survey answers, and the option to participate in both synchronous and asynchronous PD has also been received positively by staff and faculty. Giving staff the opportunity to complete professional learning asynchronous and synchronous during the pandemic has prompted RUSD, specifically Instructional Services Specialists and Staff Developers, to provide a variety of delivery systems for professional learning in the future. The use of online PD will be continued and will be coupled with in-person PD as needed as schools reopen and the county health officials allow for in-person gatherings.

### **1.1b Not fully implemented**

Challenges: There are still some barriers to eliminate with teachers needing to fully understand the online professional development program for Next Generation Science Standards. Teachers were unable to attend professional development as they were still adapting to the online curriculum in general. The NGSS transition PD plan was therefore delayed.

Successes: The NGSS Coordinator was still actively working during the pandemic/school closures to develop the district-wide STEM plan. He also engaged in work with UC Riverside to develop opportunities for teachers to engage in activities around computer science and big data upon their return to school.

### **1.1c Not fully implemented**

Challenges: Teachers were engaged in professional development for online/virtual teaching and did not have enough time to attend ELD workshops online as well.

Successes: The English Learner team, with the input and feedback from stakeholder groups, focused on four areas of work to support and increase the engagement of English learners during school closures. 1. EL contacts (one person from each site who is the EL representative for the school) were trained in the EL Roadmap and RUSD Guide for Educating English Learners. At the completion of these trainings, 94% of the EL contacts reported being comfortable addressing designated and integrated ELD and 100% have increased their knowledge of the EL Roadmap Policy. 94% of the EL Contacts feel comfortable sharing the policy with their administrators. 2. EL modules were created and vetted during 2019-20 for implementation in the summer of 2021. 3. Engagement of EL students was a top priority with 80 home visits completed during the EL community walk. 4. EL proficiency assessment committee was developed to adopt an ELPAC mirror/reflection of what is on ELPAC.

### **1.1d Implemented**

Challenges: Not all teachers were comfortable with asynchronous and synchronous professional development options. Many were adjusting to the basic tools for virtual teaching and learning and did not further engage in professional development, while others found the pacing of online training to be overwhelming.

Successes: Professional development for unduplicated student support in the areas of instruction that were successful and fully implemented included: 1) Document-Based Questions (DBQ), a program for secondary History-Social Science was determined to be 81% effective in that (109/135) of secondary HSS teachers have logged in and created at least one assignment in DBQ Online. While DBQ is often used for secondary, 16 RUSD elementary teachers have been actively using DBQ Online, and 90 elementary teachers have logged in and created a class on the platform. 2) Lexia- English Language Arts/ Literacy supplement to close learning gaps which demonstrated 49% usage, with 48% users working at or above grade level. Dreambox- Online math programs were provided to 13,416 users K-8 (65% of RUSD students). Students that worked with between 2 and 5 lessons a week achieved 49.55% total growth on average. RUSD's use of Imagine Español garnered an 89% average program completion for our 15% English Learner population. These digital programs were brought in to provide supplemental computer-adaptive support for student learning and to support asynchronous time. Teacher feedback data showed positive approval for this platform to continue, therefore they will continue to be offered for at least one year for continuity across the 20-21, summer learning, and the 21-22 school year. 3) Comprehensive systems will be utilized at the site and district levels to better support teachers to respond to data outcomes for student achievement including:

**Brain Pop Jr** - 7,600 Student Users - 506 Teacher Users. Usage 28.1% of Students and 40.5% of Teachers. Logins: Students - 42.3K and Teachers - 5,500

**BrainPop** - 14,800 Student Users - 854 Teacher Users. Usage 36.8% of Students and 30.6% of Teachers. Logins: Students - 85,500 and Teachers - 8,700

**Great Minds** - 74.7% of Students and 95.3% of Teachers used Affirm and Edulastic assessments to guide instruction.

**Seesaw** - TK-2 teachers began using Seesaw as an instructional resource. Seesaw was purchased to assist TK-2 teachers and students with teaching in a distance learning/ virtual environment in the spring of 2020. Four asynchronous professional learning courses were developed to assist teachers in implementing Seesaw with their students. Over 353 TK-2 teachers have completed the asynchronous courses. Another five live webinars were developed and held for teachers to learn Seesaw. This application has been highly effective in engaging students and families during distance/virtual learning.

**Kami** - Students in grades 3-12 began using Kami as an instructional resource during distance learning. Kami was purchased in order to assist all students with annotating online documents in order to complete work digitally and submit assignments without the need to print. An asynchronous course was created to provide training for teachers on how to effectively use Kami in virtual classrooms. Over 880 teachers completed the asynchronous course. This application has been highly effective in engaging students and families during distance/virtual learning.

**Paper Tutoring** - This product was purchased in order to support students with additional tutoring opportunities and offers support for English Language Learners. Usage has been less robust than expected even with multiple forms of promotion. It is recommended that this service continues during the 21-22 school year for grades 9-12.

**Mystery Science:** Mystery Science is a supplemental curriculum for TK-5th grade aligned to Next Generation Science Standards (NGSS). Students received a packet of all the worksheets and handouts. Seesaws or Google Slides were created for every lesson with a clear Scope and Sequence for which lessons to use during each trimester. A Rise PD was created to support teachers.

**Amplify Science:** Over 8,298 active teachers and students pre-Covid. During distance learning, resources were created to organize content for every lesson including videos, print materials, and assessment opportunities that align with the Next Generation Science Standards (NGSS). 16 school sites have had virtual meetings with the science team to review these resources. A RISE PD was created and Amplify Office Hour sessions were held to support teachers.

**Explore Learning (Gizmos):** Gizmos allows high school students to explore simulations aligned to Next Generation Science Standards (NGSS) as a supplement to hands-on investigations. A RISE PD was created along with Gizmos training. Office hours were held for teachers needing technical support during distance learning.

### **1.1e: Implemented**

Challenges: While every attempt was made to increase the quality and rigor of grade-level core curriculum and all of the planned class size reduction took place, online learning did not provide the same supportive environment as the in person classroom instruction does.

Successes: Class size reduction was put into place as planned, allowing for the virtual classroom to not be too overwhelming for teaching literacy and numeracy in the TK-3 virtual classrooms.

### **1.1f Not fully implemented**

Challenges: Students did not have access to textbooks all year, most instruction was done using technology tools. Distribution of textbooks was difficult and not prudent during the pandemic.

Successes: This money is carried over for the next school year.

### **1.1g: Not fully implemented**

Challenges: The Gateway to Learning Institute Professional Development for early literacy skills did not take place during school closures

Successes: Teachers who previously had the training were able to share strategies with new teachers during online PLC time.

## **1.2 Support digital integrations, infrastructure, digital inclusion, maintenance, procurement and safety**

### **1.2a Not full implemented**

Challenges: Funds were designated for a Summer Tech institute for trades/maintenance workers which did not take place due to priorities for school safety.

Successes: Trades/maintenance stayed fully employed during the pandemic to work on school safety and technology infrastructure. Internet safety software has increased visibility on potential threats and vulnerabilities to our network. These systems have prevented a number of potentially disastrous incidents that could have widespread consequences on our network and systems. These detection and prevention systems have been especially important during distance and virtual learning as any one of these threats could have a significant negative impact on remote learning.

### **1.2b Implemented**

Challenges: Work orders for digital infrastructure doubled within RUSD during school closures, and IT teams worked as quickly as possible to avoid computer viruses which were happening on a larger-scale than non-pandemic years.

Successes: Using these allocated funds in 2019-20, the work order hours for integrations, digital infrastructure and maintenance included - 1,298.8 (62% PM, 7.6% New Install, 29.8% Repair). Work order hours - 910.1; 8 months at the time of report (78% PM, 7 % New Install, 15% Repair) 1) 96,967 Blocked Malware Requests 2) 692 Blocked Command and Control Requests 3) 3,236 Blocked Phishing Attempts

### **1.2c Implemented**

Challenges: Work time for normal preventative maintenance of classroom display equipment was used to implement new technology infrastructure across classrooms during virtual teaching and learning.

Successes: New technology was available for teachers to use either from home or in their classrooms for virtual learning. As of March 13, 2020, our Data Quality Technicians had completed over 40 school site visits where they spent between 30 minutes to 2 hours working with school office personnel. The IT dept. also held 12 special training sessions to assist employees with technology implementation.

### **1.2d Not fully implemented**

Challenges: The position hired for the Tech Procurement position came in under budget, this hire was also delayed due to school closures and shifts in the district hiring processes due to safety during the pandemic.

Successes: The position was eventually filled to assist the large technology orders for devices, technology materials/software and technology infrastructure.

### **1.2e Implemented**

Challenges: Digital integration and infrastructure, maintenance, procurement and safety of technological devices and usage increased exponentially during the pandemic.

Successes: Our Computer Applications team has provided specialized group training on the Aeries product and Google Classroom, and other instructional technology tools and curriculum to many different stakeholder groups in RUSD as well AVID teachers, Curriculum & Instruction support staff and the English Learner team.

### **1.2f Implemented**

Challenges: Maintaining accuracy and quality of student demographic and assessment data was difficult during the pandemic with regards to students not showing up for virtual learning in the online environment, and parent inability to enforce the use of technology for classroom instruction at home.

Successes: For the 2019-20 school year, RUSD added two Data Quality Technicians (DQT) to the existing two DQTs as part of the RUSD Clean and Accurate Data Initiative (CADI). Data quality is critical to accurate and timely data-based decision-making in order to provide students with increased and improved services. A part of the CADI plan is to provide direct training and support to the school site and department classified staff members in order to increase initial data quality. Additionally, a secondary goal of the CADI plan is to clean (update or revise) existing erroneous data in our student information system (AERIES) and in the state CALPADS system. Collectively, the team has over 92 years of experience working in various positions in our school district - from school sites to servicing technology in the field. Each DQT has 10-12 schools assigned to them that they regularly support and monitor. Since COVID-19 school closures, the DQTS have been meeting virtually through Google Meets with school sites in place of the face-to-face site meetings. After each coaching session surveys are sent to users for feedback. Over 95% of the feedback over the last two years has been positive. The DQTs also provided Aeries/CALPADS training at various locations (Nutrition Services, Technology Services, District Office, King High School) to accommodate sites across the district. Prior to the addition of the two DQTs training could only be provided at the Technology Services department office. This resulted in poor attendance at the training - resulting in data errors. The content of the training is driven by feedback from district personnel and error trends found in data quality corrections. The efforts of the CADI plan and

DQTs have resulted in increased and sustained Graduation Rates and College/Career Indicator rates. Prior to implementing CADI, the RUSD graduation rate was 91.6% on the CA Dashboard. The focus on clean and accurate data resulted in an increase of 5.4% to the RUSD Graduation Rate on the 2019 CA Dashboard. This increase was sustained on the partial 2020 CA Dashboard, with the Graduation Rate remaining above 96%. The clean data allowed the hard work and program changes to be realized. Similarly, within the College/Career Indicator, the number of CTE "Prepared" students was 45. By attending to clean data that increased to 151 students in 2019, and it remained high at 155 students on the 2020 CA Dashboard.

### **1.2g Not fully implemented**

Challenges: The dollars for this action were held in order to provide an E- rate match for the district.

Successes: The E-rate match is instrumental in making TK broadband/internet more affordable and accessible for our low income families and unduplicated pupils.

### **1.3 Recruit and develop highly qualified and highly effective teachers and staff**

#### **1.3a Implemented**

Challenges: The usual hiring practices for the new school year did not take place as usual due to school closures and uncertainties of future school funding.

Successes: Additional temporary teachers were hired to fill in gaps for virtual instruction/learning due to teacher retirements, attrition and additional teachers needed for home-based learning which was a choice option for RUSD students during the pandemic.

#### **1.3b Implemented**

Challenges: Different types of supplies and trainings were needed for the virtual classroom and online administration of schools.

Successes: The personnel department provided a "New Administrators Training " for all of our new certificated administrators that were either brand new to RUSD or new to their administrative position. This is a yearlong training that focuses on leadership development as well as the technical aspects of an administrator's job. Additionally, Assistant Principals attend a monthly meeting with all their colleagues to ensure they are provided a forum to receive information as well as grow and develop as a leader.

#### **1.3c N/A for 2019-20**

#### **1.3d N/A for 2019-20**

#### **1.3e N/A for 2019-20**

### **1.4 Develop and retain highly qualified and highly effective personnel through the Professional Growth System**

#### **1.4 Not fully implemented**

Challenges: Due to school closures several of the professional development sessions were not conducted and substitute time was not utilized. The current challenge for reporting metrics in the program is the missing student academic achievement data. This data will guide our overall evaluation when schooling resumes to all year, full time.

Successes: Professional Growth System (PGS), implemented in 2017, serves to support new teachers and administrators to recruit and retain high quality teachers and administrators. The design includes the rotation of staff, serving in 3-year terms. Support Teachers and Support Principals serve for three years and then return back to the classroom, school site, and other positions for which they are qualified. It was determined that the results from the formal program evaluation conducted by the California Teacher Credential Commission demonstrated that the RUSD PGA Induction program is successful based on goal attainment and measurable outcomes for the district. Data on retention of teachers who participate in PGS informs on the effectiveness of support provided by PGS Support Teachers reveals a high increase in retention since the start of the program in 2017 (baseline) . Goals moving forward focus on sustained effectiveness and student achievement. We are implementing new metrics to meet these goals.

## **1.5 Improve the quality and safety of the school environment to support optimal learning**

### **1.5a Not fully implemented**

Challenges: Challenges in Deferred Maintenance includes the realization that additional funding is needed in this area. As a result of limitations from COVID the list of accomplished projects may seem extensive in that we did spend \$538,849 from LCAP funds - we did not have safety protocols to accomplish everything. Our current Deferred Maintenance Backlog is in excess of \$150,000,000. The following major categories of projects that are overdue for completion include: Flooring - \$8,618,500; Interior Paint - \$4,632,000; Exterior Paint - \$3,010,000; Roofing - \$14,838,024; Portable Classroom Repair - \$17,375,100; Fire/Life Safety Equipment - \$5,090,000; HVAC - \$33,920,000; Asphalt - \$4,579,500; Athletic Facilities - \$3,500,000; Playgrounds - \$2,852,000.

Successes: The Deferred Maintenance Program funded in the 2019-20 LCAP maintained our schools in a manner consistent with the "Good Repair" standards legislated in California Education Code 17002.

### **1.5b Implemented**

Challenges: Even though schools were empty for the better part of 2019-20 school year, the grounds still needed to be maintained.

Successes: In order to maintain our school grounds at the established "Level of Service" Greenscape Operation positions have been in place since 2014. The employee positions were still in place during school closures for the upkeep of school grounds and general maintenance.

### **1.5c Implemented**

Challenges: General building care and ground maintenance had to continue despite stay at home orders.

Successes: Allocated staff was distributed throughout the 12 Team Cleaning Teams providing the ability to maintain our base custodial allocations at a balance of 1 FTE custodian for every 35,000 square feet of serviced area. This ratio is required in order for our custodial

staff to perform their assigned tasks. Due to the addition of new building square footage and the re-opening of the Grant Facility, there has been a significant increase in square footage service area even during COVID.

**1.5d Not fully implemented as intended/budget overage occurred for additional safety costs**

Challenges: With over 50 schools not being used during school closures, and the high property value both inside and outside of the school buildings, safety needed to be increased. An outside company was hired to maintain ongoing surveillance of each campus.

Successes: Little to no vandalism on district properties occurred during school closures.

## Goal 2

Prepare all students to be college, career and world ready upon graduation.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Board goals 1, 2, 4, 5, 7; Counseling Plan; LEA Plan; CTE Plan; Personalized Learning Initiative; AVID Plan; Heritage Plan; VAPA Plan



## Annual Measurable Outcomes

| Expected | Actual |
|----------|--------|
|----------|--------|

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|--|---|
| <p>Metric/Indicator<br/>% of students met / exceeded on SBAC ELA – All Students</p> <p>19-20<br/>55%</p> <p>Baseline<br/>48.8%</p>     | <p><b>Metric/Indicator</b><br/>% of students met / exceeded on SBAC ELA – All Students</p> <p><b>19-20</b></p> <p>Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year.</p> <p><b>Baseline</b><br/>48.8%</p>     |
| <p>Metric/Indicator<br/>% of students met / exceeded on SBAC ELA – African American</p> <p>19-20<br/>49%</p> <p>Baseline<br/>42.9%</p> | <p><b>Metric/Indicator</b><br/>% of students met / exceeded on SBAC ELA – African American</p> <p><b>19-20</b></p> <p>Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year.</p> <p><b>Baseline</b><br/>42.9%</p> |

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| <p>Metric/Indicator<br/>% of students met / exceeded on SBAC ELA – Hispanic</p> <p>19-20<br/>48%</p> <p>Baseline<br/>41.1%</p>       | <p><b>Metric/Indicator</b><br/>% of students met / exceeded on SBAC ELA – Hispanic</p> <p><b>19-20</b></p> <p>Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year.</p> <p><b>Baseline</b><br/>41.1%</p>       |
| <p>Metric/Indicator<br/>% of students met / exceeded on SBAC ELA – Low Income</p> <p>19-20<br/>45%</p> <p>Baseline<br/>38.9%</p>     | <p><b>Metric/Indicator</b><br/>% of students met / exceeded on SBAC ELA – Low Income</p> <p><b>19-20</b></p> <p>Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year.</p> <p><b>Baseline</b><br/>38.9%</p>     |
| <p>Metric/Indicator<br/>% of students met / exceeded on SBAC ELA – English Learner</p> <p>19-20<br/>18%</p> <p>Baseline<br/>7.8%</p> | <p><b>Metric/Indicator</b><br/>% of students met / exceeded on SBAC ELA – English Learner</p> <p><b>19-20</b></p> <p>Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year.</p> <p><b>Baseline</b><br/>7.8%</p> |

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| <p>Metric/Indicator<br/>% of students met / exceeded on SBAC ELA – Students with Disabilities</p> <p>19-20<br/>18%</p> <p>Baseline<br/>8.8%</p>                | <p><b>Metric/Indicator</b><br/>% of students met / exceeded on SBAC ELA – Students with Disabilities</p> <p><b>19-20</b><br/>Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year.</p> <p><b>Baseline</b><br/>8.8%</p>  |
| <p>Metric/Indicator<br/>% of students met / exceeded SBAC ELA – Reclassified English Learners</p> <p><b>19-20</b><br/>65%</p> <p><b>Baseline</b><br/>57.7%</p> | <p><b>Metric/Indicator</b><br/>% of students met / exceeded on SBAC ELA – Students with Disabilities</p> <p><b>19-20</b><br/>Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year.</p> <p><b>Baseline</b><br/>57.7%</p> |

Metric/Indicator

SBAC ELA

(Distance from Level 3)

All Students

19-20

Dashboard Status (Fall 2017): 3.3 below – Medium Status

Dashboard Change (Fall 2017): increase by 4 Dashboard

Performance: Green

Baseline

Dashboard Status (2015-16): 8.6 below – Low Status Dashboard

Change (2015-16): increase by 11.7 Dashboard Performance:

Yellow

Metric/Indicator

SBAC ELA

(Distance from Level 3 English Learner)

**Metric/Indicator**

SBAC ELA

(Distance from Level 3)

All Students

**19-20**

Measure not available due to COVID-related school closures.

No local equivalent was identified for the remainder of 2019-20 school year.

**Baseline**

Dashboard Status (2015-16): 8.6 below – Low Status Dashboard

Change (2015-16): increase by 11.7 Dashboard Performance:

Yellow

Metric/Indicator

SBAC ELA

(Distance from Level 3 English Learner)

Metric/Indicator

SBAC ELA

(Distance from Level 3)

English Learner

19-20

Dashboard Status (Fall 2017): 345.6 below – Medium Status

Dashboard Change (Fall 2017): increase by 4 Dashboard

Performance: Yellow

Baseline

Dashboard Status (2015-16): 48.6 below – Low Status

Dashboard Change (2015-16): increase by 11.7 Dashboard

Performance: Yellow

**Metric/Indicator**

SBAC ELA

(Distance from Level 3)

English Learner

**19-20**

Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year.

**Baseline**

Dashboard Status (2015-16): 48.6 below – Low Status

Dashboard Change (2015-16): increase by 11.7 Dashboard

Performance: Yellow

Metric/Indicator

SBAC ELA

(Distance from Level 3)

Low Income

19-20

Dashboard Status (Fall 2017): 25.2 below – Low Status

Dashboard Change (Fall 2017): increase by 4 Dashboard

Performance: Green

Baseline

Dashboard Status (2015-16): 29.6 below – Low Status

Dashboard Change (2015-16): increase by 10.9 Dashboard

Performance: Yellow

**Metric/Indicator**

SBAC ELA

(Distance from Level 3)

Low Income

**19-20**

Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year.

**Baseline**

Dashboard Status (2015-16): 29.6 below – Low Status

Dashboard Change (2015-16): increase by 10.9 Dashboard

Performance: Yellow

Metric/Indicator  
SBAC ELA  
(Distance from Level 3)  
Students with Disabilities

**19-20**  
Dashboard Status (Fall 2017): 94.6 below – Very Low Status  
Dashboard Change (Fall 2017): increase by 4  
Dashboard Performance: Orange

**Baseline**  
Dashboard Status (2015-16): 100.4 below – Very Low Status  
Dashboard Change (2015-16): increase by 2.6  
Dashboard Performance: Red

Metric/Indicator  
SBAC ELA  
(Distance from Level 3)  
African American

**19-20**  
Dashboard Status (Fall 2017): 20.5 below - Low Status  
Dashboard Change (Fall 2017): increase by 4  
Dashboard Performance: Yellow

**Baseline**  
Dashboard Status (2015-16): 7.5 below – Low Status  
Dashboard Change (2015-16): increase by 16.8  
Dashboard Performance: Yellow

**Metric/Indicator**  
SBAC ELA  
(Distance from Level 3)  
Students with Disabilities

**19-20**  
Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year.

**Baseline**  
Dashboard Status (2015-16): 100.4 below – Very Low Status  
Dashboard Change (2015-16): increase by 2.6  
Dashboard Performance: Red

**Metric/Indicator**  
SBAC ELA  
(Distance from Level 3)  
African American

**19-20**  
Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year.

**Baseline**  
Dashboard Status (2015-16): 7.5 below – Low Status  
Dashboard Change (2015-16): increase by 16.8  
Dashboard Performance: Yellow

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| <p>Metric/Indicator<br/>SBAC ELA<br/>(Distance from Level 3)<br/>Hispanic</p> <p>19-20<br/>Dashboard Status (Fall 2017): 23.4 below – Low Status<br/>Dashboard Change (Fall 2017): increase by 4 Dashboard<br/>Performance: Yellow</p> <p>Baseline<br/>Dashboard Status (2015-16): 24.4 below – Low Status<br/>Dashboard Change (2015-16): increase by 12.2 Dashboard<br/>Performance: Yellow</p>                            | <p><b>Metric/Indicator</b><br/>SBAC ELA<br/>(Distance from Level 3)<br/>Hispanic</p> <p><b>19-20</b><br/>Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year.</p> <p><b>Baseline</b><br/>Dashboard Status (2015-16): 24.4 below – Low Status<br/>Dashboard Change (2015-16): increase by 12.2 Dashboard<br/>Performance: Yellow</p>             |
| <p>Metric/Indicator<br/>SBAC ELA<br/>(Distance from Level 3)<br/>English Learner Only</p> <p><b>19-20</b><br/>Dashboard Status (Fall 2017): 96.7 below – Very Low Status<br/>Dashboard Change (Fall 2017): increase by 4<br/>Dashboard Performance: NA</p> <p><b>Baseline</b><br/>Dashboard Status (2015-16): 94.7 below – Very Low Status<br/>Dashboard Change (2015-16): increase by 8.5<br/>Dashboard Performance: NA</p> | <p><b>Metric/Indicator</b><br/>SBAC ELA<br/>(Distance from Level 3)<br/>English Learner Only</p> <p><b>19-20</b><br/>Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year.</p> <p><b>Baseline</b><br/>Dashboard Status (2015-16): 94.7 below – Very Low Status<br/>Dashboard Change (2015-16): increase by 8.5<br/>Dashboard Performance: NA</p> |



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|---|---|
| <p>Metric/Indicator<br/>% of students met / exceeded on SBAC Math – All Students</p> <p>19-20<br/>42%</p> <p>Baseline<br/>35.8%</p>     | <p><b>Metric/Indicator</b><br/>% of students met / exceeded on SBAC Math – All Students</p> <p><b>19-20</b><br/>Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year.</p> <p><b>Baseline</b><br/>35.8%</p>     |
| <p>Metric/Indicator<br/>% of students met / exceeded on SBAC Math – African American</p> <p>19-20<br/>35%</p> <p>Baseline<br/>27.3%</p> | <p><b>Metric/Indicator</b><br/>% of students met / exceeded on SBAC Math – African American</p> <p><b>19-20</b><br/>Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year.</p> <p><b>Baseline</b><br/>27.3%</p> |
| <p>Metric/Indicator<br/>% of students met / exceeded on SBAC Math – Hispanic</p> <p>19-20<br/>34%</p> <p>Baseline<br/>26%</p>           | <p><b>Metric/Indicator</b><br/>% of students met / exceeded on SBAC Math – Hispanic</p> <p><b>19-20</b><br/>Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year.</p> <p><b>Baseline</b><br/>26%</p>           |

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| <p>Metric/Indicator<br/>% of students met / exceeded on SBAC Math – Low Income</p> <p>19-20<br/>32%</p> <p>Baseline<br/>26%</p>                  | <p><b>Metric/Indicator</b><br/>% of students met / exceeded on SBAC Math – Low Income</p> <p><b>19-20</b><br/>Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year.</p> <p><b>Baseline</b><br/>26%</p>                  |
| <p>Metric/Indicator<br/>% of students met / exceeded on SBAC Math – English Learner</p> <p>19-20<br/>16%</p> <p>Baseline<br/>7.4%</p>            | <p><b>Metric/Indicator</b><br/>% of students met / exceeded on SBAC Math – English Learner</p> <p><b>19-20</b><br/>Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year.</p> <p><b>Baseline</b><br/>7.4%</p>            |
| <p>Metric/Indicator<br/>% of students met / exceeded on SBAC Math – Students with Disabilities</p> <p>19-20<br/>14%</p> <p>Baseline<br/>6.2%</p> | <p><b>Metric/Indicator</b><br/>% of students met / exceeded on SBAC Math – Students with Disabilities</p> <p><b>19-20</b><br/>Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year.</p> <p><b>Baseline</b><br/>6.2%</p> |

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|---|---|
| <p>Metric/Indicator<br/>% of students met / exceeded on SBAC Math – Reclassified EL</p> <p>19-20<br/>44%</p> <p>Baseline<br/>37.7%</p>  | <p><b>Metric/Indicator</b><br/>% of students met / exceeded on SBAC Math – Reclassified EL</p> <p><b>19-20</b><br/>Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year.</p> <p><b>Baseline</b><br/>37.7%</p>  |
| <p>Metric/Indicator<br/>SBAC Math<br/>(Distance from Level 3 – All Students)</p> <p>19-20<br/>Dashboard Status (Fall 2017): 30 below – Low Status Dashboard<br/>Change (Fall 2017): increase by 4 Dashboard<br/>Performance: Yellow</p> <p>Baseline<br/>Dashboard Status (2015-16): 33.8 below – Low Status<br/>Dashboard Change (2015-16): increase by 6.7 Dashboard<br/>Performance: Yellow</p> | <p><b>Metric/Indicator</b><br/>SBAC Math<br/>(Distance from Level 3 – All Students)</p> <p><b>19-20</b><br/>Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year.</p> <p><b>Baseline</b><br/>Dashboard Status (2015-16): 33.8 below – Low Status<br/>Dashboard Change (2015-16): increase by 6.7 Dashboard<br/>Performance: Yellow</p> |

Metric/Indicator

SBAC Math

(Distance from Level 3 – English Learner)

19-20

Dashboard Status (Fall 2017): 70.5 below – Low Status  
Dashboard Change (Fall 2017): increase by 4 Dashboard  
Performance: Yellow

Baseline

Dashboard Status (2015-16): 71.1 below – Very Low Status  
Dashboard Change (2015-16): increase by 3.3  
Dashboard Performance: Yellow

**Metric/Indicator**

SBAC Math

(Distance from Level 3 – English Learner)

**19-20**

Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year.

**Baseline**

Dashboard Status (2015-16): 71.1 below – Very Low Status  
Dashboard Change (2015-16): increase by 3.3  
Dashboard Performance: Yellow

Metric/Indicator

SBAC Math

(Distance from Level 3 - Low Income)

**19-20**

Dashboard Status (Fall 2017): 53.5 below – Medium Status  
Dashboard Change (Fall 2017): increase by 4  
Dashboard Performance: Yellow

**Baseline**

Dashboard Status (2015-16): 55 below – Low Status Dashboard  
Change (2015-16): increase by 5.3 Dashboard Performance:  
Yellow

**Metric/Indicator**

SBAC Math

(Distance from Level 3 - Low Income)

**19-20**

Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year.

**Baseline**

Dashboard Status (2015-16): 55 below – Low Status Dashboard  
Change (2015-16): increase by 5.3 Dashboard Performance:  
Yellow

Metric/Indicator

SBAC Math

(Distance from Level 3 – Students with Disabilities)

19-20

Dashboard Status (Fall 2017): 122.4 below – Very Low Status

Dashboard Change (Fall 2017): increase by 4

Dashboard Performance: Orange

Baseline

Dashboard Status (2015-16): 123.9 below – Very Low Status

Dashboard Change (2015-16): increase by 0.2

Dashboard Performance: Red

**Metric/Indicator**

SBAC Math

(Distance from Level 3 – Students with Disabilities)

**19-20**

Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year.

**Baseline**

Dashboard Status (2015-16): 123.9 below – Very Low Status

Dashboard Change (2015-16): increase by 0.2

Dashboard Performance: Red

Metric/Indicator

SBAC Math

(Distance from Level 3 - African American)

**19-20**

Dashboard Status (Fall 2017): 53.4 below – Low Status

Dashboard Change (Fall 2017): increase by 4

Dashboard Performance: Yellow

**Baseline**

Dashboard Status (2015-16): 55 below – Low Status Dashboard

Change (2015-16): increase by 10.3 Dashboard Performance:

Yellow

**Metric/Indicator**

SBAC Math

(Distance from Level 3 - African American)

**19-20**

Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year.

**Baseline**

Dashboard Status (2015-16): 55 below – Low Status Dashboard

Change (2015-16): increase by 10.3 Dashboard Performance:

Yellow

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|---|---|
| <p>Metric/Indicator<br/>SBAC Math<br/>(Distance from Level 3 – Hispanic)</p> <p>19-20<br/>Dashboard Status (Fall 2017): 47.6 below – Low Status<br/>Dashboard Change (Fall 2017): increase by 4<br/>Dashboard Performance: Yellow</p> <p>Baseline<br/>Dashboard Status (2015-16): 51.1 below – Low Status<br/>Dashboard Change (2015-16): increase by 5.9 Dashboard<br/>Performance: Yellow</p>                             | <p><b>Metric/Indicator</b><br/>SBAC Math<br/>(Distance from Level 3 – Hispanic)</p> <p><b>19-20</b><br/>Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year.</p> <p><b>Baseline</b><br/>Dashboard Status (2015-16): 51.1 below – Low Status<br/>Dashboard Change (2015-16): increase by 5.9 Dashboard<br/>Performance: Yellow</p>             |
| <p>Metric/Indicator<br/>SBAC Math<br/>(Distance from Level 3 – English Learner Only)</p> <p><b>19-20</b><br/>Dashboard Status (Fall 2017): 111.6 below – Very Low Status<br/>Dashboard Change (Fall 2017): increase by 4<br/>Dashboard Performance: NA</p> <p><b>Baseline</b><br/>Dashboard Status (2015-16): 108.9 below – Very Low Status<br/>Dashboard Change (2015-16): increase by 3<br/>Dashboard Performance: NA</p> | <p><b>Metric/Indicator</b><br/>SBAC Math<br/>(Distance from Level 3 – English Learner Only)</p> <p><b>19-20</b><br/>Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year.</p> <p><b>Baseline</b><br/>Dashboard Status (2015-16): 108.9 below – Very Low Status<br/>Dashboard Change (2015-16): increase by 3<br/>Dashboard Performance: NA</p> |

|   |   |
|---|---|
| <p>Metric/Indicator<br/>SBAC Math<br/>(Distance from Level 3 – Reclassified English Learner Only)</p> <p>19-20<br/>Dashboard Status (Fall 2017): 26.2 below – Low Status<br/>Dashboard Change (Fall 2017): increase by 4<br/>Dashboard Performance: NA</p> <p>Baseline<br/>Dashboard Status (2015-16): 27.1 below – Low Status<br/>Dashboard Change (2015-16): increase by 10.5 Dashboard<br/>Performance: NA</p> | <p><b>Metric/Indicator</b><br/>SBAC Math<br/>(Distance from Level 3 – Reclassified English Learner Only)</p> <p><b>19-20</b><br/>Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year.</p> <p><b>Baseline</b><br/>Dashboard Status (2015-16): 27.1 below – Low Status<br/>Dashboard Change (2015-16): increase by 10.5 Dashboard<br/>Performance: NA</p> |
| <p>Metric/Indicator<br/>EAP Test ELA- All Students<br/>Conditionally Ready<br/>Ready</p> <p>19-20<br/>39%<br/>30%</p> <p><b>Baseline</b><br/>35%<br/>22%</p>  | <p><b>Metric/Indicator</b><br/>EAP Test ELA- All Students<br/>Conditionally Ready<br/>Ready</p> <p><b>19-20</b><br/>Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year.</p> <p><b>Baseline</b><br/>35%<br/>22%</p>   |

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|---|---|
| <p>Metric/Indicator<br/>EAP Test ELA- African American<br/>Conditionally Ready<br/>Ready</p> <p>19-20<br/>40%<br/>26%</p> <p>Baseline<br/>31%<br/>17%</p> | <p><b>Metric/Indicator</b><br/>EAP Test ELA- African American<br/>Conditionally Ready<br/>Ready</p> <p><b>19-20</b><br/>Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year.</p> <p><b>Baseline</b><br/>31%<br/>17%</p> |
| <p>Metric/Indicator<br/>EAP Test ELA- Hispanic Conditionally Ready Ready</p> <p>19-20<br/>28%<br/>22%</p> <p>Baseline<br/>35%<br/>14%</p>                 | <p><b>Metric/Indicator</b><br/>EAP Test ELA- Hispanic Conditionally Ready<br/>Ready</p> <p><b>19-20</b><br/>Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year.</p> <p><b>Baseline</b><br/>35%<br/>14%</p>             |



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| <p>Metric/Indicator<br/>EAP Test ELA- Low Income<br/>Conditionally Ready<br/>Ready</p> <p>19-20<br/>37%<br/>21%</p> <p>Baseline<br/>34%<br/>13%</p>    | <p><b>Metric/Indicator</b><br/>EAP Test ELA- Low Income<br/>Conditionally Ready<br/>Ready</p> <p><b>19-20</b><br/>Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year.</p> <p><b>Baseline</b><br/>34%<br/>13%</p>     |
| <p>Metric/Indicator<br/>EAP Test ELA- English Learner<br/>Conditionally Ready<br/>Ready</p> <p>19-20<br/>14%<br/>9%</p> <p>Baseline<br/>26%<br/>6%</p> | <p><b>Metric/Indicator</b><br/>EAP Test ELA- English Learner<br/>Conditionally Ready<br/>Ready</p> <p><b>19-20</b><br/>Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year.</p> <p><b>Baseline</b><br/>26%<br/>6%</p> |

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| <p>Metric/Indicator<br/>EAP Test ELA- Students with Disabilities<br/>Conditionally Ready<br/>Ready</p> <p>19-20<br/>16%<br/>9%</p> <p><b>Baseline</b><br/>10%<br/>2%</p> | <p><b>Metric/Indicator</b><br/>EAP Test ELA- Students with Disabilities<br/>Conditionally Ready<br/>Ready</p> <p><b>19-20</b><br/>Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year.</p> <p><b>Baseline</b><br/>10%<br/>2%</p> |
| <p>Metric/Indicator<br/>EAP Test ELA- Reclassified EL<br/>Conditionally Ready<br/>Ready</p> <p>19-20<br/>44%<br/>23%</p> <p>Baseline<br/>41%<br/>16%</p>                 | <p><b>Metric/Indicator</b><br/>EAP Test ELA- Reclassified EL<br/>Conditionally Ready<br/>Ready</p> <p><b>19-20</b><br/>Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year.</p> <p><b>Baseline</b><br/>41%<br/>16%</p>           |

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|--|--|
| <p>Metric/Indicator<br/>EAP Test Math – All Students<br/>Conditionally Ready<br/>Ready</p> <p>19-20<br/>27%<br/>16%</p> <p>Baseline<br/>21%<br/>9%</p>     | <p><b>Metric/Indicator</b><br/>EAP Test Math – All Students<br/>Conditionally Ready<br/>Ready</p> <p><b>19-20</b><br/>Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year.</p> <p><b>Baseline</b><br/>21%<br/>9%</p>     |
| <p>Metric/Indicator<br/>EAP Test Math – African American<br/>Conditionally Ready<br/>Ready</p> <p>19-20<br/>24%<br/>11%</p> <p>Baseline<br/>21%<br/>4%</p> | <p><b>Metric/Indicator</b><br/>EAP Test Math – African American<br/>Conditionally Ready<br/>Ready</p> <p><b>19-20</b><br/>Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year.</p> <p><b>Baseline</b><br/>21%<br/>4%</p> |

|   |  |
|---|--|
| <p>Metric/Indicator<br/>EAP Test Math – Hispanic<br/>Conditionally Ready<br/>Ready</p> <p>19-20<br/>24%<br/>11%</p> <p>Baseline<br/>16%<br/>4%</p>          | <p><b>Metric/Indicator</b><br/>EAP Test Math – Hispanic<br/>Conditionally Ready<br/>Ready</p> <p><b>19-20</b><br/>Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year.</p> <p><b>Baseline</b><br/>16%<br/>4%</p>   |
| <p>Metric/Indicator<br/>EAP Test Math – Low Income<br/>Conditionally Ready<br/>Ready</p> <p>19-20<br/>23%<br/>11%</p> <p><b>Baseline</b><br/>16%<br/>4%</p> | <p><b>Metric/Indicator</b><br/>EAP Test Math – Low Income<br/>Conditionally Ready<br/>Ready</p> <p><b>19-20</b><br/>Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year.</p> <p><b>Baseline</b><br/>16%<br/>4%</p> |

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| <p>Metric/Indicator<br/>EAP Test Math – English Learner<br/>Conditionally Ready<br/>Ready</p> <p>19-20<br/>11%<br/>9%</p> <p>Baseline<br/>6%<br/>2%</p>            | <p><b>Metric/Indicator</b><br/>EAP Test Math – English Learner<br/>Conditionally Ready<br/>Ready</p> <p><b>19-20</b><br/>Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year.</p> <p><b>Baseline</b><br/>6%<br/>2%</p>            |
| <p>Metric/Indicator<br/>EAP Test Math – Students with Disabilities<br/>Conditionally Ready<br/>Ready</p> <p>19-20<br/>11%<br/>8%</p> <p>Baseline<br/>8%<br/>3%</p> | <p><b>Metric/Indicator</b><br/>EAP Test Math – Students with Disabilities<br/>Conditionally Ready<br/>Ready</p> <p><b>19-20</b><br/>Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year.</p> <p><b>Baseline</b><br/>8%<br/>3%</p> |

Metric/Indicator

EAP Test Math – Reclassified EL  
Conditionally Ready  
Ready

19-20

27%

13%

Baseline

19%

5%

**Metric/Indicator**

EAP Test Math – Reclassified EL  
Conditionally Ready  
Ready

**19-20**

Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year.

**Baseline**

19%

5%

|   |  |
|---|--|
| <p>Metric/Indicator<br/>English Progress Indicator</p> <p>19-20<br/>Pending state release of English Learner Progress Indicator recommendations.</p> <p>Baseline<br/>Dashboard Status (2015-16): 68.1% - Medium Status Dashboard Change (2015-16): increase by 0.8% Dashboard Performance: Yellow</p> | <p><b>Metric/Indicator</b><br/>English Progress Indicator</p> <p><b>19-20</b> ELPAC Summative Results are very limited due to COVID school closures (only 50.3% of RUSD English Learners completed assessment before school closures).</p> <p><b>19-20</b></p> <p>Level 4 (Well Developed) – 10.2%</p> <p>Level 3 (Moderately Developed) – 35.3%</p> <p>Level 2 (Somewhat Developed) – 32.9%</p> <p>Level 1 (Beginning Stage) – 21.7%</p> <p><b>Baseline</b></p> <p>Dashboard Status (2015-16): 68.1% - Medium Status Dashboard Change (2015-16): increase by 0.8% Dashboard Performance: Yellow</p> |
| <p>Metric/Indicator<br/>English Learner Reclassification Rate</p> <p>19-20<br/>14%</p> <p>Baseline<br/>10.9%</p>  | <p><b>Metric/Indicator</b><br/>English Learner Reclassification Rate</p> <p><b>19-20</b><br/>(2019-20, DataQuest): 19.1%</p> <p><b>Baseline</b><br/>10.9%</p>  |

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|--|---|
| <p>Metric/Indicator<br/>Dual Enrollment</p> <p>19-20<br/>30%</p> <p>Baseline<br/>3%</p>  | <p><b>Metric/Indicator</b><br/>Dual Enrollment</p> <p><b>19-20</b><br/>(2019-20, RUSD): 14.5%</p> <p><b>Baseline</b><br/>3%</p>   |
| <p>Metric/Indicator<br/>Graduation Rate – All Students</p> <p>19-20<br/>Local Indicator N/A<br/>Dashboard Status (Fall 2017): 95.8% - Very High Status<br/>Dashboard Change (Fall 2017): increase by 0.7% Dashboard Performance: Blue</p> <p>Baseline<br/>Local Indicator (2015-16): 89.1%<br/>Dashboard Status (2014-15): 96% - Very High Status Dashboard Change (2014-15): increase by 0.9% Dashboard Performance: Blue</p> | <p><b>Metric/Indicator</b><br/>Graduation Rate – All Students</p> <p><b>19-20</b><br/>Dashboard Status (Fall 2019, CA Dashboard): 97.0% - Very High Status<br/>Dashboard Change (Fall 2019, CA Dashboard): Increased Significantly by 5.3%<br/>Dashboard Performance: Blue<br/>(2019-20, CA Dashboard - Rate only): 96.4%</p> <p><b>Baseline</b><br/>Local Indicator (2015-16): 89.1%<br/>Dashboard Status (2014-15): 96% - Very High Status Dashboard Change (2014-15): increase by 0.9% Dashboard Performance: Blue</p> |



**Metric/Indicator**

Graduation Rate – English Learner

19-20

Local Indicator N/A

Dashboard Status (Fall 2017): 90.5% - High Status Dashboard  
Change (Fall 2017): increase by 1% Dashboard  
Performance: Green

**Baseline**

Local Indicator (2015-16): 80.9%  
Dashboard Status (2014-15): 90.5% - High Status Dashboard  
Change (2014-15): increase by 9.1%  
Dashboard Performance: Blue

**Metric/Indicator**

Graduation Rate – English Learner

**19-20**

Dashboard Status (Fall 2019, CA Dashboard): 92.4% - High  
Status  
Dashboard Change (Fall 2019, CA Dashboard): Increased  
Significantly by 12.2%  
Dashboard Performance: Blue  
  
(2019-20, CA Dashboard - Rate only): 93.1%

**Baseline**

Local Indicator (2015-16): 80.9%  
Dashboard Status (2014-15): 90.5% - High Status Dashboard  
Change (2014-15): increase by 9.1%  
Dashboard Performance: Blue

**Metric/Indicator**

Graduation Rate – Low Income

19-20

Local Indicator N/A

Dashboard Status (Fall 2017): 94.7% - High Status Dashboard  
Change (Fall 2017): increase by 1.0% Dashboard Performance:  
Green

**Baseline**

Local Indicator (2015-16): 86%

Dashboard Status (2014-15): 94.5% - High Status Dashboard  
Change (2014-15): increase by 2.7% Dashboard Performance:  
Green

**Metric/Indicator**

Graduation Rate – Low Income

**19-20**

Dashboard Status (Fall 2019, CA Dashboard): 96.6% - Very  
High Status

Dashboard Change (Fall 2019, CA Dashboard): Increased  
Significantly by 6.2%

Dashboard Performance: Blue

(2019-20, CA Dashboard - Rate only): 95.9%

**Baseline**

Local Indicator (2015-16): 86%

Dashboard Status (2014-15): 94.5% - High Status Dashboard  
Change (2014-15): increase by 2.7% Dashboard Performance:  
Green

**Metric/Indicator**

Graduation Rate – Students with Disabilities

19-20

Local Indicator N/A

Dashboard Status (Fall 2017): 73.2% - Medium Status

Dashboard Change (Fall 2017): increase by 1% Dashboard Performance: Yellow

**Baseline**

Local Indicator (2015-16): 66.5%

Dashboard Status (2014-15): 75.9% - Low Status Dashboard Change (2014-15): increase by 4.7% Dashboard Performance: Orange

**Metric/Indicator**

Graduation Rate – Students with Disabilities

**19-20**

Dashboard Status (Fall 2019, CA Dashboard): 85.7% - Medium Status

Dashboard Change (Fall 2019, CA Dashboard): Increased Significantly by 13.0%

Dashboard Performance: Green

(2019-20, CA Dashboard - Rate only): 85.3%

**Baseline**

Local Indicator (2015-16): 66.5%

Dashboard Status (2014-15): 75.9% - Low Status Dashboard Change (2014-15): increase by 4.7% Dashboard Performance: Orange

Metric/Indicator

Graduation Rate – African American

**19-20**

Local Indicator N/A

Dashboard Status (Fall 2017): 93.6% - High Status Dashboard Change (Fall 2017): increase by 1% Dashboard Performance: Green

**Baseline**

Local Indicator (2015-16): 87.4%  
Dashboard Status (2014-15): 94.3% - High Status Dashboard Change (2014-15): increase by 2.7% Dashboard Performance: Green

**Metric/Indicator**

Graduation Rate – African American

**19-20**

Dashboard Status (Fall 2019, CA Dashboard): 96.6% - Very High Status  
Dashboard Change (Fall 2019, CA Dashboard): Increased by - 2.7%  
Dashboard Performance: Blue  
  
(2019-20, CA Dashboard - Rate only): 98.5%

**Baseline**

Local Indicator (2016-17): 89%  
Dashboard Status (Fall 2017): 92.6% - High Status  
Dashboard Change (Fall 2017): increase by 1%  
Dashboard Performance: Green

Metric/Indicator

Graduation Rate - Hispanic

19-20

Local Indicator N/A

Dashboard Status (Fall 2017): 95% - Very High Status

Dashboard Change (Fall 2017): increase by 1% Dashboard

Performance: Blue

Baseline

Local Indicator (2015-16): 87.1%

Dashboard Status (2014-15): 94.9% - High Status Dashboard

Change (2014-15): increase by 3.2% Dashboard Performance:

Green

**Metric/Indicator**

Graduation Rate - Hispanic

**19-20**

Dashboard Status (Fall 2019, CA Dashboard): 97.1% - Very High Status

Dashboard Change (Fall 2019, CA Dashboard): Increased Significantly by 6.4%

Dashboard Performance: Blue

(2019-20, CA Dashboard - Rate only): 96.2%

**Baseline**

Local Indicator (2015-16): 87.1%

Dashboard Status (2014-15): 94.9% - High Status

Dashboard Change (2014-15): increase by 3.2%

Dashboard Performance: Green

Metric/Indicator

High School Dropout Rate – All Students

19-20

2.5%

Baseline

5.5%

**Metric/Indicator**

High School Dropout Rate – All Students

**19-20**

(2019-20, DataQuest): 1.8%

**Baseline**

5.5%

|  |   |
|--|---|
| <p>Metric/Indicator<br/>High School Dropout Rate – African American</p> <p>19-20<br/>1.5%</p> <p>Baseline<br/>4.5%</p> | <p><b>Metric/Indicator</b><br/>High School Dropout Rate – African American</p> <p><b>19-20</b><br/>(2019-20, DataQuest): 1.5%</p> <p><b>Baseline</b><br/>4.5%</p> |
| <p>Metric/Indicator<br/>High School Dropout Rate – Hispanic</p> <p>19-20<br/>3.0%</p> <p>Baseline<br/>6.6%</p>         | <p><b>Metric/Indicator</b><br/>High School Dropout Rate – Hispanic</p> <p><b>19-20</b><br/>(2019-20, DataQuest): 0%</p> <p><b>Baseline</b><br/>6.6%</p>           |
| <p>Metric/Indicator<br/>High School Dropout Rate – Low Income</p> <p>19-20<br/>3.6%</p> <p>Baseline<br/>7.2%</p>       | <p><b>Metric/Indicator</b><br/>High School Dropout Rate – Low Income</p> <p><b>19-20</b><br/>(2019-20, DataQuest): 2.4%</p> <p><b>Baseline</b><br/>7.2%</p>       |

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|--|---|
| <p>Metric/Indicator<br/>High School Dropout Rate – English Learner</p> <p>19-20<br/>6.5%</p> <p>Baseline<br/>10.9%</p>         | <p><b>Metric/Indicator</b><br/>High School Dropout Rate – English Learner</p> <p><b>19-20</b><br/>(2019-20, DataQuest): 5.6%</p> <p><b>Baseline</b><br/>10.9%</p>         |
| <p>Metric/Indicator<br/>High School Dropout Rate – Students with Disabilities</p> <p>19-20<br/>4.4%</p> <p>Baseline<br/>8%</p> | <p><b>Metric/Indicator</b><br/>High School Dropout Rate – Students with Disabilities</p> <p><b>19-20</b><br/>(2019-20, DataQuest): 3.1%</p> <p><b>Baseline</b><br/>8%</p> |
| <p>Metric/Indicator<br/>Middle School Dropout Rate – All Students</p> <p>19-20<br/>.1%</p> <p>Baseline<br/>.18%</p>            | <p><b>Metric/Indicator</b><br/>Middle School Dropout Rate – All Students</p> <p><b>19-20</b><br/>(2019-20, CALPADS): 0.11%</p> <p><b>Baseline</b><br/>.18%</p>            |

|   |   |
|---|---|
| <p>Metric/Indicator<br/>Middle School Dropout Rate – African American</p> <p>19-20<br/>.1%</p> <p>Baseline<br/>.43%</p>                         | <p><b>Metric/Indicator</b><br/>Middle School Dropout Rate – African American</p> <p><b>19-20</b><br/>(2019-20, CALPADS): 0.00%</p> <p><b>Baseline</b><br/>.43%</p>  |
| <p>Metric/Indicator<br/>Middle School Dropout Rate – Hispanic</p> <p>19-20<br/>.1%</p> <p>Baseline<br/>.25%</p>                                 | <p><b>Metric/Indicator</b><br/>Middle School Dropout Rate – Hispanic</p> <p><b>19-20</b><br/>(2019-20, CALPADS): 0.00%</p> <p><b>Baseline</b><br/>.25%</p>  |
| <p>Metric/Indicator<br/>A-G – All Students Enrollment Rate Completion Rate</p> <p>19-20<br/>98%<br/>52%</p> <p>Baseline<br/>96.6%<br/>49.6%</p> | <p><b>Metric/Indicator</b><br/>A-G – All Students Enrollment Rate Completion Rate</p> <p><b>19-20</b><br/>(2019-20, DataQuest)<br/>Enrollment Rate: 95.4%<br/>Completion Rate: 51.6%</p> <p><b>Baseline</b><br/>96.6%<br/>49.6%</p> |



|   |   |
|---|---|
| <p>Metric/Indicator<br/>A-G – African American Enrollment Rate Completion Rate</p> <p>19-20<br/>99%<br/>46%</p> <p>Baseline<br/>96.4%<br/>45.6%</p> | <p><b>Metric/Indicator</b><br/>A-G – African American Enrollment Rate Completion Rate</p> <p><b>19-20</b><br/>(2019-20, DataQuest)<br/>Enrollment Rate: 96.5%<br/>Completion Rate: 47.2%</p> <p><b>Baseline</b><br/>96.4%<br/>45.6%</p> |
| <p>Metric/Indicator<br/>A-G – Hispanic Enrollment Rate Completion Rate</p> <p>19-20<br/>99%<br/>47%</p> <p>Baseline<br/>97.6%<br/>44.7%</p>         | <p><b>Metric/Indicator</b><br/>A-G – Hispanic Enrollment Rate Completion Rate</p> <p><b>19-20</b><br/>(2019-20, DataQuest)<br/>Enrollment Rate: 95.1%<br/>Completion Rate: 46.3%</p> <p><b>Baseline</b><br/>97.6%<br/>44.7%</p>         |

|  |  |
|--|--|
| <p>Metric/Indicator<br/>A-G – Low Income Enrollment Rate Completion Rate</p> <p>19-20<br/>99%<br/>45%</p> <p>Baseline<br/>97.9%<br/>44.5%</p>    | <p><b>Metric/Indicator</b><br/>A-G – Low Income Enrollment Rate Completion Rate</p> <p><b>19-20</b><br/>(2019-20, DataQuest)<br/>Enrollment Rate: 99%<br/>Completion Rate: 45%</p> <p><b>Baseline</b><br/>97.9%<br/>44.5%</p>        |
| <p>Metric/Indicator<br/>A-G – English Learner Enrollment Rate Completion Rate</p> <p>19-20<br/>99%<br/>16%</p> <p>Baseline<br/>97%<br/>12.3%</p> | <p><b>Metric/Indicator</b><br/>A-G – English Learner Enrollment Rate Completion Rate</p> <p><b>19-20</b><br/>(2019-20, DataQuest)<br/>Enrollment Rate: 90.5%<br/>Completion Rate: 27.0%</p> <p><b>Baseline</b><br/>97%<br/>12.3%</p> |

Metric/Indicator

A-G – Students with Disabilities Enrollment Rate  
Completion Rate

19-20

92%  
9%

Baseline

90.7%  
6.2%

**Metric/Indicator**

A-G – Students with Disabilities Enrollment Rate  
Completion Rate

**19-20**

(2019-20, DataQuest)  
Enrollment Rate: 83.3%  
Completion Rate: 11.7%

**Baseline**

90.7%  
6.2%

Metric/Indicator

A-G – Reclassified EL Enrollment Rate Completion Rate

19-20

99%  
56%

Baseline

98%  
54.2%

**Metric/Indicator**

A-G – Reclassified EL Enrollment Rate Completion Rate

**19-20**

(2019-20, DataQuest)  
Enrollment Rate: n/a  
Completion Rate: n/a

**Baseline**

90.7%  
6.2%

|   |   |
|---|---|
| <p>Metric/Indicator<br/>Career Technical Education – All Students Enrollment Rate<br/>Completion Rate</p> <p>19-20<br/>38%<br/>20%</p> <p>Baseline<br/>30.4%<br/>2.8%</p>     | <p><b>Metric/Indicator</b><br/>Career Technical Education – All Students Enrollment Rate<br/>Completion Rate</p> <p><b>19-20</b><br/>(2019-20, Aeries)<br/>Enrollment Rate: 24.55%<br/>Completion Rate: 6.50%</p> <p><b>Baseline</b><br/>30.4%<br/>2.8%</p>     |
| <p>Metric/Indicator<br/>Career Technical Education – African American Enrollment Rate<br/>Completion Rate</p> <p>19-20<br/>38%<br/>20%</p> <p>Baseline<br/>29.2%<br/>2.1%</p> | <p><b>Metric/Indicator</b><br/>Career Technical Education – African American Enrollment Rate<br/>Completion Rate</p> <p><b>19-20</b><br/>(2019-20, Aeries)<br/>Enrollment Rate: 24.55%<br/>Completion Rate: 4.74%</p> <p><b>Baseline</b><br/>29.2%<br/>2.1%</p> |

Metric/Indicator  
Career Technical Education – Hispanic Enrollment Rate  
Completion Rate

19-20  
38%  
20%

Baseline  
28.1%  
3.3%

**Metric/Indicator**  
Career Technical Education – Hispanic Enrollment Rate  
Completion Rate

**19-20**  
(2019-20, Aeries)  
Enrollment Rate: 23.45%  
Completion Rate: 6.18%

**Baseline**  
28.1%  
3.3%

Metric/Indicator  
Career Technical Education – Low Income Enrollment Rate  
Completion Rate

19-20  
38%  
20%

Baseline  
38.9%  
NA

**Metric/Indicator**  
Career Technical Education – Low Income Enrollment Rate  
Completion Rate

**19-20**  
(2019-20, Aeries)  
Enrollment Rate: 23.41%  
Completion Rate: 6.31%

**Baseline**  
38.9%  
NA

|   |   |
|---|---|
| <p>Metric/Indicator<br/>Career Technical Education– English Learner Enrollment Rate<br/>Completion Rate</p> <p>19-20<br/>37%<br/>20%</p> <p>Baseline<br/>26.2%<br/>4.2%</p>             | <p><b>Metric/Indicator</b><br/>Career Technical Education– English Learner Enrollment Rate<br/>Completion Rate</p> <p><b>19-20</b><br/>(2019-20, Aeries)<br/>Enrollment Rate: 17.38%<br/>Completion Rate: 2.79%</p> <p><b>Baseline</b><br/>26.2%<br/>4.2%</p>             |
| <p>Metric/Indicator<br/>Career Technical Education – Students with Disabilities<br/>Enrollment Rate<br/>Completion Rate</p> <p>19-20<br/>40%<br/>20%</p> <p>Baseline<br/>37%<br/>NA</p> | <p><b>Metric/Indicator</b><br/>Career Technical Education – Students with Disabilities<br/>Enrollment Rate<br/>Completion Rate</p> <p><b>19-20</b><br/>(2019-20, Aeries)<br/>Enrollment Rate: 31.92%<br/>Completion Rate: 3.68%</p> <p><b>Baseline</b><br/>37%<br/>NA</p> |

|  |  |
|--|--|
| <p>Metric/Indicator<br/>Career Technical Education – Reclassified EL Enrollment Rate<br/>Completion Rate</p> <p>19-20<br/>35%<br/>20%</p> <p>Baseline<br/>25.2%<br/>NA</p> | <p><b>Metric/Indicator</b><br/>Career Technical Education – Reclassified EL Enrollment Rate<br/>Completion Rate</p> <p><b>19-20</b><br/>(2019-20, Aeries)<br/>Enrollment Rate: 25.98%<br/>Completion Rate: 8.13%</p> <p><b>Baseline</b><br/>25.2%<br/>NA</p> |
| <p>Metric/Indicator<br/>Career Technical Education – Foster Youth Enrollment Rate<br/>Completion Rate</p> <p>19-20<br/>25%<br/>25%</p> <p>Baseline<br/>NA<br/>12.5%</p>    | <p><b>Metric/Indicator</b><br/>Career Technical Education – Foster Youth Enrollment Rate<br/>Completion Rate</p> <p><b>19-20</b><br/>(2019-20, Aeries)<br/>Enrollment Rate: N/A<br/>Completion Rate: N/A</p> <p><b>Baseline</b><br/>NA<br/>12.5%</p>         |

**Metric/Indicator**

Advanced Placement – All Students Enrollment Rate  
% Exam 3 or higher

19-20

40%

55%

**Baseline**

28.9%

45.7%

**Metric/Indicator**

Advanced Placement – All Students Enrollment Rate  
% Exam 3 or higher

**19-20**

(2019-20, RUSD)

Enrollment Rate: 18.67%

(2019-20, College Board)

% Exam 3 or higher: 55.2%

**Baseline**

28.9%

45.7%

**Metric/Indicator**

Advanced Placement – African American Enrollment Rate  
% Exam 3 or higher

19-20

35%

50%

**Baseline**

22.8%

36.3%

**Metric/Indicator**

Advanced Placement – African American Enrollment Rate  
% Exam 3 or higher

**19-20**

(2019-20, RUSD)

Enrollment Rate: 19.03%

(2019-20, College Board)

% Exam 3 or higher: 38.3%

**Baseline**

22.8%

36.3%



Metric/Indicator

Advanced Placement – Hispanic  
Enrollment Rate  
% Exam 3 or higher

19-20

38%  
49%

Baseline

26%  
33.5%

**Metric/Indicator**

Advanced Placement – Hispanic  
Enrollment Rate  
% Exam 3 or higher

**19-20**

(2019-20, RUSD)  
Enrollment Rate: 16.59%  
(2019-20, College Board)  
% Exam 3 or higher: 45.7%

**Baseline**

26%  
33.5%

Metric/Indicator

Advanced Placement – Low Income Enrollment Rate  
% Exam 3 or higher

**19-20**

36%  
49%

**Baseline**

23.8%  
33.4%

**Metric/Indicator**

Advanced Placement – Low Income Enrollment Rate  
% Exam 3 or higher

**19-20**

(2019-20, RUSD)  
Enrollment Rate: 16.84%  
(2019-20, College Board)  
% Exam 3 or higher: 43.8%

**Baseline**

23.8%  
33.4%

|  |  |
|--|--|
| <p>Metric/Indicator<br/>Advanced Placement – English Learner Enrollment Rate<br/>% Exam 3 or higher</p> <p>19-20<br/>25%<br/>71%</p> <p>Baseline<br/>9.2%<br/>65.1%</p>      | <p><b>Metric/Indicator</b><br/>Advanced Placement – English Learner Enrollment Rate<br/>% Exam 3 or higher</p> <p><b>19-20</b><br/>(2019-20, RUSD)<br/>Enrollment Rate: 4.40%<br/>(2019-20, College Board)<br/>% Exam 3 or higher: 56.3%</p> <p><b>Baseline</b><br/>9.2%<br/>65.1%</p>       |
| <p>Metric/Indicator<br/>Advanced Placement – Students with Disabilities Enrollment Rate<br/>% Exam 3 or higher</p> <p>19-20<br/>20%<br/>NA</p> <p>Baseline<br/>2%<br/>NA</p> | <p><b>Metric/Indicator</b><br/>Advanced Placement – Students with Disabilities Enrollment Rate<br/>% Exam 3 or higher</p> <p><b>19-20</b><br/>(2019-20, RUSD)<br/>Enrollment Rate: 10.32%<br/>(2019-20 College Board)<br/>% Exam 3 or higher: 64.0%</p> <p><b>Baseline</b><br/>2%<br/>NA</p> |

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| <p>Metric/Indicator<br/>Advanced Placement – Reclassified EL<br/>Enrollment Rate<br/>% Exam 3 or higher</p> <p><b>19-20</b><br/>50%<br/>50%</p> <p><b>Baseline</b><br/>36.7%<br/>36.5%</p> | <p><b>Metric/Indicator</b><br/>Advanced Placement – Reclassified EL<br/>Enrollment Rate<br/>% Exam 3 or higher</p> <p><b>19-20</b><br/>(2019-20 RUSD)<br/>Enrollment Rate: 26.44%<br/>(2019-20 College Board)<br/>% Exam 3 or higher: 46.6%</p> <p><b>Baseline</b><br/>36.7%<br/>36.5%</p> |
| <p>Metric/Indicator<br/>International Baccalaureate – All students<br/>% Exam 4 or higher</p> <p><b>19-20</b><br/>85%</p> <p>Baseline<br/>79.1%</p>  | <p><b>Metric/Indicator</b><br/>International Baccalaureate – All students<br/>% Exam 4 or higher</p> <p><b>19-20</b><br/>36.1%</p> <p><b>Baseline</b><br/>79.1%</p>  |
| <p>Metric/Indicator<br/>International Baccalaureate – African American<br/>% Exam 4 or higher</p> <p>19-20<br/>77%</p> <p>Baseline<br/>63.5%</p>   | <p><b>Metric/Indicator</b><br/>International Baccalaureate – African American<br/>% Exam 4 or higher</p> <p><b>19-20</b><br/>25.0%</p> <p><b>Baseline</b><br/>63.5%</p>  |

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|---|---|
| <p>Metric/Indicator<br/>International Baccalaureate – Hispanic<br/>% Exam 4 or higher</p> <p>19-20<br/>85%</p> <p>Baseline<br/>75%</p>      | <p><b>Metric/Indicator</b><br/>International Baccalaureate – Hispanic<br/>% Exam 4 or higher</p> <p><b>19-20</b><br/>30.3%</p> <p><b>Baseline</b><br/>75%</p>       |
| <p>Metric/Indicator<br/>International Baccalaureate – Low Income<br/>% Exam 4 or higher</p> <p>19-20<br/>85%</p> <p>Baseline<br/>73.9%</p>  | <p><b>Metric/Indicator</b><br/>International Baccalaureate – Low Income<br/>% Exam 4 or higher</p> <p><b>19-20</b><br/>29.5%</p> <p><b>Baseline</b><br/>73.9%</p>   |
| <p>Metric/Indicator<br/>International Baccalaureate – English Learner<br/>% Exam 4 or higher</p> <p>19-20<br/>NA</p> <p>Baseline<br/>NA</p> | <p><b>Metric/Indicator</b><br/>International Baccalaureate – English Learner<br/>% Exam 4 or higher</p> <p><b>19-20</b><br/>0.00%</p> <p><b>Baseline</b><br/>NA</p> |

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| <p>Metric/Indicator<br/>International Baccalaureate – Students with Disabilities<br/>% Exam 4 or higher</p> <p>19-20<br/>NA</p> <p>Baseline<br/>NA</p> | <p><b>Metric/Indicator</b><br/>International Baccalaureate – Students with Disabilities<br/>% Exam 4 or higher</p> <p><b>19-20</b><br/>0.00%</p> <p><b>Baseline</b><br/>NA</p> |
| <p>Metric/Indicator<br/>International Baccalaureate – Reclassified EL<br/>% Exam 4 or higher</p> <p>19-20<br/>85%</p> <p>Baseline<br/>73.8%</p>        | <p><b>Metric/Indicator</b><br/>International Baccalaureate – Reclassified EL<br/>% Exam 4 or higher</p> <p><b>19-20</b><br/>35.6%</p> <p><b>Baseline</b><br/>73.8%</p>         |
| <p>Metric/Indicator<br/>DIBELS MOY 3rd Grade – All Students</p> <p>19-20<br/>70.8%</p> <p>Baseline<br/>69%</p>   | <p><b>Metric/Indicator</b><br/>DIBELS MOY 3rd Grade – All Students</p> <p><b>19-20 Benchmark or Above</b><br/>66.8%</p> <p><b>Baseline</b><br/>69%</p>                         |
| <p>Metric/Indicator<br/>DIBELS MOY 3rd Grade – African American</p> <p>19-20<br/>72%</p> <p>Baseline<br/>67.5%</p>                                     | <p><b>Metric/Indicator</b><br/>DIBELS MOY 3rd Grade – African American</p> <p><b>19-20 Benchmark or Above</b><br/>66.7%</p> <p><b>Baseline</b><br/>67.5%</p>                   |

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| <p>Metric/Indicator<br/>DIBELS MOY 3rd Grade – Hispanic</p> <p>19-20<br/>66.5%</p> <p>Baseline<br/>66%</p>                     | <p><b>Metric/Indicator</b><br/>DIBELS MOY 3rd Grade – Hispanic</p> <p><b>19-20 Benchmark or Above</b><br/>61.8%</p> <p><b>Baseline</b><br/>66%</p>                     |
| <p>Metric/Indicator<br/>DIBELS MOY 3rd Grade – Low Income</p> <p>19-20<br/>65.1%</p> <p>Baseline<br/>64.8%</p>                 | <p><b>Metric/Indicator</b><br/>DIBELS MOY 3rd Grade – Low Income</p> <p><b>19-20 Benchmark or Above</b><br/>59.9%</p> <p><b>Baseline</b><br/>64.8%</p>                 |
| <p>Metric/Indicator<br/>DIBELS MOY 3rd Grade – English Learner</p> <p>19-20<br/>41.6%</p> <p>Baseline<br/>41%</p>              | <p><b>Metric/Indicator</b><br/>DIBELS MOY 3rd Grade – English Learner</p> <p><b>19-20 Benchmark or Above</b><br/>15.9%</p> <p><b>Baseline</b><br/>41%</p>              |
| <p>Metric/Indicator<br/>DIBELS MOY 3rd Grade – Students with Disabilities</p> <p>19-20<br/>40.3%</p> <p>Baseline<br/>27.2%</p> | <p><b>Metric/Indicator</b><br/>DIBELS MOY 3rd Grade – Students with Disabilities</p> <p><b>19-20 Benchmark or Above</b><br/>37.1%</p> <p><b>Baseline</b><br/>27.2%</p> |

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| <p>Metric/Indicator<br/>DIBELS MOY 3rd Grade – Reclassified EL</p> <p>19-20<br/>92.4%</p> <p>Baseline<br/>91.8%</p>           | <p><b>Metric/Indicator</b><br/>DIBELS MOY 3rd Grade – Reclassified EL</p> <p><b>19-20 Benchmark or Above</b><br/>89.9%</p> <p><b>Baseline</b><br/>91.8%</p>                      |
| <p>Metric/Indicator<br/>DIBELS MOY 3rd Grade – Foster Youth</p> <p>19-20<br/>68.2%</p> <p>Baseline<br/>72%</p>                | <p><b>Metric/Indicator</b><br/>DIBELS MOY 3rd Grade – Foster Youth</p> <p><b>19-20 Benchmark or Above</b><br/>66.7%</p> <p><b>Baseline</b><br/>72%</p>                           |
| <p>Metric/Indicator<br/>LEA Positive Attendance Rates – All Students</p> <p>19-20<br/>97.2%</p> <p>Baseline<br/>96%</p>       | <p><b>Metric/Indicator</b><br/>LEA Positive Attendance Rates – All Students</p> <p><b>19-20 RUSD – before school closures</b><br/>97.7%</p> <p><b>Baseline</b><br/>96%</p>       |
| <p>Metric/Indicator<br/>LEA Positive Attendance Rates – African American</p> <p>19-20<br/>96.9%</p> <p>Baseline<br/>95.7%</p> | <p><b>Metric/Indicator</b><br/>LEA Positive Attendance Rates – African American</p> <p><b>19-20 RUSD – before school closures</b><br/>89.7%</p> <p><b>Baseline</b><br/>95.7%</p> |

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| <p>Metric/Indicator<br/>LEA Positive Attendance Rates – Hispanic</p> <p>19-20<br/>97.2%</p> <p>Baseline<br/>96%</p>                     | <p><b>Metric/Indicator</b><br/>LEA Positive Attendance Rates – Hispanic</p> <p><b>19-20 RUSD – before school closures</b><br/>91.7%</p> <p><b>Baseline</b><br/>96%</p>                     |
| <p>Metric/Indicator<br/>LEA Positive Attendance Rates – Low Income</p> <p>19-20<br/>97.2%</p> <p>Baseline<br/>95.8%</p>                 | <p><b>Metric/Indicator</b><br/>LEA Positive Attendance Rates – Low Income</p> <p><b>19-20 RUSD – before school closures</b><br/>90.6%</p> <p><b>Baseline</b><br/>95.8%</p>                 |
| <p>Metric/Indicator<br/>LEA Positive Attendance Rates – English Learner</p> <p>19-20<br/>97.4%</p> <p>Baseline<br/>96.2%</p>            | <p><b>Metric/Indicator</b><br/>LEA Positive Attendance Rates – English Learner</p> <p><b>19-20 RUSD – before school closures</b><br/>N/A</p> <p><b>Baseline</b><br/>96.2%</p>              |
| <p>Metric/Indicator<br/>LEA Positive Attendance Rates – Students with Disabilities</p> <p>19-20<br/>95.9%</p> <p>Baseline<br/>94.7%</p> | <p><b>Metric/Indicator</b><br/>LEA Positive Attendance Rates – Students with Disabilities</p> <p><b>19-20 RUSD – before school closures</b><br/>85.5%</p> <p><b>Baseline</b><br/>94.7%</p> |



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| <p>Metric/Indicator<br/>LEA Positive Attendance Rates – Foster Youth</p> <p>19-20<br/>96.3%</p> <p>Baseline<br/>95.1%</p> | <p><b>Metric/Indicator</b><br/>LEA Positive Attendance Rates – Foster Youth</p> <p><b>19-20 RUSD – before school closures</b><br/>90.4%</p> <p><b>Baseline</b><br/>95.1%</p>  |
| <p>Metric/Indicator<br/>LEA Chronic Absentee – All Students</p> <p>19-20<br/>6.3%</p> <p>Baseline<br/>8.6%</p>            | <p><b>Metric/Indicator</b><br/>LEA Chronic Absentee – All Students</p> <p><b>19-20</b><br/>Dashboard Status (Fall 2019, CA Dashboard): 9.6%<br/>LEA K-12 (2020-21, RUSD)*: 9.7%<br/>*Accurate Chronic Absentee data not available for the 2019-20 school year.</p> <p><b>Baseline</b><br/>8.6%</p>        |
| <p>Metric/Indicator<br/>LEA Chronic Absentee – African American</p> <p>19-20<br/>7.9%</p> <p>Baseline<br/>10.8%</p>       | <p><b>Metric/Indicator</b><br/>LEA Chronic Absentee – African American</p> <p><b>19-20</b><br/>Dashboard Status (Fall 2019, CA Dashboard): 13.8%<br/>LEA K-12 (2020-21, RUSD)*: 12.1%<br/>*Accurate Chronic Absentee data not available for the 2019-20 school year.</p> <p><b>Baseline</b><br/>10.8%</p> |

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| <p>Metric/Indicator<br/>LEA Chronic Absentee – Hispanic</p> <p>19-20<br/>6.5%</p> <p>Baseline<br/>8.9%</p>        | <p><b>Metric/Indicator</b><br/>LEA Chronic Absentee – Hispanic</p> <p><b>19-20</b><br/>Dashboard Status (Fall 2019, CA Dashboard): 10.1%<br/>LEA K-12 (2020-21, RUSD)*: 11.3%<br/>*Accurate Chronic Absentee data not available for the 2019-20 school year.</p> <p><b>Baseline</b><br/>8.9%</p>                 |
| <p>Metric/Indicator<br/>LEA Chronic Absentee – Low Income</p> <p>19-20<br/>7.1%</p> <p>Baseline<br/>9.8%</p>      | <p><b>Metric/Indicator</b><br/>LEA Chronic Absentee – Low Income</p> <p><b>19-20</b><br/>(2019-20)<br/>Dashboard Status (Fall 2019, CA Dashboard): 12.0%<br/>LEA K-12 (2020-21, RUSD)*: 12.1%<br/>*Accurate Chronic Absentee data not available for the 2019-20 school year.</p> <p><b>Baseline</b><br/>9.8%</p> |
| <p>Metric/Indicator<br/>LEA Chronic Absentee – English Learner</p> <p>19-20<br/>6.1%</p> <p>Baseline<br/>8.3%</p> | <p><b>Metric/Indicator</b><br/>LEA Chronic Absentee – English Learner</p> <p><b>19-20</b><br/>Dashboard Status (Fall 2019, CA Dashboard): 9.4%<br/>LEA K-12 (2020-21, RUSD)*: 15.4%<br/>*Accurate Chronic Absentee data not available for the 2019-20 school year.</p> <p><b>Baseline</b><br/>8.3%</p>           |

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| <p>Metric/Indicator<br/>LEA Chronic Absentee – Students with Disabilities</p> <p>19-20<br/>11.2%</p> <p>Baseline<br/>15.3%</p> | <p><b>Metric/Indicator</b><br/>LEA Chronic Absentee – Students with Disabilities</p> <p><b>19-20</b><br/>Dashboard Status (Fall 2019, CA Dashboard): 15.3%<br/>LEA K-12 (2020-21, RUSD)*: 15.2%<br/>*Accurate Chronic Absentee data not available for the 2019-20 school year.</p> <p><b>Baseline</b><br/>15.3%</p> |
| <p>Metric/Indicator<br/>LEA Chronic Absentee – Reclassified EL</p> <p>19-20<br/>3.8%</p> <p>Baseline<br/>5.2%</p>              | <p><b>Metric/Indicator</b><br/>LEA Chronic Absentee – Reclassified EL</p> <p><b>19-20</b><br/>Dashboard Status (Fall 2019, CA Dashboard): N/A<br/>LEA K-12 (2020-21, RUSD)*: 4.2%<br/>*Accurate Chronic Absentee data not available for the 2019-20 school year.</p> <p><b>Baseline</b><br/>5.2%</p>                |
| <p>Metric/Indicator<br/>LEA Chronic Absentee – Foster Youth</p> <p>19-20<br/>9.3%</p> <p>Baseline<br/>12.7%</p>                | <p><b>Metric/Indicator</b><br/>LEA Chronic Absentee – Foster Youth</p> <p><b>19-20</b><br/>Dashboard Status (Fall 2019, CA Dashboard): 18.7%<br/>LEA K-12 (2020-21, RUSD)*: n/a<br/>*Accurate Chronic Absentee data not available for the 2019-20 school year.</p> <p><b>Baseline</b><br/>12.7%</p>                 |

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| <p>Metric/Indicator<br/>LEA Truancy Rates – All Students</p> <p>19-20<br/>6.7%</p> <p>Baseline<br/>9.2%</p>      | <p><b>Metric/Indicator</b><br/>LEA Truancy Rates – All Students</p> <p><b>19-20</b><br/>Data not available – metric no longer calculated by CDE or RUSD</p> <p><b>Baseline</b><br/>9.2%</p>      |
| <p>Metric/Indicator<br/>LEA Truancy Rates – African American</p> <p>19-20<br/>8.3%</p> <p>Baseline<br/>11.4%</p> | <p><b>Metric/Indicator</b><br/>LEA Truancy Rates – African American</p> <p><b>19-20</b><br/>Data not available – metric no longer calculated by CDE or RUSD</p> <p><b>Baseline</b><br/>11.4%</p> |
| <p>Metric/Indicator<br/>LEA Truancy Rates – Hispanic</p> <p>19-20<br/>6.7%</p> <p>Baseline<br/>9.2%</p>          | <p><b>Metric/Indicator</b><br/>LEA Truancy Rates – Hispanic</p> <p><b>19-20</b><br/>Data not available – metric no longer calculated by CDE or RUSD</p> <p><b>Baseline</b><br/>9.2%</p>          |

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| <p>Metric/Indicator<br/>LEA Truancy Rates – Foster Youth</p> <p>19-20<br/>9.1%</p> <p>Baseline<br/>12.5%</p> | <p><b>Metric/Indicator</b><br/>LEA Truancy Rates – Foster Youth</p> <p><b>19-20</b><br/>Data not available – metric no longer calculated by CDE or RUSD</p> <p><b>Baseline</b><br/>12.5%</p> |
| <p>Metric/Indicator<br/>LEA Truancy Rates – Homeless</p> <p>19-20<br/>7.8%</p> <p>Baseline<br/>10.7%</p>     | <p><b>Metric/Indicator</b><br/>LEA Truancy Rates – Homeless</p> <p><b>19-20</b><br/>Data not available – metric no longer calculated by CDE or RUSD</p> <p><b>Baseline</b><br/>10.7%</p>     |

## Actions / Services

| Planned Action/Service   | Budgeted Expenditures   | Actual Expenditures  |
|--|---|--|
| <p><b>Action 2.1a 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 districtwide multi-tiered system of support</b></p> <p>2.1a Implement Multi-Tiered System of Support (MTSS) to increase effectiveness of Tier I Core Instruction (Universal Screeners; 5 TOSAs of Academic Support, secondary site support)</p> | <p>1000-1999:<br/>Certificated<br/>Personnel<br/>Salaries LCFF<br/>RESOURCE–<br/>0211<br/>\$86,012</p> <p>3000-3999:<br/>Employee Benefits<br/>LCFF</p> | <p>1000-1999:<br/>Certificated<br/>Personnel<br/>Salaries LCFF<br/>RESOURCE –<br/>0211<br/>\$78,098</p> <p>3000-3999:<br/>Employee Benefits<br/>LCFF</p> |

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|  | <p>RESOURCE – 0211<br/>\$25,389</p> <p>4000-4999:<br/>Books And Supplies<br/>LCFF<br/>RESOURCE – 0211<br/>\$37,197</p> <p>5000-5999:<br/>Services And Other<br/>Operating Expenditures<br/>LCFF<br/>RESOURCE – 0211<br/>\$190,655</p> <p>1000-1999:<br/>Certificated Personnel<br/>Salaries<br/>LPSBG<br/>Resource – 7510<br/>\$706,332</p> <p>2000-2999:<br/>Classified Personnel<br/>Salaries<br/>LPSBG<br/>Resource – 7510<br/>\$40,000</p> <p>3000-3999:<br/>Employee Benefits<br/>LPSBG<br/>Resource – 7510<br/>\$236,395</p> | <p>RESOURCE – 0211<br/>\$23,741</p> <p>4000-4999:<br/>Books And Supplies<br/>LCFF<br/>RESOURCE – 0211<br/>\$0</p> <p>5000-5999:<br/>Services And Other<br/>Operating Expenditures<br/>LCFF<br/>RESOURCE – 0211<br/>\$251,652</p> <p>1000-1999:<br/>Certificated Personnel<br/>Salaries<br/>LPSBG<br/>Resource – 7510<br/>\$796,627</p> <p>2000-2999:<br/>Classified Personnel<br/>Salaries<br/>LPSBG<br/>Resource – 7510<br/>\$12,694</p> <p>3000-3999:<br/>Employee Benefits<br/>LPSBG<br/>Resource – 7510<br/>\$252,524</p> |
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|  | 4000-4999:<br>Books and Supplies<br>LPSBG<br>Resource – 7510<br>\$333,817                     | 4000-4999:<br>Books and Supplies<br>LPSBG<br>Resource – 7510<br>\$40,893                           |
| <p><b>Action 2.1b 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 district wide multi-tiered system of support</b></p> <p>2.1b Continue to provide intervention for English Learners (After-school tutoring – Language Acquisition Braniacs; Expand AVID Excel; Newcomer support classes)</p> | 5000-5999:<br>Services And Other<br>Operating Expenditures<br>LPSBG<br>Resource – 7510<br>\$0 | 5000-5999:<br>Services And Other<br>Operating Expenditures<br>LPSBG<br>Resource – 7510<br>\$28,501 |
|  | 1000-1999:<br>Certificated<br>Personnel Salaries<br>LCFF RESOURCE –<br>0212 \$184,260         | 1000-1999:<br>Certificated<br>Personnel Salaries<br>LCFF RESOURCE –<br>0212 \$193,617              |
|  | 3000-3999:<br>Employee Benefits<br>LCFF RESOURCE –<br>0212 \$62,440                           | 3000-3999:<br>Employee Benefits<br>LCFF RESOURCE –<br>0212 \$64,994                                |
|  | 1000-1999:<br>Certificated Personnel<br>Salaries<br>TITLE I RESOURCE –<br>3010 \$223,879      | 1000-1999:<br>Certificated Personnel<br>Salaries<br>TITLE I RESOURCE –<br>3010 \$187,390           |
|  | 2000-2999:<br>Classified Personnel<br>Salaries<br>TITLE I RESOURCE –<br>3010 \$78,057         | 2000-2999:<br>Classified Personnel<br>Salaries<br>TITLE I RESOURCE –<br>3010 \$40,461              |

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| 3000-3999:<br>Employee Benefits<br>TITLE I RESOURCE –<br>3010<br>\$73,399                               | 3000-3999:<br>Employee Benefits<br>TITLE I RESOURCE –<br>3010<br>\$64,778                              |
| 4000-4999:<br>Books And Supplies<br>TITLE I RESOURCE –<br>3010<br>\$32,000                              | 4000-4999:<br>Books And Supplies<br>TITLE I RESOURCE –<br>3010<br>\$31,178                             |
| 5000-5999:<br>Services And Other<br>Operating Expenditures<br>TITLE I RESOURCE –<br>3010 \$45,200       | 5000-5999:<br>Services And Other<br>Operating Expenditures<br>TITLE I RESOURCE –<br>3010 \$21,741      |
| 1000-1999:<br>Certificated Personnel<br>Salaries<br>Title III Immigrant<br>Education – 4201<br>\$16,100 | 1000-1999:<br>Certificated Personnel<br>Salaries<br>Title III Immigrant<br>Education – 4201<br>\$1,400 |
| 2000-2999:<br>Classified Personnel<br>Salaries<br>Title III Immigrant<br>Education – 4201<br>\$65,046   | 2000-2999:<br>Classified Personnel<br>Salaries<br>Title III Immigrant<br>Education – 4201<br>\$67,833  |
| 3000-3999:<br>Employee Benefits<br>Title III Immigrant<br>Education – 4201                              | 3000-3999:<br>Employee Benefits<br>Title III Immigrant<br>Education – 4201                             |



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|  | \$10,430  | \$246   |
|  | 1000-1999:<br>Certificated Personnel<br>Salaries<br>TITLE III<br>RESOURCE – 4203<br>\$52,000          | 1000-1999:<br>Certificated Personnel<br>Salaries<br>TITLE III<br>RESOURCE – 4203<br>\$33,419          |
|  | 2000-2999:<br>Classified Personnel<br>Salaries<br>TITLE III<br>RESOURCE – 4203<br>\$25,000            | 2000-2999:<br>Classified Personnel<br>Salaries<br>TITLE III<br>RESOURCE – 4203<br>\$13,891            |
|  | 3000-3999:<br>Employee Benefits<br>TITLE III<br>RESOURCE – 4203<br>\$19,076                           | 3000-3999:<br>Employee Benefits<br>TITLE III<br>RESOURCE – 4203<br>\$11,113                           |
|  | 4000-4999:<br>Books And Supplies<br>TITLE III<br>RESOURCE – 4203<br>\$59,514                          | 4000-4999:<br>Books And Supplies<br>TITLE III<br>RESOURCE – 4203<br>\$33,342                          |
|  | 5000-5999:<br>Services And Other<br>Operating Expenditures<br>TITLE III<br>RESOURCE – 4203<br>\$4,410 | 5000-5999:<br>Services And Other<br>Operating Expenditures<br>TITLE III<br>RESOURCE – 4203<br>\$2,381 |

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| <p><b>Action 2.1c 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 district wide multi-tiered system of support</b></p> <p>2.1c Continue to Implement and reevaluate effectiveness of current Multi-Tiered System of Support (MTSS Tier II Strategic and Tier III Intensive interventions at elementary and secondary schools (Instructional Support; Elementary Intervention Teachers; Secondary Intervention Sections; intervention materials)</p> | <p>1000-1999:<br/>Certificated Personnel Salaries<br/>LCFF RESOURCE – 0213<br/>\$3,006,328</p> <p>3000-3999:<br/>Employee Benefits<br/>LCFF RESOURCE – 0213<br/>\$991,956</p> <p>4000-4999:<br/>Books And Supplies<br/>LCFF RESOURCE – 0213<br/>\$19,253</p> <p>5000-5999:<br/>Services And Other Operating Expenditures<br/>LCFF RESOURCE – 0213<br/>\$50,000</p> | <p>1000-1999:<br/>Certificated Personnel Salaries<br/>LCFF RESOURCE – 0213<br/>\$3,036,742</p> <p>3000-3999:<br/>Employee Benefits<br/>LCFF RESOURCE – 0213<br/>\$1,000,704</p> <p>4000-4999:<br/>Books And Supplies<br/>LCFF RESOURCE – 0213<br/>\$3,235</p> <p>5000-5999:<br/>Services And Other Operating Expenditures<br/>LCFF RESOURCE – 0213<br/>\$30,000</p> |
| <p><b>Action 2.1d Close all identified achievement gaps by providing support to students whose academic needs are not met in the core</b></p>  | <p>4000-4999:<br/>Books And Supplies</p>   | <p>4000-4999:<br/>Books And Supplies</p>  |

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| <p><b>instructional program: Identify, evaluate, and implement district wide multi-tiered system of support</b><br/> 2.1d Redesign Multi-Tiered System of Supports framework for RUSD to include support for English Language Arts and mathematics (reading and math intervention materials – print and digital)</p>   | <p>TITLE I RESOURCE – 3010<br/> \$0</p> <p>5000-5999:<br/> Services And Other Operating Expenditures<br/> TITLE I RESOURCE – 3010<br/> \$55,000</p>   | <p>TITLE I RESOURCE – 3010<br/> \$2,710</p> <p>5000-5999:<br/> Services And Other Operating Expenditures<br/> TITLE I RESOURCE – 3010<br/> \$84,465</p>   |
| <p><b>Action 2.1e 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 district wide multi-tiered system of support</b><br/> 2.1e Provide additional allocations to sites to support student learning in all subject areas and well-being of unduplicated students (site allocations combined with 3.3a)</p> | <p>1000-1999:<br/> Certificated Personnel Salaries LCFF<br/> RESOURCE – 0215<br/> \$827,403</p> <p>2000-2999:<br/> Classified Personnel Salaries LCFF<br/> RESOURCE – 0215<br/> \$636,953</p> <p>3000-3999:<br/> Employee Benefits LCFF<br/> RESOURCE – 0215<br/> \$612,084</p> <p>4000-4999:</p> | <p>1000-1999:<br/> Certificated Personnel Salaries LCFF<br/> RESOURCE – 0215<br/> \$1,265,557</p> <p>2000-2999:<br/> Classified Personnel Salaries LCFF<br/> RESOURCE – 0215<br/> \$792,951</p> <p>3000-3999:<br/> Employee Benefits LCFF<br/> RESOURCE – 0215<br/> \$719,979</p> <p>4000-4999:</p> |

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|  | Books And Supplies<br>LCFF<br>RESOURCE – 0215<br>\$1,857,598   | Books And Supplies<br>LCFF<br>RESOURCE – 0215<br>\$740,181   |
| <p><b>Action 2.1f 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 district wide multi-tiered system of support</b></p> <p>2.1f Continue to provide Summer Learning Programs (Elementary intervention; High School Summer School at 2 sites)</p> | 5000-5999:<br>Services And Other<br>Operating Expenditures<br>LCFF<br>RESOURCE – 0215<br>\$1,832,128 | 5000-5999:<br>Services And Other<br>Operating Expenditures<br>LCFF<br>RESOURCE – 0215<br>\$1,147,773 |
|  | 6000-6999:CAPITAL<br>OUTLAY<br>LCFF<br>RESOURCE – 0215<br>\$0  | 6000-6999:CAPITAL<br>OUTLAY<br>LCFF<br>RESOURCE – 0215<br>\$5,000                                    |
|  | 1000-1999:<br>Certificated<br>Personnel<br>Salaries LCFF<br>RESOURCE –<br>0216<br>\$756,142          | 1000-1999:<br>Certificated<br>Personnel<br>Salaries LCFF<br>RESOURCE –<br>0216<br>\$0                |
|  | 2000-2999:<br>Classified Personnel<br>Salaries<br>LCFF<br>RESOURCE –0216<br>\$43,767                 | 2000-2999:<br>Classified Personnel<br>Salaries<br>LCFF<br>RESOURCE –0216<br>\$814                    |

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| 3000-3999:<br>Employee Benefits<br>LCFF<br>RESOURCE – 0216<br>\$176,997                          | 3000-3999:<br>Employee Benefits<br>LCFF<br>RESOURCE – 0216<br>\$140                          |
| 4000-4999:<br>Books And Supplies<br>LCFF<br>RESOURCE – 0216<br>\$27,254                          | 4000-4999:<br>Books And Supplies<br>LCFF<br>RESOURCE – 0216<br>\$0                           |
| 5000-5999:<br>Services And Other<br>Operating Expenditures<br>LCFF<br>RESOURCE – 0216<br>\$7,606 | 5000-5999:<br>Services And Other<br>Operating Expenditures<br>LCFF RESOURCE –<br>0216<br>\$0 |
| 1000-1999:<br>Certificated Personnel<br>Salaries<br>TITLE I RESOURCE –<br>3010<br>\$493,462      | 1000-1999:<br>Certificated Personnel<br>Salaries<br>TITLE I RESOURCE –<br>3010<br>\$260,019  |
| 2000-2999:<br>Classified Personnel<br>Salaries   | 2000-2999:<br>Classified Personnel<br>Salaries   |

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| TITLE I RESOURCE –<br>3010<br>\$0   | TITLE I RESOURCE –<br>3010<br>\$9,706   |
| 3000-3999:<br>Employee Benefits<br>TITLE I RESOURCE –<br>3010<br>\$106,538      | 3000-3999:<br>Employee Benefits<br>TITLE I RESOURCE –<br>3010<br>\$58,079       |
| 4000-4999:<br>Books And Supplies<br>TITLE I RESOURCE –<br>3010<br>\$0           | 4000-4999:<br>Books And Supplies<br>TITLE I RESOURCE –<br>3010<br>\$18          |
| 1000-1999:<br>Certificated Personnel<br>TITLE III RESOURCE–<br>4203<br>\$25,000 | 1000-1999:<br>Certificated Personnel<br>TITLE III RESOURCE–<br>4203<br>\$30,805 |
| 2000-2999:<br>Classified Personnel<br>TITLE III RESOURCE–<br>4203<br>\$5,000    | 2000-2999:<br>Classified Personnel<br>TITLE III RESOURCE–<br>4203<br>\$2,067    |
| 3000-3999:<br>Employee Benefits   | 3000-3999:<br>Employee Benefits   |

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|  | <p>TITLE III RESOURCE–<br/>4203<br/>\$5,935</p> <p>4000-4999:<br/>Books and Supplies<br/>TITLE III RESOURCE–<br/>4203<br/>\$11,000</p> <p>5000-5999:<br/>Services And Others<br/>Operating Expenditures<br/>TITLE III RESOURCE–<br/>4203<br/>\$18,296</p> | <p>TITLE III RESOURCE–<br/>4203<br/>\$7,068</p> <p>4000-4999:<br/>Books and Supplies<br/>TITLE III RESOURCE–<br/>4203<br/>\$0</p> <p>5000-5999:<br/>Services And Others<br/>Operating Expenditures<br/>TITLE III RESOURCE–<br/>4203<br/>\$4,250</p> |
| <p><b>Action 2.1g 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 district wide multi-tiered system of support</b></p> <p>2.1g Continue to provide credit recovery at each comprehensive high school.</p> | <p>1000-1999:<br/>Certificated<br/>Personnel Salaries<br/>LCFF RESOURCE –<br/>0217 \$588,992</p> <p>3000-3999:<br/>Employee Benefits<br/>LCFF RESOURCE –<br/>0217 \$183,773</p>   | <p>1000-1999:<br/>Certificated<br/>Personnel Salaries<br/>LCFF RESOURCE –<br/>0217 \$586,430</p> <p>3000-3999:<br/>Employee Benefits<br/>LCFF RESOURCE –<br/>0217 \$182,630</p>   |
| <p><b>Action 2.1h Close all identified achievement gaps by providing support to students whose academic needs are not met in the core</b></p>  | <p>1000-1999:<br/>Certificated<br/>Personnel Salaries</p>   | <p>1000-1999:<br/>Certificated<br/>Personnel Salaries</p>   |

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| <p><b>instructional program: Identify, evaluate, and implement district wide multi-tiered system of support</b></p> <p>2.1h Provide support to comprehensive high schools for ELD courses to better meet student needs of English learners.</p>  | <p>LCFF RESOURCE – 0218 \$277,395</p> <p>3000-3999:<br/>Employee Benefits<br/>LCFF RESOURCE – 0218 \$86,265</p> <p>4000-4999:<br/>Books And Supplies<br/>LCFF RESOURCE – 0218 \$0</p>   | <p>LCFF RESOURCE – 0218 \$275,486</p> <p>3000-3999:<br/>Employee Benefits<br/>LCFF RESOURCE – 0218 \$86,661</p> <p>4000-4999:<br/>Books And Supplies<br/>LCFF RESOURCE – 0218 \$152</p>  |
| <p><b>Action 2.1i 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 district wide multi-tiered system of support</b></p> <p>2.1i Provide differentiated support for identified students with disabilities and Foster Youth (teacher, counselor, and paraprofessional training, instructional materials – print and digital, instructional support).</p> | <p>1000-1999:<br/>Certificated<br/>Personnel Salaries<br/>LCFF<br/>RESOURCE –0219 \$61,683</p> <p>3000-3999:<br/>Employee Benefits<br/>LCFF<br/>RESOURCE –0219 \$13,317</p> <p>4000-4999:<br/>Books And Supplies<br/>LCFF<br/>RESOURCE – 0219 \$0</p> <p>5000-5999:<br/>Services And Other<br/>Operating<br/>Expenditures</p> | <p>1000-1999:<br/>Certificated<br/>Personnel Salaries<br/>LCFF<br/>RESOURCE – 0219 \$120</p> <p>3000-3999:<br/>Employee Benefits<br/>LCFF<br/>RESOURCE – 0219 \$26</p> <p>4000-4999:<br/>Books And Supplies<br/>LCFF<br/>RESOURCE – 0219 \$656</p> <p>5000-5999:</p> |



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|  | LCFF<br>RESOURCE –0219<br>\$75,000  | Services And Other<br>Operating<br>Expenditures<br>LCFF<br>RESOURCE – 0219<br>\$44,240  |
| <p><b>Action 2.2a Increase the percentage of students who graduate college and career ready</b></p> <p>2.2a Continue to implement PK-12 college going expectations and culture development (provide college and higher education workshops for parents and students at the secondary level; expand to upper elementary level; increase counselor training and hold a-g summits; provide caps and gowns; continue design process of Portrait of a Graduate – mastery learning</p> | <p>1000-1999:<br/>         Certificated<br/>         Personnel Salaries<br/>         LCFF RESOURCE –<br/>         0221<br/>         \$0</p> <p>2000-2999:<br/>         Classified Personnel<br/>         Salaries<br/>         LCFF RESOURCE –<br/>         0221<br/>         \$0</p> <p>3000-3999:<br/>         Employee Benefits<br/>         LCFF RESOURCE –<br/>         0221<br/>         \$0</p> <p>4000-4999:<br/>         Books And Supplies<br/>         LCFF RESOURCE –<br/>         0221<br/>         \$66,068</p> <p>5000-5999:</p> | <p>1000-1999:<br/>         Certificated<br/>         Personnel Salaries<br/>         LCFF RESOURCE –<br/>         0221<br/>         \$13,281</p> <p>2000-2999:<br/>         Classified Personnel<br/>         Salaries<br/>         LCFF RESOURCE –<br/>         0221<br/>         \$11,477</p> <p>3000-3999:<br/>         Employee Benefits<br/>         LCFF RESOURCE –<br/>         0221<br/>         \$4,024</p> <p>4000-4999:<br/>         Books And Supplies<br/>         LCFF RESOURCE –<br/>         0221<br/>         \$64,885</p> <p>5000-5999:</p> |

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|  | Services And Other Operating Expenditures<br>LCFF RESOURCE – 0221<br>\$100,715     | Services And Other Operating Expenditures<br>LCFF RESOURCE – 0221<br>\$69,194      |
| <b>Action 2.2b Increase the percentage of students who graduate college and career ready</b><br>2.2b Design and implement a Districtwide Visual and Performing Arts (VAPA) program (provide elementary sheet music and instruments; Itinerant Music Teachers; VAPA Specialist; design sessions; Art to Go lessons; VAPA Teacher on Special Assignment – Ramona HS, Central MS) | 1000-1999:<br>Certificated Personnel Salaries<br>LCFF RESOURCE – 0222<br>\$813,688 | 1000-1999:<br>Certificated Personnel Salaries<br>LCFF RESOURCE – 0222<br>\$809,447 |
|  | 2000-2999:<br>Classified Personnel Salaries<br>LCFF RESOURCE – 0222<br>\$120,976   | 2000-2999:<br>Classified Personnel Salaries<br>LCFF RESOURCE – 0222<br>\$127,031   |
|  | 3000-3999:<br>Employee Benefits<br>LCFF RESOURCE – 0222 \$300,727                  | 3000-3999:<br>Employee Benefits<br>LCFF RESOURCE – 0222 \$290,948                  |
|  | 4000-4999:<br>Books And Supplies<br>LCFF RESOURCE – 0222<br>\$121,111              | 4000-4999:<br>Books And Supplies<br>LCFF RESOURCE – 0222                           |

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|   | 5000-5999:<br>Services And Other<br>Operating Expenditures<br>LCFF RESOURCE–<br>0222<br>\$486,936   | \$23,665<br>5000-5999:<br>Services And Other<br>Operating Expenditures<br>LCFF RESOURCE–<br>0222<br>\$444,914  |
| <b>Action 2.2c Increase the percentage of students who graduate college and career ready</b><br>2.2c Continue to implement Advancement Via Individual Determination (AVID program (instructional support; tutors; field trips; materials; guest speakers) | 1000-1999:<br>Certificated<br>Personnel<br>Salaries LCFF<br>RESOURCE–<br>0223<br>\$128,719<br><br>2000-2999:<br>Classified<br>Personnel<br>Salaries LCFF<br>RESOURCE–<br>0223<br>\$505,000<br>3000-3999:<br>Employee<br>Benefits LCFF<br>RESOURCE–<br>0223<br>\$84,334<br><br>4000-4999:<br>Books And<br>Supplies<br>LCFF | 1000-1999:<br>Certificated<br>Personnel<br>Salaries LCFF<br>RESOURCE–<br>0223<br>\$128,174<br><br>2000-2999:<br>Classified<br>Personnel<br>Salaries LCFF<br>RESOURCE–<br>0223<br>\$626,814<br>3000-3999:<br>Employee<br>Benefits LCFF<br>RESOURCE–<br>0223<br>\$100,261<br><br>4000-4999:<br>Books And<br>Supplies<br>LCFF |

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|  | <p>RESOURCE-0223<br/>\$223,818</p> <p>5000-5999:<br/>Services And<br/>Other<br/>Operating<br/>Expenditures<br/>LCFF<br/>RESOURCE-0223<br/>\$316,729</p> <p>1000-1999:<br/>Certificated<br/>Personnel<br/>Salaries TITLE I<br/>RESOURCE-3010<br/>\$33,667</p> <p>3000-3999:<br/>Employee<br/>Benefits TITLE I<br/>RESOURCE-3010<br/>\$7,269</p> <p>4000-4999:<br/>Books And<br/>Supplies</p> | <p>RESOURCE-0223<br/>\$57,352</p> <p>5000-5999:<br/>Services And<br/>Other<br/>Operating<br/>Expenditures<br/>LCFF<br/>RESOURCE-0223<br/>\$250,734</p> <p>1000-1999:<br/>Certificated<br/>Personnel<br/>Salaries TITLE I<br/>RESOURCE-3010<br/>\$1,493</p> <p>3000-3999:<br/>Employee<br/>Benefits TITLE I<br/>RESOURCE-3010<br/>\$294</p> <p>4000-4999:<br/>Books And<br/>Supplies<br/>TITLE I</p> |
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|  | <p>TITLE I<br/>RESOURCE–<br/>3010<br/>\$13,999</p> <p>5000-5999:<br/>Services And Other<br/>Operating<br/>Expenditures<br/>TITLE I<br/>RESOURCE– 3010<br/>\$77,065</p>  | <p>RESOURCE–<br/>3010<br/>\$573</p> <p>5000-5999:<br/>Services And Other<br/>Operating<br/>Expenditures<br/>TITLE I<br/>RESOURCE– 3010<br/>\$72,275</p>  |
| <p><b>Action 2.2d Increase the percentage of students who graduate college and career ready</b></p> <p>2.2d Continue to implement the Heritage Plan (Extra duty Counselors; field trips; parent involvement sessions; Instructional Support Teacher on Special Assignment; section at each high school; materials)</p> | <p>1000-1999:<br/>Certificated<br/>Personnel<br/>Salaries LCFF<br/>RESOURCE–<br/>0224<br/>\$223,016</p> <p>3000-3999:<br/>Employee<br/>Benefits LCFF<br/>RESOURCE–<br/>0224<br/>\$54,636</p> <p>4000-4999:<br/>Books And<br/>Supplies<br/>LCFF<br/>RESOURCE–<br/>0224</p> | <p>1000-1999:<br/>Certificated<br/>Personnel<br/>Salaries LCFF<br/>RESOURCE –<br/>0224<br/>\$236,650</p> <p>3000-3999:<br/>Employee<br/>Benefits LCFF<br/>RESOURCE –<br/>0224<br/>\$57,294</p> <p>4000-4999:<br/>Books And<br/>Supplies<br/>LCFF<br/>RESOURCE –<br/>0224</p> |

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|   | \$32,500   | \$9,478   |
|   | 5000-5999:<br>Services And<br>Other<br>Operating<br>Expenditures<br>LCFF<br>RESOURCE –<br>0224<br>\$17,500 | 5000-5999:<br>Services And<br>Other<br>Operating<br>Expenditures<br>LCFF<br>RESOURCE –<br>0224<br>\$187,400 |
| <b>Action 2.2e Increase the percentage of students who graduate college and career ready</b><br>2.2e Continue to implement Puente program at Poly High School (fees; counseling support; field trips) | 4000-4999:<br>Books And Supplies<br>LCFF RESOURCE –<br>0225<br>\$24,000                                    | 4000-4999: Books And<br>Supplies<br>LCFF RESOURCE –<br>0225<br>\$4,738                                      |
|   | 1000-1999:<br>Certificated<br>Personnel Salaries<br>LCFF RESOURCE –<br>0225<br>\$0                         | 1000-1999:<br>Certificated<br>Personnel Salaries<br>LCFF RESOURCE –<br>0225<br>\$1,460                      |
|   | 3000-3999:<br>Employee Benefits<br>LCFF RESOURCE –<br>0225<br>\$0  | 3000-3999:<br>Employee Benefits<br>LCFF RESOURCE –<br>0225<br>\$278   |

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|   | 5000-5999: Services And Other Operating Expenditures<br>LCFF RESOURCE – 0225<br>\$0  | 5000-5999: Services And Other Operating Expenditures<br>LCFF RESOURCE – 0225<br>\$8,487  |
| <b>Action 2.2f Increase the percentage of students who graduate college and career ready</b><br>2.2f Continue to provide Advanced Placement exam fees for unduplicated students   | 5000-5999: Services And Other Operating Expenditures<br>LCFF Resource– 0226<br>\$25,000  | 5000-5999: Services And Other Operating Expenditures<br>LCFF Resource– 0226<br>\$5,268   |
| <b>Action 2.2g Increase the percentage of students who graduate college and career ready</b><br>2.2g Continue to implement International Baccalaureate (IB) program and reduce the Middle Years Program at North HS (IB Diploma implementation fees; instructional support MYP) | 1000-1999: Certificated Personnel Salaries<br>LCFF RESOURCE – 0227<br>\$135,746<br><br>2000-2999: Classified Personnel Salaries<br>LCFF RESOURCE – 0227<br>\$0<br><br>3000-3999: Employee Benefits<br>LCFF RESOURCE – 0227<br>\$46,787 | 1000-1999: Certificated Personnel Salaries<br>LCFF RESOURCE – 0227<br>\$140,812<br><br>2000-2999: Classified Personnel Salaries<br>LCFF RESOURCE – 0227<br>\$1,026<br><br>3000-3999: Employee Benefits<br>LCFF RESOURCE – 0227<br>\$47,747 |

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|  | 4000-4999:<br>Books And Supplies<br>LCFF RESOURCE –<br>0227<br>\$0                              | 4000-4999:<br>Books And Supplies<br>LCFF RESOURCE –<br>0227<br>\$7,618                            |
|  | 5000-5999:<br>Services And Other<br>Operating Expenditures<br>LCFF RESOURCE –<br>0227 \$111,991 | 5000-5999:<br>Services And Other<br>Operating<br>Expenditures<br>LCFF RESOURCE –<br>0227 \$87,292 |
| <b>Action 2.2h Increase the percentage of students who graduate college and career ready</b><br>2.2h Continue to implement the Legacy plan to support English Learners (counseling support; mentors and support sections, materials, field trips, parent involvement sessions) | 1000-1999: Certificated<br>Personnel Salaries<br>TITLE III RESOURCE –<br>4203<br>\$181,111      | 1000-1999: Certificated<br>Personnel Salaries<br>TITLE III RESOURCE –<br>4203<br>\$174,869        |
|  | 2000-2999: Classified<br>Personnel Salaries<br>TITLE III RESOURCE–<br>4203<br>\$761             | 2000-2999: Classified<br>Personnel Salaries<br>TITLE III RESOURCE–<br>4203<br>\$4,251             |
|  | 3000-3999:<br>Employee Benefits<br>TITLE III RESOURCE–<br>4203<br>\$54,865                      | 3000-3999: Employee<br>Benefits<br>TITLE III RESOURCE–<br>4203<br>\$53,396                        |
|  | 4000-4999:  |   |



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|  | <p>Books and Supplies<br/>TITLE III RESOURCE–<br/>4203<br/>\$3,850</p> <p>5000-5999:<br/>Services And Other<br/>Operating Expenditures<br/>TITLE III RESOURCE–<br/>4203<br/>\$21,365</p> <p>5000-5999:<br/>Services And Other<br/>Operating Expenditures<br/>LCFF RESOURCE –<br/>0228<br/>\$0</p> | <p>4000-4999: Books and<br/>Supplies<br/>TITLE III RESOURCE–<br/>4203<br/>\$8,500</p> <p>5000-5999: Services And<br/>Other Operating<br/>Expenditures<br/>TITLE III RESOURCE–<br/>4203<br/>\$4,802</p> <p>5000-5999:<br/>Services And Other<br/>Operating Expenditures<br/>LCFF RESOURCE –<br/>0228<br/>\$144,000</p> |
| <p><b>Action 2.2i Increase the percentage of students who graduate college and career ready</b><br/>2.2i Continue to provide STEM enrichment opportunities to students in support of the District Wide STEM strategy</p> | <p>1000-1999:<br/>Certificated Personnel<br/>Salaries<br/>LCFF RESOURCE–<br/>0229<br/>\$14,143</p> <p>3000-3999:<br/>Employee Benefits<br/>LCFF RESOURCE–<br/>0229<br/>\$3,054</p>  | <p>1000-1999:<br/>Certificated Personnel<br/>Salaries<br/>LCFF<br/>RESOURCE–0229<br/>\$19,160</p> <p>3000-3999:<br/>Employee Benefits<br/>LCFF<br/>RESOURCE–0229<br/>\$4,105</p>  |

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|  | 5000-5999:<br>Services And Other<br>Operating Expenditures<br>LCFF RESOURCE –<br>0229<br>\$67,803  | 5000-5999: Services And<br>Other Operating<br>Expenditures<br>LCFF RESOURCE –<br>0229<br>\$49,800 |
|  | 2000-2999:<br>Classified Personnel<br>Salaries<br>LCFF RESOURCE–<br>0229<br>\$0                    | 2000-2999:<br>Classified Personnel<br>Salaries<br>LCFF RESOURCE–0229<br>\$45                      |
|  | 4000-4999:<br>Books And Supplies<br>LCFF RESOURCE–<br>0229<br>\$0                                  | 4000-4999:<br>Books And Supplies<br>LCFF<br>RESOURCE–0229<br>\$7,078                              |
| <b>Action 2.2j Increase the percentage of students who graduate college and career ready</b><br>2.2j Increase Dual Enrollment opportunities for juniors and seniors (fees, materials, books) | 5000-5999: Services<br>And Other Operating<br>Expenditures<br>LCFF<br>RESOURCE – 0280<br>\$225,000 | 5000-5999: Services<br>And Other Operating<br>Expenditures<br>LCFF<br>RESOURCE – 0280<br>\$65,765 |
|  | 2000-2999:Classified<br>Personnel Salaries<br>LCFF<br>RESOURCE – 0280                              | 2000-2999:Classified<br>Personnel Salaries<br>LCFF<br>RESOURCE – 0280                             |

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|   | <p>\$0</p> <p>3000-3999:<br/>Employee Benefits<br/>LCFF<br/>RESOURCE – 0280<br/>\$0</p> <p>4000-4999:<br/>Books And Supplies<br/>LCFF<br/>RESOURCE – 0280<br/>\$0</p>   | <p>\$400</p> <p>3000-3999:<br/>Employee Benefits<br/>LCFF<br/>RESOURCE – 0280<br/>\$107</p> <p>4000-4999:<br/>Books And Supplies<br/>LCFF<br/>RESOURCE – 0280<br/>\$39,943</p>   |
| <p><b>Action 2.2k Increase the percentage of students who graduate college and career ready</b></p> <p>2.2k Continue to provide coordinated case management services to meet the academic, socio-emotional, and college/career needs of Foster Youth in RUSD.</p> | <p>1000-1999: Certificated Personnel Salaries<br/>LCFF RESOURCE–0281<br/>\$57,142</p> <p>3000-3999: Employee Benefits<br/>LCFF RESOURCE–0281<br/>\$8,118</p> <p>1000-1999: Certificated Personnel Salaries<br/>TITLE I RESOURCE–3010<br/>\$57,142</p> | <p>1000-1999: Certificated Personnel Salaries<br/>LCFF RESOURCE–0281<br/>\$5,546</p> <p>3000-3999: Employee Benefits<br/>LCFF RESOURCE–0281<br/>\$11,707</p> <p>1000-1999: Certificated Personnel Salaries<br/>TITLE I RESOURCE–3010<br/>\$5,426</p> |

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|  | <p>3000-3999: Employee Benefits<br/>TITLE I RESOURCE--<br/>3010<br/>\$8,118</p>                     | <p>3000-3999: Employee Benefits<br/>TITLE I RESOURCE--<br/>3010<br/>\$11,252</p>                         |
|  | <p>2000-2999:Classified Personnel Salaries<br/>LCFF RESOURCE--<br/>0281<br/>\$0</p>                 | <p>2000-2999:Classified Personnel Salaries<br/>LCFF RESOURCE--<br/>0281<br/>\$20,098</p>                 |
|  | <p>2000-2999: Classified Personnel Salaries<br/>TITLE I RESOURCE--<br/>3010<br/>\$0</p>             | <p>2000-2999: Classified Personnel Salaries<br/>TITLE I RESOURCE--<br/>3010<br/>\$20,654</p>             |
|  | <p>4000-4999:<br/>Books And Supplies<br/>TITLE I RESOURCE--<br/>3010<br/>\$0</p>                    | <p>4000-4999:<br/>Books And Supplies<br/>TITLE I RESOURCE--<br/>3010<br/>\$1,044</p>                     |
|  | <p>5000-5999: Services And Other Operating Expenditures<br/>TITLE I RESOURCE--<br/>3010<br/>\$0</p> | <p>5000-5999: Services And Other Operating Expenditures<br/>TITLE I RESOURCE--<br/>3010<br/>\$24,305</p> |

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|---|--|---|
| <p><b>Action 2.3a Increase quality opportunities for students and families to choose their educational path</b><br/> 2.3a Continue to provide a Grants Manager to secure additional funding for programs</p>  | 2000-2999: Classified Personnel Salaries<br>LCFF RESOURCE – 0231<br>\$131,021<br><br>3000-3999: Employee Benefits<br>LCFF RESOURCE – 0231<br>\$53,462  | 2000-2999: Classified Personnel Salaries<br>LCFF RESOURCE – 0231<br>\$109,820<br><br>3000-3999: Employee Benefits<br>LCFF RESOURCE – 0231<br>\$42,800   |
| <p><b>Action 2.3b Increase quality opportunities for students and families to choose their educational path</b><br/> 2.3b Continue to implement and expand Dual Language Immersion programs (stipends; materials; Instructional Support Teacher on Special Assignment (TOSA); Instructional Support Allocations; grade level, Fremont and Gage expansion)</p> | 1000-1999: Certificated Personnel Salaries LCFF RESOURCE– 0000<br>\$6,829,992<br><br>3000-3999: Employee Benefits LCFF RESOURCE – 0000<br>\$2,393,387<br><br>1000-1999: Certificated Personnel Salaries LCFF | 1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0232<br>\$6,735,131<br><br>3000-3999: Employee Benefits LCFF RESOURCE – 0232<br>\$2,360,146<br><br>1000-1999: Certificated Personnel Salaries LCFF |

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|--|---|---|
|  | RESOURCE –<br>0232<br>\$373,243   | RESOURCE –<br>0232<br>\$398,289   |
|  | 3000-3999:<br>Employee<br>Benefits LCFF<br>RESOURCE –<br>0232<br>\$108,539          | 3000-3999:<br>Employee<br>Benefits LCFF<br>RESOURCE –<br>0232<br>\$113,791            |
|  | 4000-4999:<br>Books And<br>Supplies<br>LCFF<br>RESOURCE –<br>0232<br>\$180,922      | 4000-4999:<br>Books And<br>Supplies<br>LCFF<br>RESOURCE –<br>0232<br>\$44,195         |
|  | 2000-2999:<br>Classified Personnel<br>Salaries<br>LCFF<br>RESOURCE –<br>0232<br>\$0 | 2000-2999:<br>Classified Personnel<br>Salaries<br>LCFF<br>RESOURCE –<br>0232<br>\$126 |
|  | 5000-<br>5999:Services<br>And Other<br>Operating<br>Expenditures                    | 5000-<br>5999:Services<br>And<br>Other  |

|  |  |  |
|--|--|--|
|  | LCFF<br>RESOURCE<br>– 0232<br>\$0  | Operating<br>Expenditures<br>LCFF<br>RESOURCE<br>– 0232<br>\$29,666  |
| <b>Action 2.3c Increase quality opportunities for students and families to choose their educational path</b><br>2.3c Continue to implement and expand Core Knowledge (Instructional Support Teacher on Special Assignment) | 1000-1999:<br>Certificated<br>Personnel<br>Salaries LCFF<br>RESOURCE –<br>0233<br>\$118,653<br><br>3000-3999:<br>Employee<br>Benefits LCFF<br>RESOURCE –<br>0233<br>\$44,785 | 1000-1999:<br>Certificated<br>Personnel<br>Salaries LCFF<br>RESOURCE –<br>0233<br>\$110,305<br><br>3000-3999:<br>Employee<br>Benefits LCFF<br>RESOURCE –<br>0233<br>\$39,152 |
| <b>Action 2.3d Increase quality opportunities for students and families to choose their educational path</b><br>2.3d Continue the Leader in Me program at Woodcrest Elementary (site funded)<br><br><b>NONE</b>            | N/A  | N/A  |
| <b>Action 2.3e Increase quality opportunities for students and families to choose their educational path</b>   | 5000-5999: Services<br>And Other Operating<br>Expenditures<br>LCFF RESOURCE –<br>0235  | 5000-5999: Services<br>And Other Operating<br>Expenditures   |

2.3e Reevaluate the Riverside STEM Academy Lottery and Outreach to increase equity/access and Design the STEM High School in partnership with UCR (personnel; outreach; consultation)

|  |  |
|--|--|
| \$51,190   | LCFF RESOURCE – 0235                             |
| 1000-1999:<br>Certificated<br>Personnel Salaries | \$8,453  |
| LCFF RESOURCE – 0235                             | 1000-1999:<br>Certificated<br>Personnel Salaries |
| \$0  | LCFF RESOURCE – 0235                             |
| 2000-2999:<br>Classified Personnel<br>Salaries   | \$4,681  |
| LCFF RESOURCE – 0235                             | 2000-2999:<br>Classified Personnel<br>Salaries   |
| \$0  | LCFF RESOURCE – 0235                             |
| 3000-3999:<br>Employee Benefits                  | \$1,436  |
| LCFF RESOURCE – 0235                             | 3000-3999:<br>Employee Benefits                  |
| \$0  | LCFF RESOURCE – 0235                             |
| 4000-4999:<br>Books And<br>Supplies              | \$1,133  |
| LCFF RESOURCE – 0235                             | 4000-4999:<br>Books And<br>Supplies              |
| \$0  | LCFF RESOURCE – 0235                             |
|  | \$310  |



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| <p><b>Action 2.3f Increase quality opportunities for students and families to choose their educational path</b></p> <p>2.3f Continue to implement Personalized Learning/Custom Schools (Staff Development Specialist and Instructional Services Specialist; professional development; materials and software)</p> | <p>1000-1999: Certificated Personnel Salaries<br/>LCFF RESOURCE – 0236<br/>\$206,609</p> <p>3000-3999: Employee Benefits<br/>LCFF RESOURCE – 0236<br/>\$69,767</p> <p>4000-4999: Books and Supplies<br/>LCFF RESOURCE – 0236<br/>\$100,001</p> <p>5000-5999: Services and Other Operating Expenditures<br/>LCFF RESOURCE – 0236 \$67,000</p> | <p>1000-1999: Certificated Personnel Salaries<br/>LCFF RESOURCE – 0236<br/>\$214,644</p> <p>3000-3999: Employee Benefits<br/>LCFF RESOURCE – 0236<br/>\$73,274</p> <p>4000-4999: Books and Supplies<br/>LCFF RESOURCE – 0236<br/>\$1,860</p> <p>5000-5999: Services and Other Operating Expenditures<br/>LCFF RESOURCE – 0236 \$24,195</p> |
| <p><b>Action 2.4a Increase student access to quality academic and career counseling</b></p> <p>2.4a Continue to support college, career and world readiness (10 counselors; professional development)</p>   | <p>1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0241<br/>\$687,821</p>   | <p>1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0241<br/>\$687,830</p>   |

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|--|---|--|
|  | 3000-3999:<br>Employee<br>Benefits LCFF<br>RESOURCE –<br>0241<br>\$235,652  | 3000-3999:<br>Employee<br>Benefits LCFF<br>RESOURCE –<br>0241<br>\$234,971   |
| <b>Action 2.4b Increase student access to quality academic and career counseling</b><br>2.4b Increase professional development of counselors   | 5000-5999: Services<br>And Other Operating<br>Expenditures<br>TITLE IV Resource<br>4127<br>\$37,500<br><br>1000-1999:<br>Certificated<br>Personnel Salaries<br>TITLE IV Resource<br>4127<br><br>3000-3999:<br>Employee Benefits<br>TITLE IV Resource<br>4127<br>\$0 | 5000-5999: Services<br>And Other Operating<br>Expenditures<br>TITLE IV Resource 4127<br>\$20,944<br><br>1000-1999:<br>Certificated<br>Personnel Salaries<br>TITLE IV Resource 4127<br>\$869<br><br>3000-3999:<br>Employee Benefits<br>TITLE IV Resource<br>4127<br>\$187 |
| <b>Action 2.5a Increase quality opportunities for students to participate in sequenced career pathways</b><br>2.5a Continue to design and expand Career Technical Education Pathways (Coordinator; clerical support) | 1000-1999: Certificated<br>Personnel Salaries<br>LCFF RESOURCE –<br>0251 \$145,720  | 1000-1999: Certificated<br>Personnel Salaries<br>LCFF RESOURCE –<br>0251 \$147,108   |

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|  | 2000-2999: Classified Personnel Salaries<br>LCFF RESOURCE – 0251 \$50,364                        | 2000-2999: Classified Personnel Salaries<br>LCFF RESOURCE – 0251 \$50,544                        |
|  | 3000-3999: Employee Benefits<br>LCFF RESOURCE – 0251 \$72,430                                    | 3000-3999: Employee Benefits<br>LCFF RESOURCE – 0251 \$72,906                                    |
|  | 5000-5999: Services And Other Operating Expenditures<br>LCFF RESOURCE – 0251 \$0                 | 5000-5999: Services And Other Operating Expenditures<br>LCFF RESOURCE – 0251 \$1,510.92          |
| <b>Action 2.5b Increase quality opportunities for students to participate in sequenced career pathways</b><br>2.5b Expand partnership with Riverside County Office of Education ROP program (Memorandum of Understanding 100% of ROP salary) | 5000-5999: Services And Other Operating Expenditures<br>LCFF RESOURCE – 0252 \$1,342,559         | 5000-5999: Services And Other Operating Expenditures<br>LCFF RESOURCE – 0252 \$1,328,088         |
|  | 5000-5999: Services And Other Operating Expenditures<br>Strong Workforce Grant 9008<br>\$101,428 | 5000-5999: Services And Other Operating Expenditures<br>Strong Workforce Grant 9008<br>\$217,348 |
| <b>Action 2.5c Increase quality opportunities for students to participate in sequenced career pathways</b>   | 1000-1999: Certificated  | 1000-1999: Certificated  |

2.5c Continue to implement Career Technical Education Plan (materials; professional development; credentialing; field trips)

Personnel  
Salaries LCFF  
RESOURCE –  
0253  
\$13,957

2000-2999:  
Classified  
Personnel  
Salaries  
LCFF  
RESOURCE –  
0253  
\$73,313

3000-3999:  
Employee  
Benefits LCFF  
RESOURCE –  
0253  
\$38,688

4000-4999:  
Books And  
Supplies  
LCFF  
RESOURCE –  
0253  
\$81,012

5000-5999:

Personnel  
Salaries LCFF  
RESOURCE –  
0253  
\$194

2000-2999:  
Classified  
Personnel  
Salaries  
LCFF  
RESOURCE –  
0253  
\$73,493

3000-3999:  
Employee  
Benefits LCFF  
RESOURCE –  
0253  
\$35,304

4000-4999:  
Books And  
Supplies  
LCFF  
RESOURCE –  
0253  
\$24,073

5000-5999:

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|--|--|--|
|  | Services And Other<br>Operating<br>Expenditures<br>LCFF<br>RESOURCE –<br>0254<br>\$0         | Services And Other<br>Operating<br>Expenditures<br>LCFF<br>RESOURCE –<br>0254<br>\$25,009    |
|  | 6000-6999:<br>CAPITAL<br>OUTLAY<br>LCFF<br>RESOURCE –<br>0254<br>\$0                         | 6000-6999:<br>CAPITAL<br>OUTLAY<br>LCFF<br>RESOURCE –<br>0254<br>\$28,876                    |
| <b>Action 2.5d Increase quality opportunities for students to participate in sequenced career pathways</b><br>2.5d Continue to support Career Technical Education expansion (non-ROP sections) | 1000-1999:<br>Certificated<br>Personnel<br>Salaries<br>LCFF<br>RESOURCE–<br>0254<br>\$33,428 | 1000-1999:<br>Certificated<br>Personnel<br>Salaries<br>LCFF<br>RESOURCE–<br>0254<br>\$20,013 |
|  | 3000-3999:<br>Employee<br>Benefits<br>LCFF<br>RESOURCE–<br>0254<br>\$7,218                   | 3000-3999:<br>Employee<br>Benefits<br>LCFF<br>RESOURCE–<br>0254<br>\$4,228                   |

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|---|--|---|
|   | 4000-4999:<br>Books And<br>Supplies<br>LCFF<br>RESOURCE–<br>0254<br>\$0  | 4000-4999:<br>Books And<br>Supplies<br>LCFF<br>RESOURCE–<br>0254<br>\$37  |
| <b>Action 2.5e Increase quality opportunities for students to participate in sequenced career pathways</b><br>2.5e Continue to support Project Lead the Way (PTLW and Gateway to PLTW and 2 elementary schools (materials, supplies, field trips, software) | 1000-1999: Certificated<br>Personnel Salaries<br>LCFF RESOURCE –<br>0255<br>\$79,079<br><br>3000-3999: Employee<br>Benefits<br>LCFF RESOURCE –<br>0255<br>\$22,566<br><br>4000-4999: Books And<br>Supplies<br>LCFF RESOURCE –<br>0255<br>\$183,593<br><br>5000-5999:<br>Services And Other | 1000-1999: Certificated<br>Personnel Salaries<br>LCFF RESOURCE –<br>0255<br>\$80,412<br><br>3000-3999: Employee<br>Benefits<br>LCFF RESOURCE –<br>0255<br>\$22,795<br><br>4000-4999: Books And<br>Supplies<br>LCFF RESOURCE –<br>0255<br>\$89,203<br><br>5000-5999:<br>Services And Other |

|   | Operating Expenditures<br>LCFF RESOURCE –<br>0255<br>\$0   | Operating Expenditures<br>LCFF RESOURCE –<br>0255<br>\$17,922  |
|---|--|--|
| <p><b>Action 2.6a Provide increased and expanded high quality preschool programs</b></p> <p>2.6a Continue to support Early Childhood Preschool Program Operations with professional development and coaching (Early Childhood Specialist; clerical support)</p> | <p>2000-2999: Classified Personnel Salaries<br/>LCFF RESOURCE – 0261<br/>\$110,616</p> <p>3000-3999: Employee Benefits<br/>LCFF RESOURCE – 0261<br/>\$52,944</p> | <p>2000-2999: Classified Personnel Salaries<br/>LCFF RESOURCE – 0261<br/>\$113,768</p> <p>3000-3999: Employee Benefits<br/>LCFF RESOURCE – 0261<br/>\$51,006</p> |
| <p><b>Action 2.6b Provide increased and expanded high quality preschool programs</b></p> <p>2.6b Continue to implement sliding scale services to families that would not otherwise qualify (Early Impact materials; teachers; assistants)</p>                   | <p>1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0262<br/>\$72,515</p> <p>2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0262</p>         | <p>1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0262<br/>\$71,345</p> <p>2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0262</p>         |

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|--|---|--|
|  | \$43,420  | \$47,522   |
|  | 3000-3999:<br>Employee<br>Benefits LCFF<br>RESOURCE –<br>0262<br>\$48,150                       | 3000-3999:<br>Employee<br>Benefits LCFF<br>RESOURCE –<br>0262<br>\$47,622                            |
|  | 4000-4999:<br>Books And<br>Supplies<br>LCFF<br>RESOURCE –<br>0262<br>\$32,252                   | 4000-4999:<br>Books And<br>Supplies<br>LCFF<br>RESOURCE –<br>0262<br>\$10,254                        |
|  | 5000-5999:<br>Services And Other<br>Operating Expenditures<br>LCFF<br>RESOURCE –<br>0262<br>\$0 | 5000-5999:<br>Services And Other<br>Operating Expenditures<br>LCFF<br>RESOURCE –<br>0262<br>\$17,931 |
| <b>Action 2.6c Provide increased and expanded high quality preschool programs</b><br>2.6c Continue to provide Spanish Preschool Program (Early Impact materials; teachers; assistants) | 1000-1999:<br>Certificated<br>Personnel<br>Salaries<br>CHILD<br>DEVELOPMENT<br>– 6105           | 1000-1999:<br>Certificated<br>Personnel<br>Salaries<br>CHILD<br>DEVELOPMENT<br>– 6105                |



|   |   |   |
|---|---|---|
|   | \$54,820  | \$54,820  |
|   | 3000-3999:Employee Benefits<br>CHILD DEVELOPMENT – 6105<br>\$24,596               | 3000-3999: Employee Benefits<br>CHILD DEVELOPMENT – 6105<br>\$24,380              |
| <b>Action 2.6d Provide increased and expanded high quality preschool programs</b><br>2.6d Continue to provide Early Impact Teen Program at Lincoln (Early impact materials; teachers; assistants) | 1000-1999: Certificated Personnel Salaries<br>TITLE I RESOURCE – 3010<br>\$52,210 | 1000-1999: Certificated Personnel Salaries<br>TITLE I RESOURCE – 3010<br>\$47,583 |
|   | 2000-2999: Classified Personnel Salaries<br>TITLE I RESOURCE – 3010<br>\$60,605   | 2000-2999: Classified Personnel Salaries<br>TITLE I RESOURCE – 3010<br>\$47,572   |
|   | 3000-3999: Employee Benefits<br>TITLE I RESOURCE – 3010<br>\$34,041               | 3000-3999: Employee Benefits<br>TITLE I RESOURCE – 3010<br>\$24,132               |
|   | 4000-4999: Books and Supplies<br>TITLE I RESOURCE – 3010<br>\$3,144               | 4000-4999: Books and Supplies<br>TITLE I RESOURCE – 3010                          |

|  |     |     |
|--|-----|-----|
|  |     | \$0 |
| <b>Action 2.6e Provide increased and expanded high quality preschool programs</b><br>2.6e Continue to provide parent education workshops to parents of preschool students through the parent outreach in Actions 3.2a and 3.2b | N/A | N/A |

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

2.1d The per student fee for the supplemental Tier 3 reading software licenses increased - Title 1 funds were used to cover overages in costs.

2.1e Approximately \$170,000 budgeted for this action was diverted to a mentoring program to support action 2.2d. Due to school closures, sites needed to revise plans, thereby canceling many in-person student and teacher supports/resources.

2.1f Summer 2020 Virtual Summer School expenses were shifted to COVID 19 relief funding. The unused Title 1 funding for this action was carried over and will be used to support Title 1 students in the current virtual program for reading software costs.

2.1i Remaining funds from this action were used to cover devices, materials/software and technology infrastructure. Less funding was needed because only virtual training and services were offered to families and students during school closures.

2.2c Unspent funds for the Actions regarding the AVID program were carried over and are being used to support AVID students in the current virtual program. Many of the services that are part of the AVID program moved to a virtual format, thereby costing less..

2.2d Mentoring for students was added to this action and a contract with the BLU organization was executed, which cost more than expected, prior year carry over funds were used to cover cost overages.

2.2f SAT examination costs were covered by the RUSD Research Evaluation and Assessment dept, remaining funds were used for devices and technology infrastructure.

2.2h Many of the extra activities such as field trips and others were cancelled due to school closures, remaining funds from this action were used from prior carry over to cover costs for the BLU mentoring contract.

2.2k Remaining funds from this action were used for mentoring, 1:1 devices, and materials/software for virtual learning. Although services for Foster Youth continued, many of the programs that normally take place, did not take place in 2019-20 to school closures and distance learning, and a social worker position also remained vacant.

2.2e Remaining funds from this action were used for devices, materials/software and technology infrastructure. The University of California at Riverside, with whom RUSD has a partnership to build a STEM high school, was closed and the planning of our STEM high school temporarily came to a halt during the pandemic.

2.4b Remaining funds from this action were used for materials/software and technology infrastructure. Due to COVID-19, many conferences became free of charge if they were held online,

2.5b The fees for this service and contract (ROP) increased for 2019-20. In addition, the original funding from a CTE grant also sunsetted and LCAP funding was used to cover for additional expenses.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

RUSD's LCAP Goal Two, "Preparing all students to be college, career and world ready upon graduation" motivated our work in the actions and services that addressed our students' academic needs. We sought to close achievement gaps, provide support to students whose needs were not being met, and expand opportunities for all students to succeed in their schooling.

**2.1 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 districtwide multi-tiered systems of support**

### **2.1a Implemented**

Challenges: Due to school closures, our Multi-Tiered systems of support was done through virtual means.

Successes: Multi-Tiered systems of support is the anchor platform for instruction in RUSD. The infrastructure for the program was established in 2019-20 with the development of the three tiered levels for core, targeted and intensive services. During the 2019-2020 school year, 103 managers from the Educational Services Division attended the Riverside County Office of Education sponsored Universal Design for Leadership training by Dr. Katie Novak, an expert in Multi-Tiered Systems of Support (MTSS). The MTSS and Inclusive Practices Working Group visited an exemplary school that is implementing inclusive practices to learn from their experiences. An additional 24 members from the Educational Services Division attended Universal Design for Learning Implementation or Leadership to support the continued planning for implementation of MTSS and Inclusive Practices. In addition, RUSD has partnered with Collaborative Learning Solutions to work closely with the district's Stakeholder and/or Leadership teams to guide a review of the systems and structures in place.

## **2.1b Implemented**

Challenges: All of the services forecasted in this action such as Newcomer support classes and after-school tutoring did not take place in a normal robust fashion as expected due to the virtual environment and the difficulties in providing “on demand” translation and staffing.

Successes: To help close reading gaps for students who did participate in afterschool programs, 420 third through sixth grade English Learners from 12 sites engaged in Language Acquisition Brainiac (LAB!) during the after school HEARTS intervention program sponsored by RUSD. AVID Excel, for long-term English Language Learners, was provided for all eligible students at 5 middle schools for a total of 10 sections with 20 tutors. Elements of implementation in AVID Excel include: English language development, academic vocabulary, focused note-taking, use of an academic planner, organizational tools inquiry-based learning, college and career research, self-advocacy, leadership. AVID Excel students also worked with college tutors twice weekly, and participated in Summer Bridge which was a two-week program that served to further the college prep curriculum and provide transition to the next grade level. AVID Excel students’ average attendance rate is 97%. Based on the last 3 years, AVID Excel students who transition into High School AVID outperform AVID excel students who do not continue in High School AVID. Literacy intervention teachers provided support to 1,198 kindergarten through sixth grade students in all three district programs, Virtual, In-person, and Home-based, during trimester 2. Most students received literacy instruction in small groups 4 times per week for 25 minutes in the fall of 2019; however, this varied depending on student need. Intervention teachers measured growth using a variety of progress monitoring tools, 72% of students with pre/post data made growth in early language skills.

## **2.1c Implemented**

Challenges: School closures did not allow for typical Tier II and Tier III interventions to take place normally, the virtual environment presents challenges for students who may not have stable living conditions or an adequate environment in which to receive services.

Successes: Many students do not have post-test scores for our literacy intervention program due to inconsistent participation in 2019-20. Students who consistently engaged in the intervention sessions made measurable progress. The MTSS instructional focus for the majority of students was on foundational reading skills (letter sounds, blending, phonics, and fluency), reading comprehension (finding the main idea, answering text-based questions, and summary), and, for some students, mathematics. Few teachers identified phonemic awareness as an area of need, despite the fact that approximately one-third of students that were identified for intervention were in primary grades (K-2). Research indicates that phonemic awareness is a critical foundational skill for reading, especially for students who show signs of dyslexia, and for English learners at the Emergent Language level. This observance has brought attention

to the need for further training on recognition and instruction of phonemic awareness. The most frequent resources used for instruction include Gateway to Learning, Lexia, System 44, Advanced Phonics, and other core resources.

### **2.1d Implemented/budget overage occurred for additional software costs**

Challenges: The software fees increased due to excessive demand during the pandemic.

Successes: RUSD implemented adaptive software for students to work on to attain grade level or higher reading skills and/or math skills. Student growth was measured using DIBELS. Over the last two years, students participating in LAB have demonstrated positive growth on DIBELS. Student gains on 2019-2020 DIBELS are the following: DIBELS MOY 3<sup>rd</sup> Grade - All Students (2019-20, Benchmark or Above) 66.8%; DIBELS MOY 3<sup>rd</sup> Grade - African American (2019-20, Benchmark or Above) 66.7%; DIBELS MOY 3<sup>rd</sup> Grade - Hispanic (2019-20, Benchmark or Above) 61.8%; DIBELS MOY 3<sup>rd</sup> Grade - Low Income (2019-20, Benchmark or Above) 59.9%; DIBELS MOY 3<sup>rd</sup> Grade - English Learner (2019-20, Benchmark or Above) 15.9% DIBELS MOY 3<sup>rd</sup> Grade - SW/Disabilities (2019-20, Benchmark or Above) 37.1%; DIBELS MOY 3<sup>rd</sup> Grade - Reclassified EL (2019-20, Benchmark or Above) 89.9%; DIBELS MOY 3<sup>rd</sup> Grade - Reclassified EL (2019-20, Benchmark or Above) 89.9%; DIBELS MOY 3<sup>rd</sup> Grade - Foster Youth (2019-20, Benchmark or Above) 66.7%

### **2.1e Not fully Implemented**

Challenges: Approximately \$170,000 budgeted for this action was diverted to a mentoring program to support action 2.2d. Due to school closures, sites needed to revise plans, thereby canceling many in-person student and teacher supports/resources. Books/supplies dollars and other operating expenditures were not utilized due to school closures and lack of hard copy resources needed and brick and mortar classrooms going unused.

Successes: Allocations to sites took place and were used for resources such as aides for tutoring, teaching supplies, and capital outlay for safety. The overages in certificated personnel were due to temporary teacher positions for virtual learning being filled.

### **2.1f Not fully implemented**

Challenges: Noticeably low numbers of students attended virtual summer school in 2020.

Successes: During the 2020 summer, 768 students did participate in the virtual summer learning program. The focus was on connection, engagement, and social emotional support. The average daily attendance was 72%. We deployed 118 devices to students who needed a Chrombook and/or Hotspot. 19, 561 lessons were completed by K-8 students. Average Growth per student 17 % were

in mastery of grade-level standard according to the Dreambox metric. 3 ELD summer school Multi-Bridge classes were also held virtually. These classes were designed for Newcomers and students at the "Emergent Language" level. The program included an integrated ELA and History curriculum, 3 college virtual visits, and 3 virtual field trips related to the overall curriculum. Students worked with a Mission Inn docent on the history of the Mission Inn and they were engaged in a meaningful final project based on the history of Riverside. Students took an EL pre-post assessment and demonstrated growth in language acquisition

### **2.1g Implemented**

Challenges: Students who were credit deficient did not always know they were deficient, and/or were disengaged from virtual learning. Measuring overall effectiveness by counting the number of credits recovered is difficult for 2019-20, due to school closures and the fact that students only had access to their courses through distance learning from March through June and fall of 2020.

Successes: Odysseyware (OW) is the Credit Recovery Platform that RUSD adopted in 2019 to replace Gradpoint. The goal was to increase student access and completion of classes offered for credit recovery yearly, which will contribute to an increased overall graduation rate. Through training and exposure to the program, teachers have become more accustomed to the OW platform and tools. 785 total classes have been completed with a total of 3,858 credits recovered by RUSD high school students.

### **2.1h Implemented**

Challenges: The challenge for this action is that it is directly intended for High School support. There is a need to change the action to include middle school.

Successes: Secondary ELD students (grades 7-12) were provided additional support for English Language and academic proficiency through additional class sections. In the high schools, the overall locations were used to reduce class sizes to provide for more personalized support for English Learners. For summer 2020 high school summer school was provided in a virtual environment for both remediation and advanced learning. In addition, we still need to better meet the needs of our English Learners in High School and support the changes that we are required to make for our EL Pathways as required by the Federal Program Monitoring.

### **2.1i Not fully implemented**

Challenges: Families and students did not avail themselves to virtual training and services. Technology challenges in the home were difficult for non-English speaking parents as bilingual technical assistance was not always available. Students with Disabilities and Foster Youth had similar trouble accessing technical assistance. Many parents felt uncomfortable dealing with only online schooling,

and homelife may not have been conducive to schooling at home. In addition MTSS training for teachers, counselors and aids did not take place due to COVID 19.

Successes: Remaining funds from this action were used to cover devices, materials/software and technology infrastructure.

## **2.2 Increase the percentage of students who graduate college and career ready**

### **2.2a Implemented**

Challenges: Families were reluctant to participate in online workshops during the pandemic

Successes: The goal for this action was to provide students and families information, strategies, and resources through a variety of educational workshops that prepare students to be College and Career Ready upon graduation and contribute to an increased overall measure of preparedness in the California School Dashboard. The Family Resource Center collaborated and partnered with institutes of higher education, Riverside Chamber of Commerce, Riverside dignitaries, Alvord Unified School District, and Jurupa Unified School District to provide virtual workshops. To ensure all students and their families had an opportunity to attend a workshop, they were held during weekdays, weekends, mornings, afternoons and evenings. In measuring overall effectiveness, it was noticed that a decrease in attendance throughout all workshops offered was due to school closures, and there were limits in counting actual attendees who were all using the same device. Challenges for participants also included limited access to virtual platforms such as Zoom and inability to provide translation using district issued chromebooks. Communications, advertisement, and promotional activities will be modified to include multi layered approaches in the future.

### **2.2b Implemented**

Challenges: School closures and virtual learning made it difficult to continue some art lessons due to supplies/materials being unavailable in students' homes; and band instruments were considered a safety hazard during the pandemic due to fear of viral spread, so in person practice for band was not allowed.

Successes: Itinerant music teachers and VAPA specialists continued to work utilizing virtual learning to teach and have students complete Art to Go lessons. This was done by having intermittent art supply distributions at school sites, and students were still supplied with sheet music and band sessions via Google meets.

### **2.2c Not fully implemented**

Challenges: AVID students (many who are unduplicated) were not able to experience the full, robust program due to school closures. Material and supplies were not used as they typically are and guest speakers and other supports were not available during virtual learning.

Successes: One of the goals of the AVID Excel Program is to increase the reclassification of English Learners before they enter high school. In addition to that, the program provides a rich social-emotional environment, a sense of community, and a strong sense of success and value in education. Moving forward, the metric for the program needs to be developed and monitored because at the moment the data used is the reclassification rates of students in middle school overall. In the future, it would be beneficial to set goals to use as target metrics for growth in the future, such as integrating English Learner Proficiency Assessment for California (ELPAC) strategies, and practicing/exposing the students to them, within the AVID Excel curriculum to increase the reclassification rate. Be sure that Excel teachers are involved in all district English Language Learner PD and ELPAC trainings for parents and teachers, in addition to the instruction provided by AVID Excel.

## **2.2d Not fully implemented as intended/Budget overages occurred due to increased contract costs.**

Challenges: Contract costs were higher than expected with the BLU organization

Successes: The BLU Educational Foundation provides educational, mentoring and human services programming to youth, adults and organizations, with a mission to build healthy productive communities. This organization focuses on youth of color in the districts' Heritage Plan program for African American and LatinX youth who are in need of social emotional help, and academic assistance. RUSD contracted with this group to mentor our disengaged students of color, Foster Youth and Low income students. Up to 100 students were eligible to be served by this non-profit. With the focus being on A-G completion, the Heritage Program uses annual transcript analysis data to monitor the growth of the African American students in grades 10 through 12. According to our longitudinal data spanning from Heritage's inception in (2013-14) to the present (2018-19), students have experienced growth measuring between 4% and 6% compared to other subgroups. A total of 776 African American students participate in the program in grades 10-12 and of those, 365 are categorized as Level 1 meaning they meet all of the Cal State and UC requirements. 176 almost meet A-G and are categorized as Level 2, while 133 meet graduation requirements (Level 3) and 102 are at risk of not graduating (Level 4). For the 2019-20 school year, the Heritage Program has outsourced support for the program's most intensive students with the implementation of BLU Educational Foundation. The intention is to provide targeted support with the intention of closing the A-G gap even more. Consistently, the program has worked closing the gap that exists in regards to A-G completion, gaps continued to exist because of the program's original implementation which was to monitor and support students that resided in Levels 1 and 2. Once this flaw was recognized and called out in 2019-19, the program was re-worked to include students at all levels. BLU Educational Foundation was brought in to provide additional support in 2019-20.



## **2.2e Not fully implemented as intended/overages due to increased contract costs**

Challenges: The Puente program had to cancel field trips and other projects due to school closures, overages in costs were used to pay for the BLU mentoring contract.

Successes: For the 2018-19 school year, 71% of Poly High School Puente students graduated meeting all Cal State and UC requirements; a 19% increase overall for Poly High School graduates and 25% increase in overall underrepresented students. Serving 238 students, the Puente Program is primarily compiled of students who are underrepresented on various levels (students of color, females, socio-economic status, etc.) Since its inception in 2015, the A-G completion of the students within the Puente Program has remained over 70% with the highest rate in 2017-18 with 81% of the graduates meeting A-G requirements. In the 2018-19 school year, 71% met A-G with 74% of the females meeting A-G and 65% being male.

## **2.2f Not fully implemented**

Challenges: AP examinations in a virtual environment added additional stressors on students.

Successes: Funding was used from a different source from the RUSD Research Evaluation and Assessment department. Remaining funds were used for devices, technology infrastructures and material/software for virtual learning. All RUSD high school students who desired to take an AP test were afforded the opportunity to do so.

## **2.2g Implemented**

Challenges: Costs to implement the IB program were higher due to specialized curriculum and teacher training.

Successes: The International Baccalaureate program at JW North high school is a program that draws students who are globally minded. RUSD continues to support the program that provides advanced learning and a unique approach to different subject matter. This is available to students across the district and particularly to those attending JW North - which is the high school in the district with the highest numbers of unduplicated students. This program was conducted during virtual learning. The district phased out the Middle Years program which is the 9th and 10th grade program that did not provide the outcomes as expected.

## **2.2h Not fully implemented as intended/overages due to increased contract costs**

Challenges: Legacy Program had to cancel field trips and other projects due to school closures, overages in costs were used to pay for the BLU mentoring contract.

Successes: With the focus being on A-G completion and graduation, the Legacy Program uses annual transcript analysis data to monitor the growth of the District's English Learner students in grades 10 through 12. According to our longitudinal data spanning from Legacy's inception in (2016-17) to the present (2018-19), students have experienced growth with the most recent graduation outcomes resulting in 92.4% graduating, and of those 24.9% met the UC and Cal State requirements. A total of 992 English Learner students participate in the program in grades 10-12 and of those, 186 are categorized as Level 1 meaning they meet all of the Cal State and UC requirements. 226 almost meet A-G and are categorized as Level 2, while 349 meet graduation requirements (Level 3) and 231 are at risk of not graduating (Level 4). For the 2019-20 school year, the Legacy Program has outsourced support for the program's most intensive students with the implementation of BLU Educational Foundation. The goal is to provide targeted support with the intention of closing the A-G gap even more. Consistently, the program has worked closing the gap that exists in regards to A-G completion and graduation, gaps continued to exist because of the program's original implementation which was to monitor and support students that resided in Levels 1 and 2. Once this flaw was recognized and called out in 2019-19, the program was re-worked to include students at all levels. BLU Educational Foundation was brought in to provide additional support in 2019-20.

## **2.2i Implemented**

Challenges: STEM enrichment continued in a planning phase, the Inspire Her Mind was virtual due to the pandemic.

Successes: Inspire Her Mind is an annual event across RUSD schools sponsored by LCAP funding and is a gathering of female students from elementary, middle and high school who attend events (virtual for 2019-20) that focus on science technology engineering and math projects and STEM careers. Based on the statistics that 66% fourth grade girls say they like science and math but only 18 percent of college engineering majors in the US are women.

## **2.2j Implemented**

Challenges: Dual enrollment was decreased by Riverside Community College during the pandemic.

Successes: The Dual Enrollment course offerings continued virtually through Riverside City College (RCC). The program goals are to provide pathways from high school to college. Courses must be part of an academic program defined in a College and Career Access Pathways Partnership agreement and meet the criteria for both a high school diploma and a community college associates degree or other credential. We currently offer two main pathways: 1) a "General Education" transfer course at our five comprehensive high schools and 2) a nursing pathway at Arlington and Ramona high schools. Grades earned in courses and stable student enrollment numbers are the measures of the program's effectiveness. Due to the pandemic, RCC decreased their course offerings from 3 courses per grade level to 2. This resulted in a decrease in student enrollment. For Fall 2020 grades, 89% of the students who were issued

grades received a C or better, an 8-percentage point increase from Fall 2019. Challenges included the changes in RCC staff causing inconsistencies and lack of integrated support by RCC (ID cards to access RCC Library, RCC counseling/Ed advising, RCC Tutoring). Potential challenges moving forward is the need to have appropriate staffing levels in RUSD to meet the demands of a growing program. Possible changes for upcoming year include course offerings in both virtual and in person.

## **2.2k Not fully implemented**

Challenges: Case management for Foster Youth had to be done virtually during the pandemic, special programs did not take place due to school closures and the virtual learning environment.

Successes: The Foster Youth Cohort graduation rate for 2019-20 was 87.50% (28 out of 32 students). Only 1 of the non-grads was actively enrolled. Current chronic absenteeism rate for the Foster Youth Cohort is 16.3%. Distance learning has allowed for students to engage in their school of origin. The Case Manager has completed 194 direct interventions, in 2019-2020. Having a case manager that can track the transfer of records, attend child family team meetings/best interest determination meetings, credit completion, AB 216 Evaluations and attendance has been effective. Having foster youth enroll directly at sites due to COVID-19 safety procedures, altered the case manager's ability to be the first point of contact. The introduction of Aeries Analytics will provide sites with improved identification of foster youth.

## **2.3 Increase quality opportunities for student and families to choose their educational path**

### **2.3a Implemented**

Challenges: Some annual grant opportunities were put on pause during the pandemic.

Successes: The RUSD grant writer procured over \$3.5 million in grant dollars during the 2019-2020 school year..

### **2.3b Implemented**

Challenges: Dual Language Immersion was available for distance learning however the schedules between in person and virtual program did not provide the same consistency regarding teacher instructional time.

Successes: Dual Language Immersion is offered in RUSD at 6 elementary schools, 2 middle schools and 1 high school. DLI classes were conducted during virtual learning. Matriculation is organized across the district for students who want a K-12 dual language immersion experience.

### **2.3c Implemented**

Challenges: No statewide test results are available for Core Knowledge schools to compare outcomes and achievement.

Successes: Core knowledge is implemented at 3 elementary school sites in RUSD, due to school closures students were taught virtually utilizing the same curriculum as they did when in person.

### **2.3d N/A**

### **2.3e Implemented**

Challenges: The STEM school recruitment process was done virtually during the pandemic and did not allow for in person visits to the school.

Successes: The Riverside STEM Academy application lottery worked to increase the diversity of the demographics of the students accepted in the lottery for the 5th grade cohort in fall of 2019. This action continues to be modified to include the revision of the Riverside Stem Academy recruitment plan aligned with district equity goals.

### **2.3f Implemented**

Challenges: Personalized Learning and professional development had to be conducted virtually.

Successes: The five Personalized Learning/Custom schools in RUSD were able to adapt their programs to the virtual learning environment. Development Specialists and Instructional Services Specialists were able to continue working throughout the pandemic by offering virtual professional development and training on materials and software for virtual/distance teaching.

## **2.4 Increase student access to quality academic and career counseling**

### **2.4a Implemented**

Challenges: Due to virtual delivery of services by counselors, challenges include connecting with students and families via various communication methods.

Successes: School Counselors continued to design and deliver services that improve student outcomes in 2019-20. They led, advocated and collaborated to promote equity and access for all students by connecting their counseling to the school's academic

mission and school improvement plan. School counselors reached students through multiple levels of support such as meeting with students individually, in small groups, and in the classroom. Given school closures during 2019-20, counselors were seeing an even greater need for student connectedness and social-emotional supports. Districtwide, counseling teams have provided more than 5,500 Google meetings with students on a variety of topics including self-esteem, anxiety, and coping skills. These types of supports foster emotional resilience in our students, which has a direct impact on their academics as well as their college and career readiness.

#### **2.4b Not fully implemented**

Challenges: A challenge moving forward is providing school counselors the financial support to attend the required American School Counselor Association (ASCA) National conference and provide this opportunity to other RUSD school counselors. The money was not utilized this year due to conference cancellations and free registration options.

Successes: Counselor professional development (PD) continued to take place for school counselors through identification of needs. The identification of needs is in collaboration with counselors and administrators. Challenges included the verification of participation as this year provided various virtual opportunities with no attendance mechanism. What did work is that the virtual platform provided many more opportunities for counselors to participate in PD and resulted in a second counseling program, located at Miller Middle School. This program is to be approved as a Recognized American School Counselor Association Model Program (RAMP) which acknowledges school counselors who deliver comprehensive data driven programs.

#### **2.5 Increase quality opportunities for students to participate in sequenced career pathways**

##### **2.5a Implemented**

Challenges: Some additional funding for Career Technical Education is sunsetting.

Successes: K12 Strong Workforce Grant - Round 3: RUSD recruited teachers to participate in the writing of the Round 3 plan. The plan included creating cross-sector work (partnering with other CTE pathways to write curriculum or create projects in areas that intersect. Ex: Culinary/Healthcare - nutrition and exercise projects. Formalized postsecondary connections from High School CTE program to corresponding Community College program through an MOU or articulation agreement or certificate program was delayed due to school closures. The CTE

##### **2.5b Not fully implemented/cost overages due to increased contract fees**

Challenges: The fees for services and contract increased (Riverside County - Regional Occupational Program)

Successes: The RUSD CTE Department continued to support RCOE teachers in the same manner as RUSD CTE teachers. ROP Teachers had access to the same funding sources, professional development opportunities and training.

### **2.5c Implemented**

Challenges: Elementary and middle school teachers are not always familiar with Career Technical Education.

Successes: The RUSD CTE program worked to connect one 5th/6th grade classroom to each middle school in its feeder cluster and created a program for using CTE exploration content at each site.

### **2.5d Implemented**

Challenges: Middle school teachers are not always familiar with Career Technical Education.

Successes: Core and CTE teachers were recruited to create integrated lessons/projects for students. The CTE 15 Year Continuum was still underway despite school closures in 2019-20 which includes expanding CTE programs to each middle school by writing a CTE content course for 8th grade (based on pathway) and a 7th grade Wheel program for exploration.

### **2.5e Implemented**

Challenges: Project Lead the Way is not available at every school in the district, and can be seen as inequitable.

Successes: A total of 1,250 students from elementary schools, one middle school, two high schools, and our 5-12 STEM academy participated in Project Lead the Way (PLTW). Each secondary site had a .2 FTE to support the implementation of the program. To date, the program has been implemented virtually.

## **2.6 Provide increased and expanded high quality preschool programs**

### **2.6a Implemented**

Challenges: Duplicated preschool students' and their families struggled with connectivity and guiding their child's virtual learning process.

Successes: The RUSD Early Childhood education program was implemented virtually during the school closures of 2019-20. Teachers interacted with students and families utilizing the See Saw platform. Our staff received training virtually in both early literacy and early

numeracy and our Early Childhood specialist provided facilitation of the instructional program and family outreach. On April 7, 2020, an Action Team that included teachers, TOSA, Specialist, Coordinator, representatives from Personnel department, RCTA, and CTA were convened to develop a plan for Distance Learning; the plan was communicated to all teachers on April 10. Chromebooks were distributed to all students in early April and packets of weekly activities were also distributed during meals picked up at various sites throughout the district and at Central Registration Center. Distance Learning began on April 13 and instructional minutes were reduced from 3 hours of daily instruction in State Preschool and 3.5 hours for 4 days a week in Head Start to 40 minutes 2 days a week with a break in between, or 20 minutes 4 days a week. The Early Head Start Infant/Toddler Program instructional minutes were reduced from 30 hours a week to 20 minutes 3 times a week for Distance Learning.

## **2.6b Implemented**

Challenges: Unduplicated preschool students' and their families struggled with connectivity and guiding their child's virtual learning process.

Successes: Preschool enrollment during fall 2019 before school closure was 687 students in state preschool, 185 students in Head Start across 19 elementary sites, and 13 in Early Head Start (Infant/Toddler) Program at Lincoln Alternative High School. Enrollment ratio was capped at 24:3 of students to staff for state preschool, 16:2 for Head Start, and 8:3 for Early Head Start. When school closure began on March 13, 2020; teachers and support staff, including Coordinator, Specialist, and TOSA met during the week of March 23-30 to plan on how to continue with the Early Childhood programs. Meetings were held with Head Start and State Preschool Representatives to review policies and procedures; this was to adjust to new guidelines for compliances. Initial challenges were first learning how to log into Google classroom. Families without dependable internet were provided with hotspots. A number of families with parents working did not have the support to assist children with logging on to virtual classes. Decrease in enrollment from 592 for State Preschool to 354, and from 192 for Head Start to 80. The Infant/Toddler program enrollment is at 3 for Infant and 5 for Toddler. Student achievement as measured by DRDP (Desired Results Developmental Profile) from this year of virtual and then to hybrid learning will be compared to previous years to determine the impact virtual instruction has had on instruction and learning.

## **2.6c Implemented**

Challenges: Unduplicated preschool students' and their families struggled with connectivity and guiding their child's virtual learning process.

Successes: There were 25 families enrolled in the Spanish Preschool Program for 2019-20. Due to the pandemic and virtual learning, some families did not continue to attend. However, 25 families would not have qualified to receive the services without the sliding scale

program. In the Spanish Preschool Program there are 16 students in the AM program and 13 students in the PM program, for a total of 29 students.

### 2.6d Implemented

Challenges: The Early Impact Teen Program at Lincoln had to be conducted virtually during school closures.

Successes: Teen parents were able to work with their teachers and paraprofessionals from Lincoln online in the virtual environment during school closures to navigate both their own high school courses as well as foster an at-home learning environment for their preschoolers.

### 2.6e N/A

## Goal 3

Fully engage students, parents and the community in support of short and long term educational outcomes

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 7: Course Access (Conditions of Learning)

Local Priorities: Board Goals: 3, 6, 7; VAPA Plan; SFC Partnership Plan, Student Assistance Plan

### Annual Measurable Outcomes

| Expected | Actual |
|----------|--------|
|----------|--------|



|  |   |
|--|---|
| <p>Metrics/Indicator<br/>LEA Positive Attendance Rates – All Students</p> <p><b>2019-20</b><br/>97.2%</p> <p><b>Baseline</b><br/>96%</p>       | <p><b>Metrics/Indicator</b><br/>LEA Positive Attendance Rates – All Students</p> <p><b>2019-20</b><br/>(2019-20, RUSD before school closures) 97.7%</p> <p><b>Baseline</b><br/>96%</p>        |
| <p>Metrics/Indicator<br/>LEA Positive Attendance Rates – African American</p> <p><b>2019-20</b><br/>96.9%</p> <p><b>Baseline</b><br/>95.7%</p> | <p><b>Metrics/Indicator</b><br/>LEA Positive Attendance Rates – African American</p> <p><b>2019- 20</b><br/>(2019-20, RUSD before school closures) 89.7%</p> <p><b>Baseline</b><br/>95.7%</p> |
| <p>Metrics/Indicator<br/>LEA Positive Attendance Rates – Hispanic</p> <p><b>2019-20</b><br/>97.2%</p> <p><b>Baseline</b><br/>96%</p>           | <p><b>Metrics/Indicator</b><br/>LEA Positive Attendance Rates – Hispanic</p> <p><b>2019- 20</b><br/>(2019-20, RUSD before school closures) 91.7%</p> <p><b>Baseline</b><br/>96%</p>           |

|  |  |
|--|--|
| <p>Metrics/Indicator<br/>LEA Positive Attendance Rates – Low Income</p> <p><b>2019-20</b><br/>97.2%</p> <p><b>Baseline</b><br/>95.8%</p>                 | <p><b>Metrics/Indicator</b><br/>LEA Positive Attendance Rates – Low Income</p> <p><b>2019- 20</b><br/>(2019-20, RUSD before school closures) 90.6%</p> <p><b>Baseline</b><br/>95.8%</p>                |
| <p>Metrics/Indicator<br/>LEA Positive Attendance Rates – English Learner</p> <p><b>2019-20</b><br/>97.4%</p> <p><b>Baseline</b><br/>96.2%</p>            | <p><b>Metrics/Indicator</b><br/>LEA Positive Attendance Rates – English Learner</p> <p><b>2019- 20</b><br/>(2019-20, RUSD before school closures) 91.7%</p> <p><b>Baseline</b><br/>96.2%</p>           |
| <p>Metrics/Indicator<br/>LEA Positive Attendance Rates – Students with Disabilities</p> <p><b>2019-20</b><br/>95.9%</p> <p><b>Baseline</b><br/>94.7%</p> | <p><b>Metrics/Indicator</b><br/>LEA Positive Attendance Rates – Students with Disabilities</p> <p><b>2019- 20</b><br/>(2019-20, RUSD before school closures) 85.5%</p> <p><b>Baseline</b><br/>94.7</p> |

|  |  |
|--|--|
| <p>Metrics/Indicator<br/>LEA Positive Attendance Rates – Foster Youth</p> <p><b>2019-20</b><br/>96.3%</p> <p><b>Baseline</b><br/>95.1%</p>   | <p><b>Metrics/Indicator</b><br/>LEA Positive Attendance Rates – Foster Youth</p> <p><b>2019- 20</b><br/>(RUSD before school closures) 90.4%</p> <p><b>Baseline</b><br/>95.1%</p>   |
| <p>Metrics/Indicator<br/>LEA Chronic Absentee Rates – All Students</p> <p><b>2019-20</b><br/>6.3%</p> <p><b>Baseline</b><br/><b>8.6%</b></p> | <p><b>Metrics/Indicator</b><br/>LEA Chronic Absentee Rates – All Students</p> <p><b>2019- 20</b><br/>Dashboard status (Fall 2019, CA Dashboard): 9.6%<br/>LEA K-12 (2020-21, RUSD)*: 9.7%<br/><small>*Accurate Chronic Absentee data not available for the 2019-20 school year.</small></p> <p><b>Baseline</b><br/>8.6%</p>        |
| <p>Metrics/Indicator<br/>LEA Chronic Absentee Rates – African American</p> <p><b>2019-20</b><br/>7.9%</p> <p><b>Baseline</b><br/>10.8%</p>   | <p><b>Metrics/Indicator</b><br/>LEA Chronic Absentee Rates – African American</p> <p><b>2019- 20</b><br/>Dashboard status (Fall 2019, CA Dashboard): 13.8%<br/>LEA K-12 (2020-21, RUSD)*: 12.1%<br/><small>*Accurate Chronic Absentee data not available for the 2019-20 school year.</small></p> <p><b>Baseline</b><br/>10.8%</p> |

Metrics/Indicator

LEA Chronic Absentee Rates – Hispanic

**2019-20**

6.5%

**Baseline**

8.9%

**Metrics/Indicator**

LEA Chronic Absentee Rates – Hispanic

**2019- 20**

Dashboard status (Fall 2019, CA Dashboard): 10.1%

LEA K-12 (2020-21, RUSD)\*: 11.3%

\*Accurate Chronic Absentee data not available for the 2019-20 school year.

**Baseline**

8.9%

Metrics/Indicator

LEA Chronic Absentee Rates– Low Income

**2019-20**

7.1%

**Baseline**

9.8%

**Metrics/Indicator**

LEA Chronic Absentee Rates– Low Income

**2019- 20**

Dashboard status (Fall 2019, CA Dashboard): 12.0%

LEA K-12 (2020-21, RUSD)\*: 12.1%

\*Accurate Chronic Absentee data not available for the 2019-20 school year.

**Baseline**

9.8%

|  |  |
|--|--|
| <p>Metrics/Indicator<br/>LEA Chronic Absentee Rates – English Learner</p> <p><b>2019-20</b><br/>6.1%</p> <p><b>Baseline</b><br/>8.3%</p>             | <p><b>Metrics/Indicator</b><br/>LEA Chronic Absentee Rates – English Learner</p> <p><b>2019- 20</b><br/>Dashboard status (Fall 2019, CA Dashboard): 9.4%<br/>LEA K-12 (2020-21, RUSD)*:15.4%<br/>*Accurate Chronic Absentee data not available for the 2019-20 school year.</p> <p><b>Baseline</b><br/>8.3%</p>              |
| <p>Metrics/Indicator<br/>LEA Chronic Absentee Rates– Students with Disabilities</p> <p><b>2019-20</b><br/>11.2%</p> <p><b>Baseline</b><br/>15.3%</p> | <p><b>Metrics/Indicator</b><br/>LEA Chronic Absentee Rates– Students with Disabilities</p> <p><b>2019- 20</b><br/>Dashboard status (Fall 2019, CA Dashboard): 15.3%<br/>LEA K-12 (2020-21, RUSD)*: 15.2%<br/>*Accurate Chronic Absentee data not available for the 2019-20 school year.</p> <p><b>Baseline</b><br/>15.3%</p> |
| <p>Metrics/Indicator<br/>LEA Chronic Absentee Rates– Reclassified EL</p> <p><b>2019-20</b><br/>3.8%</p> <p><b>Baseline</b><br/>5.2%</p>              | <p><b>Metrics/Indicator</b><br/>LEA Chronic Absentee Rates– Reclassified EL</p> <p><b>2019- 20</b><br/>Dashboard status (Fall 2019, CA Dashboard):N/A<br/>LEA K-12 (2020-21, RUSD)*: 4.2%<br/>*Accurate Chronic Absentee data not available for the 2019-20 school year.</p> <p><b>Baseline</b><br/>5.2%</p>                 |

|  |   |
|--|---|
| <p>Metrics/Indicator<br/>LEA Chronic Absentee Rates – Foster Youth</p> <p><b>2019-20</b><br/>9.3%</p> <p><b>Baseline</b><br/>12.7%</p> | <p><b>Metrics/Indicator</b><br/>LEA Chronic Absentee Rates – Foster Youth</p> <p><b>2019- 20</b><br/>Dashboard status (Fall 2019, CA Dashboard): 18.7%<br/>LEA K-12 (2020-21, RUSD)*: N/A<br/>*Accurate Chronic Absentee data not available for the 2019-20 school year.</p> <p><b>Baseline</b><br/>12.7%</p> |
| <p>Metrics/Indicator<br/>LEA Truancy Rate – All Students</p> <p><b>2019-20</b><br/>6.7%</p> <p><b>Baseline</b><br/>9.2%</p>            | <p><b>Metrics/Indicator</b><br/>LEA Truancy Rate – All Students</p> <p><b>2019- 20</b><br/>Data Not Available-Metric No Longer Calculated by CDE or RUSD</p> <p><b>Baseline</b><br/>9.2%</p>  |
| <p>Metrics/Indicator<br/>LEA Truancy Rate – African American</p> <p><b>2019-20</b><br/>8.3%</p> <p><b>Baseline</b><br/>11.4%</p>       | <p><b>Metrics/Indicator</b><br/>LEA Truancy Rate – African American</p> <p><b>2019- 20</b><br/>Data Not Available-Metric No Longer Calculated by CDE or RUSD</p> <p><b>Baseline</b><br/>11.4%</p>   |

|  |   |
|--|---|
| <p>Metrics/Indicator<br/>LEA Truancy Rate – Hispanic</p> <p><b>2019-20</b><br/>6.7%</p> <p><b>Baseline</b><br/>9.2%</p>        | <p><b>Metrics/Indicator</b><br/>LEA Truancy Rate – Hispanic</p> <p><b>2019- 20</b><br/>Data Not Available-Metric No Longer Calculated by CDE or RUSD</p> <p><b>Baseline</b><br/>9.2%</p>        |
| <p>Metrics/Indicator<br/>LEA Truancy Rate – Low Income</p> <p><b>2019-20</b><br/>6.5%</p> <p><b>Baseline</b><br/>8.9%</p>      | <p><b>Metrics/Indicator</b><br/>LEA Truancy Rate – Low Income</p> <p><b>2019- 20</b><br/>Data Not Available-Metric No Longer Calculated by CDE or RUSD</p> <p><b>Baseline</b><br/>8.9%</p>      |
| <p>Metrics/Indicator<br/>LEA Truancy Rate – English Learner</p> <p><b>2019-20</b><br/>6.9%</p> <p><b>Baseline</b><br/>9.4%</p> | <p><b>Metrics/Indicator</b><br/>LEA Truancy Rate – English Learner</p> <p><b>2019- 20</b><br/>Data Not Available-Metric No Longer Calculated by CDE or RUSD</p> <p><b>Baseline</b><br/>9.4%</p> |

|  |   |
|--|---|
| <p>Metrics/Indicator<br/>LEA Truancy Rate – Students with Disabilities</p> <p><b>2019-20</b><br/>7.8%</p> <p><b>Baseline</b><br/>10.7%</p> | <p><b>Metrics/Indicator</b><br/>LEA Truancy Rate – Students with Disabilities</p> <p><b>2019- 20</b><br/>Data Not Available-Metric No Longer Calculated by CDE or RUSD</p> <p><b>Baseline</b><br/>10.7%</p> |
| <p>Metrics/Indicator<br/>LEA Truancy Rate – Reclassified EL</p> <p><b>2019-20</b><br/>3.4%</p> <p><b>Baseline</b><br/>4.6%</p>             | <p><b>Metrics/Indicator</b><br/>LEA Truancy Rate – Reclassified EL</p> <p><b>2019- 20</b><br/>Data Not Available-Metric No Longer Calculated by CDE or RUSD</p> <p><b>Baseline</b><br/>4.6%</p>             |
| <p>Metrics/Indicator<br/>LEA Truancy Rate – Foster Youth</p> <p><b>2019-20</b><br/>9.1%</p> <p><b>Baseline</b><br/>12.5%</p>               | <p><b>Metrics/Indicator</b><br/>LEA Truancy Rate – Foster Youth</p> <p><b>2019- 20</b><br/>Data Not Available-Metric No Longer Calculated by CDE or RUSD</p> <p><b>Baseline</b><br/>12.5%</p>               |



Metrics/Indicator  
LEA Truancy Rate – Homeless

**2019-20**  
7.8%

**Baseline**  
10.7%

**Metrics/Indicator**  
LEA Truancy Rate – Homeless

**2019- 20**  
Data Not Available-Metric No Longer Calculated by CDE or RUSD

**Baseline**  
10.7

Metrics/Indicator  
LEA Suspension Rate – All Students

**2019-20**  
Local Suspension Rate: 2.2%  
Dashboard Rate (Fall 2017): 2.7%  
Dashboard Status (Fall 2017): Medium  
Dashboard Performance: Declined

**Baseline**  
Local Suspension Rate: 3.0%  
Dashboard Rate (2014-15): 4.3%  
Dashboard Status (2014-15): Medium  
Dashboard Performance: Maintained

**Metrics/Indicator**  
LEA Suspension Rate – All Students

**2019-20**  
Dashboard Status (Fall 2019, CA Dashboard): 4.2% Medium  
Dashboard Change (Fall 2019, CA Dashboard): Increased by 0.4%  
Dashboard Performance: Orange  
(2019-20, DataQuest): 2.8%

**Baseline**  
Local Suspension Rate: 3.0%  
Dashboard Rate (2014-15): 4.3%  
Dashboard Status (2014-15): Medium  
Dashboard Performance: Maintained

Metrics/Indicator

LEA Suspension Rate - English Learner

**2019-20**

Local Suspension Rate: 2.2%

Dashboard Rate (Fall 2017): 3.0%

Dashboard Status (Fall 2017): Medium

Dashboard Performance: Declined

**Baseline**

Local Suspension Rate: 3.0%

Dashboard Rate (2014-15): 4.5%

Dashboard Status (2014-15): Medium

Dashboard Performance: Increased

**Metrics/Indicator**

LEA Suspension Rate - English Learner

**2019-20**

Dashboard Status (Fall 2019, CA Dashboard): 3.8% Medium Status

Dashboard Change (Fall 2019, CA Dashboard): Increased by 03.%

Dashboard Performance: Orange (2019-20, DataQuest): 2.7%

**Baseline**

Local Suspension Rate: 3.0%

Dashboard Rate (2014-15): 4.5%

Dashboard Status (2014-15): Medium

Dashboard Performance: Increased

Metrics/Indicator

LEA Suspension Rate - Foster Youth

**2019-20**

Local Suspension Rate: 10.2%  
Dashboard Rate (Fall 2017): NA  
Dashboard Status (Fall 2017): NA  
Dashboard Performance: NA

**Baseline**

Local Suspension Rate: 14%  
Dashboard Rate (2014-15): NA  
Dashboard Status (2014-15): NA  
Dashboard Performance: NA

**Metrics/Indicator**

LEA Suspension Rate - Foster Youth

**2019-20**

Dashboard Status (Fall 2019, CA Dashboard): 12.4% High Status  
Dashboard Change (Fall 2019, CA Dashboard): Increased by 0.4%  
Dashboard Performance: Red  
(2019-20, DataQuest): 8.7%

**Baseline**

Local Suspension Rate: 14%  
Dashboard Rate (2014-15): NA  
Dashboard Status (2014-15): NA  
Dashboard Performance: NA

Metrics/Indicator

LEA Suspension Rate - Homeless Youth

**2019-20**

Local Suspension Rate: 4.4%  
Dashboard Rate (Fall 2017): NA  
Dashboard Status (Fall 2017): NA  
Dashboard Performance: NA

**Baseline**

Local Suspension Rate: 6.0%  
Dashboard Rate (2014-15): NA  
Dashboard Status (2014-15): NA  
Dashboard Performance: NA

**Metrics/Indicator**

LEA Suspension Rate - Homeless Youth

**2019-20**

Dashboard Status (Fall 2019, CA Dashboard): 6.3% High Status  
Dashboard Change (Fall 2019, CA Dashboard): Increased by 0.8%  
Dashboard Performance: Orange  
(2019-20, DataQuest): 5.8%

**Baseline**

Local Suspension Rate: 6.0%  
Dashboard Rate (2014-15): NA  
Dashboard Status (2014-15)

Metrics/Indicator

LEA Suspension Rate - Low Income

**2019-20**

Local Suspension Rate: 2.9%  
Dashboard Rate (Fall 2017): 3.5%  
Dashboard Status (Fall 2017): High  
Dashboard Performance: Declined

**Baseline**

Local Suspension Rate: 4.0%  
Dashboard Rate (2014-15): 5.3%  
Dashboard Status (2014-15): High  
Dashboard Performance: Maintained

**Metrics/Indicator**

LEA Suspension Rate - Low Income

**2019-20**

Dashboard Status (Fall 2019, CA Dashboard): 5.0% High Status  
Dashboard Change (Fall 2019, CA Dashboard): Increased by 0.3%  
Dashboard Performance: Orange  
(2019-20, DataQuest): 3.5%

**Baseline**

Local Suspension Rate: 4.0%  
Dashboard Rate (2014-15): 5.3%  
Dashboard Status (2014-15): High

Metrics/Indicator

LEA Suspension Rate - Students with Disabilities

**2019-20**

Local Suspension Rate: 5.1%

Dashboard Rate (Fall 2017): 4.5 %

Dashboard Status (Fall 2017): Medium

Dashboard Performance: Declined

**Baseline**

Local Suspension Rate: 7.0%

Dashboard Rate (2014-15): 10.0%

Dashboard Status (2014-15): VeryHigh

Dashboard Performance: Increased

**Metrics/Indicator**

LEA Suspension Rate - Students with Disabilities

**2019-20**

Dashboard Status (Fall 2019, CA Dashboard): 7.2% High Status

Dashboard Change (Fall 2019, CA Dashboard): Declined by - 0.4%

Dashboard Performance: Yellow

(2019-20, DataQuest): 5.5%

**Baseline**

Local Suspension Rate: 7.0%

Dashboard Rate (2014-15): 10.0%

Dashboard Status (2014-15): VeryHigh

Dashboard Performance: Increased

Metrics/Indicator

LEA Suspension Rate - African American

**2019-20**

Local Suspension Rate: 6.6%

Dashboard Rate (Fall 2017): 4.0%

Dashboard Status (Fall 2017): Medium

Dashboard Performance: Declined

**Baseline**

Local Suspension Rate: 9.0%

Dashboard Rate (2014-15): 8.5%

Dashboard Status (2014-15): Very High

Dashboard Performance: Increased

**Metrics/Indicator**

LEA Suspension Rate - African American

**2019-20**

Dashboard Status (Fall 2019, CA Dashboard): 7.6% High Status

Dashboard Change (Fall 2019, CA Dashboard): Declined by - 0.8%

Dashboard Performance: Yellow

(2019-20, DataQuest): 5.6%

**Baseline**

Local Suspension Rate: 9.0%

Dashboard Rate (2014-15): 8.5%

Dashboard Status (2014-15): Very High

Dashboard Performance: Increased

Metrics/Indicator

LEA Expulsion Rate - All Students

**2019-20**

Local Expulsion Rate:1%

CALPADS (2016-17): 0.168%

**Baseline**

Local Expulsion Rate:1%

CALPADS (2016-17): 0.197%

**Metrics/Indicator**

LEA Expulsion Rate - All Students

**2019-20**

Local Expulsion Rates (2019-20): Not Available

DataQuest (2019-20): 0.17%

**Baseline**

Local Expulsion Rate:1%

CALPADS (2016-17): 0.197%

Metrics/Indicator

LEA Expulsion Rate - English Learner

**2019-20**

Local Expulsion Rate:0%  
CALPADS (2016-17): 0.197%

**Baseline**

Local Expulsion Rate:0%  
CALPADS (2016-17):0.229%

**Metrics/Indicator**

LEA Expulsion Rate - English Learner

**2019-20**

Local Expulsion Rates (2019-20): Not Available  
DataQuest (2019-20): 0.15%

**Baseline**

Local Expulsion Rate:0%  
CALPADS (2016-17): 0.229%

Metrics/Indicator

LEA Expulsion Rate - Foster Youth

**2019-20**

Local Expulsion Rate:0%  
CALPADS (2016-17):0.197%

**Baseline**

Local Expulsion Rate:0%  
CALPADS (2016-17): 0.229%

**Metrics/Indicator**

LEA Expulsion Rate - Foster Youth

**2019-20**

Local Expulsion Rates (2019-20): Not Available  
DataQuest (2019-20): 0.72%

**Baseline**

Local Expulsion Rate:0%  
CALPADS (2016-17): 0.229%

Metrics/Indicator  
LEA Expulsion Rate - Homeless

**2019-20**  
Local Expulsion Rate:0%  
CALPADS (2016-17): 0.197%

**Baseline**  
Local Expulsion Rate:0%  
CALPADS (2016-17):0.229%

**Metrics/Indicator**  
LEA Expulsion Rate - Homeless

**2019-20**  
Local Expulsion Rates (2019-20): Not Available  
DataQuest (2019-20): 0.53%

**Baseline**  
Local Expulsion Rate:0%  
CALPADS (2016-17):0.229%

Metrics/Indicator  
LEA Expulsion Rate - Low Income

**2019-20**  
Local Expulsion Rate:0%  
CALPADS (2016-17):0.213%

**Baseline**  
Local Expulsion Rate:0%  
CALPADS (2016-17):0.248%

**Metrics/Indicator**  
LEA Expulsion Rate - Low Income

**2019-20**  
Local Expulsion Rates (2019-20): Not Available  
DataQuest (2019-20): 0.23%

**Baseline**  
Local Expulsion Rate:0%  
CALPADS (2016-17):0.248%



Metrics/Indicator

LEA Expulsion Rate - Students with Disabilities

**2019-20**

Local Expulsion Rate:0%  
CALPADS (2016-17):0.37%

**Baseline**

Local Expulsion Rate:0%  
CALPADS (2016-17): 0.43%

**Metrics/Indicator**

LEA Expulsion Rate - Students with Disabilities

**2019-20**

Local Expulsion Rates (2019-20): Not Available  
DataQuest (2019-20): 0.20%

**Baseline**

Local Expulsion Rate:0%  
CALPADS (2016-17): 0.43%

Metrics/Indicator

LEA Expulsion Rate - African American

**2019-20**

Local Expulsion Rate:1%  
CALPADS (2016-17):0.316%

**Baseline**

Local Expulsion Rate:3%  
CALPADS (2016-17):0.369%

**Metrics/Indicator**

LEA Expulsion Rate - African American

**2019-20**

Local Expulsion Rates (2019-20): Not Available  
DataQuest (2019-20): 0.31%

**Baseline**

Local Expulsion Rate:3%  
CALPADS (2016-17):0.369%

|  |   |
|--|---|
| <p>Metrics/Indicator<br/>LEA Expulsion Rate - Hispanic</p> <p><b>2019-20</b><br/>Local Expulsion Rate:0%<br/>CALPADS (2016-17): 0.184%</p> <p><b>Baseline</b><br/>Local Expulsion Rate:0%<br/>CALPADS (2016-17):0.215%</p> | <p><b>Metrics/Indicator</b><br/>LEA Expulsion Rate - Hispanic</p> <p><b>2019-20</b><br/>Local Expulsion Rates (2019-20): Not Available<br/>DataQuest (2019-20): 0.17%</p> <p><b>Baseline</b><br/>Local Expulsion Rate:0%<br/>CALPADS (2016-17):0.215%</p> |
| <p>Metrics/Indicator<br/>% of positive responses for Hope Gallup Poll</p> <p><b>2019-20</b><br/>58%</p> <p><b>Baseline</b><br/>47%</p>   | <p><b>Metrics/Indicator</b><br/>% of positive responses for Hope Gallup Poll</p> <p><b>2019-20</b><br/>The Gallup Student Survey was not given in 2019-20. No Replacement was identified.</p> <p><b>Baseline</b><br/>47%</p>                              |
| <p>Metrics/Indicator<br/>Student Engagement Grandmean All Students</p> <p><b>2019-20</b><br/>4.05%</p> <p><b>Baseline</b><br/>3.94%</p>  | <p><b>Metrics/Indicator</b><br/>Student Engagement Grandmean All Students</p> <p><b>2019-20</b><br/>The Gallup Student Survey was not given in 2019-20. No Replacement was identified.</p> <p><b>Baseline</b><br/>3.94%</p>                               |

|  |  |
|--|--|
| <p>Metrics/Indicator<br/>% participation in 2 or more Co-Curricular/ Extra-Curricular</p> <p><b>2019-20</b><br/>80%</p> <p><b>Baseline</b><br/>65%</p>               | <p><b>Metrics/Indicator</b><br/>% participation in 2 or more Co-Curricular/ Extra- Curricular</p> <p><b>2019-20</b><br/>Data not available due to school closures</p> <p><b>Baseline</b><br/>65%</p>           |
| <p>Metrics/Indicator<br/># of Family Engagement partnerships with community</p> <p><b>2019-20</b><br/>30</p> <p><b>Baseline</b><br/>27</p>                           | <p><b>Metrics/Indicator</b><br/># of Family Engagement partnerships with community</p> <p><b>2019-20</b><br/>Data not available</p> <p><b>Baseline</b><br/>27</p>  |
| <p>Metrics/Indicator<br/># of unique family members accessing Family Engagement Center services</p> <p><b>2019-20</b><br/>3,000</p> <p><b>Baseline</b><br/>2,279</p> | <p><b>Metrics/Indicator</b><br/># of unique family members accessing Family Engagement Center services</p> <p><b>2019-20</b><br/>3118 families accessing the FEC services</p> <p><b>Baseline</b><br/>2,279</p> |

Metrics/Indicator

Graduation Rate – All Students

**2019-20**

Local Indicator (2016-17): 95%  
Dashboard Status (Fall 2017): 95.8% - Very High Status  
Dashboard Change (Fall 2017): increase by 0.7%  
Dashboard Performance: Blue

**Baseline**

Local Indicator (2015-16): 89.1%  
Dashboard Status (2014-15): 95.1% - Very High Status  
Dashboard Change (2014-15): increase by 2.3%  
Dashboard Performance: Blue

**Metrics/Indicator**

Graduation Rate – All Students

**2019-20**

Dashboard Status (Fall 2019, CA Dashboard): 97.0% Very High Status  
Dashboard Change (Fall 2019, CA Dashboard): Increased Significantly 5.3%  
Dashboard Performance: Blue  
(2019-20, CA Dashboard-Rate Only): 96.4%

**Baseline**

Local Indicator (2015-16): 89.1%  
Dashboard Status (2014-15): 95.1% Very High Status  
Dashboard Change (2014-15): increase by 2.3%  
Dashboard Performance: Blue

Metrics/Indicator

Graduation Rate – English Learner

**2019-20**

Local Indicator (2015-16): 85%  
Dashboard Status (Fall 2017): 90.5% - High Status  
Dashboard Change (Fall 2017): increase by 1%  
Dashboard Performance: Green

**Baseline**

Local Indicator (2015-16): 80.9%  
Dashboard Status (2014-15): 90.5% - High Status  
Dashboard Change (2014-15): increase by 9.1%  
Dashboard Performance: Blue

**Metrics/Indicator**

Graduation Rate – English Learner

**2019-20**

Dashboard Status (Fall 2019, CA Dashboard): 92.4% High Status  
Dashboard Change (Fall 2019, CA Dashboard): Increased Significantly by 12.2%  
Dashboard Performance: Blue  
(2019-20, CA Dashboard-Rate Only): 93.1%

**Baseline**

Local Indicator (2015-16): 80.9%  
Dashboard Status (2014-15): 90.5% - High Status  
Dashboard Change (2014-15): increase by 9.1%  
Dashboard Performance: Blue

Metrics/Indicator

Graduation Rate – Low Income

**2019-20**

Local Indicator (2016-17): 90%  
Dashboard Status (Fall 2017): 94.7% - High Status  
Dashboard Change (Fall 2017): increase by 1.0%  
Dashboard Performance: Green

**Baseline**

Local Indicator (2015-16): 86%  
Dashboard Status (2014-15): 94.5% - High Status  
Dashboard Change (2014-15): increase by 2.7%  
Dashboard Performance: Green

**Metrics/Indicator**

Graduation Rate – Low Income

**2019-20**

Dashboard Status (Fall 2019, CA Dashboard): 96.6% Very High Status  
Dashboard Change (Fall 2019, CA Dashboard): Increased Significantly 6.2%  
Dashboard Performance: Blue  
(2019-20, CA Dashboard-Rate Only): 95.9%

**Baseline**

Local Indicator (2015-16): 86%  
Dashboard Status (2014-15): 94.5% - High Status  
Dashboard Change (2014-15): increase by 2.7%  
Dashboard Performance: Green

Metrics/Indicator

Graduation Rate – Students with Disabilities

**2019-20**

Local Indicator (2016-17): 70%  
Dashboard Status (Fall 2017): 73.2% - Medium Status  
Dashboard Change (Fall 2017): increase by 1%  
Dashboard Performance: Yellow

**Baseline**

Local Indicator (2015-16): 66.5%  
Dashboard Status (2014-15): 75.9% - Low Status  
Dashboard Change (2014-15): decrease by 4.7%  
Dashboard Performance: Orange

**Metrics/Indicator**

Graduation Rate – Students with Disabilities

**2019-20**

Dashboard Status (Fall 2019, CA Dashboard): 85.7% Medium Status  
Dashboard Change (Fall 2019, CA Dashboard): Increased Significantly by 13.0%  
Dashboard Performance: Green  
(2019-20, CA Dashboard-Rate Only):85.3%

**Baseline**

Local Indicator (2015-16): 66.5%  
Dashboard Status (2014-15): 75.9% - Low Status  
Dashboard Change (2014-15): decrease by 4.7%  
Dashboard Performance: Orange

Metrics/Indicator

Graduation Rate – African American

**2019-20**

Local Indicator (2016-17): 91%

Dashboard Status (Fall 2017): 93.6% - High Status

Dashboard Change (Fall 2017): increase by 1%

Dashboard Performance: Green

**Baseline**

Local Indicator (2015-16): 87.4%

Dashboard Status (2014-15): 94.3% - High Status

Dashboard Change (2014-15): increase by 2.7%

Dashboard Performance: Green

**Metrics/Indicator**

Graduation Rate – African American

**2019-20**

Dashboard Status (Fall 2019, CA Dashboard): 96.6% Very High Status

Dashboard Change (Fall 2019, CA Dashboard): Increased by 2.7%

Dashboard Performance: Blue

(2019-20, CA Dashboard-Rate Only): 98.5%

**Baseline**

Local Indicator (2015-16): 87.4%

Dashboard Status (2014-15): 94.3% - High Status

Dashboard Change (2014-15): increase by 2.7%

Dashboard Performance: Green

|  |   |
|--|---|
| <p>Metrics/Indicator<br/>Graduation Rate - Hispanic</p> <p><b>2019-20</b><br/>Local Indicator (2016-17): 91%<br/>Dashboard Status (Fall 2017): 95% - Very High Status<br/>Dashboard Change (Fall 2017): increase by 1%<br/>Dashboard Performance: Blue</p> <p><b>Baseline</b><br/>Local Indicator (2015-16): 87.1%<br/>Dashboard Status (2014-15):<br/>94.9% - High Status<br/>Dashboard Change (2014-15):<br/>increase by 3.2%<br/>Dashboard Performance: Green</p> | <p><b>Metrics/Indicator</b><br/>Graduation Rate - Hispanic</p> <p><b>2019-20</b><br/>Dashboard Status (Fall 2019, CA Dashboard): 97.1% Very High Status<br/>Dashboard Change (Fall 2019, CA Dashboard): Increased Significantly 6.4%<br/>Dashboard Performance: Blue<br/>(2019-20, CA Dashboard-Rate Only): 96.2%</p> <p><b>Baseline</b><br/>Local Indicator (2015-16): 87.1%<br/>Dashboard Status (2014-15):<br/>94.9% - High Status<br/>Dashboard Change (2014-15):<br/>increase by 3.2%<br/>Dashboard Performance: Green</p> |
| <p>Metrics/Indicator<br/>High School Dropout Rate-All Students</p> <p><b>2019-20</b><br/>2.5%</p> <p><b>Baseline</b><br/>5.5%</p>  | <p><b>Metrics/Indicator</b><br/>High School Dropout Rate-All Students</p> <p><b>2019-20</b><br/>(2019-20, DataQuest): 1.8%</p> <p><b>Baseline</b><br/>5.5%</p>  |
| <p>Metrics/Indicator<br/>High School Dropout Rate - African American</p> <p><b>2019-20</b><br/>1.5%</p> <p><b>Baseline</b><br/>4.5%</p>  | <p><b>Metrics/Indicator</b><br/>High School Dropout Rate - African American</p> <p><b>2019-20</b><br/>(2019-20, DataQuest): 1.5%</p> <p><b>Baseline</b><br/>4.5%</p>  |

|   |  |
|---|--|
| <p>Metrics/Indicator<br/>High School Dropout Rate - Hispanic</p> <p><b>2019-20</b><br/>3.0%</p> <p><b>Baseline</b><br/>6.6%</p>                 | <p><b>Metrics/Indicator</b><br/>High School Dropout Rate - Hispanic</p> <p><b>2019-20</b><br/>(2019-20, DataQuest): 0%</p> <p><b>Baseline</b><br/>6.6%</p>                   |
| <p>Metrics/Indicator<br/>High School Dropout Rate - Low Income</p> <p><b>2019-20</b><br/>3.6%</p> <p><b>Baseline</b><br/>7.2%</p>               | <p><b>Metrics/Indicator</b><br/>High School Dropout Rate - Low Income</p> <p><b>2019-20</b><br/>(2019-20, DataQuest): 2.4%</p> <p><b>Baseline</b><br/>7.2%</p>               |
| <p>Metrics/Indicator<br/>High School Dropout Rate - English Learner</p> <p><b>2019-20</b><br/>6.5%</p> <p><b>Baseline</b><br/>10.9%</p>         | <p><b>Metrics/Indicator</b><br/>High School Dropout Rate - English Learner</p> <p><b>2019-20</b><br/>(2019-20, DataQuest): 5.6%</p> <p><b>Baseline</b><br/>10.9%</p>         |
| <p>Metrics/Indicator<br/>High School Dropout Rate - Students with Disabilities</p> <p><b>2019-20</b><br/>4.4%</p> <p><b>Baseline</b><br/>8%</p> | <p><b>Metrics/Indicator</b><br/>High School Dropout Rate - Students with Disabilities</p> <p><b>2019-20</b><br/>(2019-20, DataQuest): 3.1%</p> <p><b>Baseline</b><br/>8%</p> |



|  |  |
|--|--|
| <p>Metrics/Indicator<br/>Middle School Dropout Rate - All Students</p> <p><b>2019-20</b><br/>.1%</p> <p><b>Baseline</b><br/>.18%</p>   | <p><b>Metrics/Indicator</b><br/>Middle School Dropout Rate - All Students</p> <p><b>2019-20</b><br/>(2019-20,CALPADS): 0.11%</p> <p><b>Baseline</b><br/>.18%</p>   |
| <p>Metrics/Indicator<br/>Middle School Dropout Rate - African American</p> <p><b>2019-20</b><br/>.1%</p> <p><b>Baseline</b><br/>.43%</p>   | <p><b>Metrics/Indicator</b><br/>Middle School Dropout Rate - African American</p> <p><b>2019-20</b><br/>(2019-20,CALPADS): 0%</p> <p><b>Baseline</b><br/>.43%</p>  |
| <p>Metrics/Indicator<br/>Middle School Dropout Rate - Hispanic</p> <p><b>2019-20</b><br/>.1%</p> <p><b>Baseline</b><br/>.25%</p>   | <p><b>Metrics/Indicator</b><br/>Middle School Dropout Rate - Hispanic</p> <p><b>2019-20</b><br/>(2019-20,CALPADS): .09%</p> <p><b>Baseline</b><br/>.25%</p>  |
| <p>Metrics/Indicator<br/>% of families indicating agree or strongly agree they have voice/input in school and district decision making</p> <p><b>2019-20</b><br/>70%</p> <p><b>Baseline</b><br/>40% establish baseline</p> | <p><b>Metrics/Indicator</b><br/>% of families indicating agree or strongly agree they have voice/input in school and district decision making</p> <p><b>2019-20</b><br/>48.2%</p> <p><b>Baseline</b><br/>40%</p> |

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|---|--|
| <p>Metrics/Indicator<br/>% of parent participation in programs for individuals with exceptional needs</p> <p><b>2019-20</b><br/><b>25%</b><br/><b>Baseline</b><br/><b>10%</b></p>                             | <p><b>Metrics/Indicator</b><br/>% of parent participation in programs for individuals with exceptional needs</p> <p><b>2019-20</b><br/>Data Not Available due to school closures</p> <p><b>Baseline</b><br/><b>25%</b></p>                                 |
| <p>Metrics/Indicator<br/>% of parent participation in programs for “Unduplicated Students” (English Learners, Low Income &amp; Foster Youth)</p> <p><b>2019-20</b><br/>35%</p> <p><b>Baseline</b><br/>20%</p> | <p><b>Metrics/Indicator</b><br/>% of parent participation in programs for “Unduplicated Students” (English Learners, Low Income &amp; Foster Youth)</p> <p><b>2019-20</b><br/>Data not available due to school closures</p> <p><b>Baseline</b><br/>20%</p> |

### Actions / Services

| Planned Action/Service  | Budgeted Expenditures   | Actual Expenditures   |
|---|---|---|
| <p><b>Action 3.1a Increase services for students exhibiting exceptional needs that are interfering with their learning</b></p> <p>3.1a Continue to implement and reevaluate Project Connect Student Assistance Plan (Program Support – coordinator &amp; clerical support; social and emotional counselors; community liaison; survey; training; behavioral psychologist &amp; prevention assistants.</p> | <p>1000-1999:<br/>Certificated<br/>Personnel Salaries<br/>LCFF RESOURCE –<br/>0311 \$359,722</p> <p>2000-2999:<br/>Classified Personnel<br/>Salaries<br/>LCFF RESOURCE –<br/>0311 \$2,681,346</p> | <p>1000-1999:<br/>Certificated<br/>Personnel Salaries<br/>LCFF RESOURCE –<br/>0311 \$367,025</p> <p>2000-2999:<br/>Classified<br/>Personnel Salaries<br/>LCFF RESOURCE –<br/>0311 \$2,445,604</p> |

3000-3999:  
Employee Benefits  
LCFF RESOURCE –  
0311 \$1,361,365

4000-4999:  
Books and Supplies  
LCFF RESOURCE –  
0311 \$10,000

5000-5999:  
Services And Other  
Operating Expenditures  
LCFF RESOURCE –  
0311 \$21,136

2000-2999:  
Classified Personnel  
Salaries  
TITLE IV Resource –  
4127  
\$0

3000-3999:  
Employee Benefits  
TITLE IV Resource –  
4127  
\$0

5000-5999: Services  
And Other Operating  
Expenditures

3000-3999:  
Employee Benefits  
LCFF RESOURCE –  
0311 \$1,232,724

4000-4999:  
Books and Supplies  
LCFF RESOURCE –  
0311 \$13,585

5000-5999:  
Services And Other  
Operating Expenditures  
LCFF RESOURCE –  
0311 \$8,328

2000-2999:  
Classified Personnel  
Salaries  
TITLE IV Resource –  
4127  
\$11,616

3000-3999:  
Employee Benefits  
TITLE IV Resource –  
4127  
\$1,343

5000-5999: Services And  
Other Operating  
Expenditures

|   | TITLE IV Resource –<br>4127<br>\$37,500   | TITLE IV Resource –<br>4127<br>\$80  |
|---|---|--|
| <b>Action 3.1b Increase services for students exhibiting exceptional needs that are interfering with their learning</b><br>3.1b Continue to provide support to Child Welfare and Attendance/Pupil Services (Pupil Services, Homeless and Foster Youth support; student mentoring; attendance initiatives; Campus Supervisors; School Resource Officers) | 1000-1999:<br>Certificated<br>Personnel Salaries<br>LCFF<br>RESOURCE<br>– 0312<br>\$287,456     | 1000-1999:<br>Certificated<br>Personnel<br>Salaries<br>LCFF<br>RESOURCE<br>– 0312<br>\$301,494 |
|   | 2000-2999:<br>Classified Personnel<br>Salaries<br>LCFF RESOURCE –<br>0312<br>\$473,235          | 2000-2999:<br>Classified Personnel<br>Salaries<br>LCFF RESOURCE –<br>0312<br>\$474,248         |
|   | 3000-3999:<br>Employee Benefits<br>LCFF RESOURCE –<br>0312 \$385,363                            | 3000-3999:<br>Employee Benefits<br>LCFF RESOURCE –<br>0312 \$399,966                           |
|   | 4000-4999:<br>Books and Supplies<br>LCFF RESOURCE –<br>0312<br>\$0                              | 4000-4999:<br>Books and Supplies<br>LCFF RESOURCE –<br>0312<br>\$97                            |
|   | 5000-5999:<br>Services And Other<br>Operating Expenditures<br>LCFF RESOURCE –<br>0312 \$533,695 | 5000-5999:<br>Services And<br>Other Operating<br>Expenditures                                  |

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|  | 1000-1999:<br>Certificated Personnel<br>Salaries<br>TITLE I RESOURCE –<br>3010<br>\$117,195        | LCFF RESOURCE –<br>0312 \$521,622<br><br>1000-1999:<br>Certificated Personnel<br>Salaries<br>TITLE I RESOURCE –<br>3010<br>\$118,336 |
|  | 2000-2999:<br>Classified<br>Personnel Salaries<br>TITLE I RESOURCE –<br>3010<br>\$40,163           | 2000-2999:<br>Classified<br>Personnel Salaries<br>TITLE I RESOURCE –<br>3010<br>\$40,421   |
|  | 3000-3999:<br>Employee Benefits<br>TITLE I RESOURCE –<br>3010<br>\$57,300                          | 3000-3999:<br>Employee Benefits<br>TITLE I RESOURCE –<br>3010<br>\$57,800  |
|  | 4000-4999:<br>Books and Supplies<br>TITLE I RESOURCE –<br>3010<br>\$12,000                         | 4000-4999:<br>Books and Supplies<br>TITLE I RESOURCE –<br>3010<br>\$1,177  |
|  | 5000-5999:<br>Services And<br>Other Operating<br>Expenditures<br>TITLE I RESOURCE –<br>3010<br>\$0 | 5000-5999:<br>Services And<br>Other Operating<br>Expenditures<br>TITLE I RESOURCE –<br>3010  |

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|  | 5000-5999:<br>Services And<br>Other Operating<br>Expenditures<br>TITLE IV Resource –<br>4127<br>\$50,000   | \$9,214<br><br>5000-5999:<br>Services And<br>Other Operating<br>Expenditures<br>TITLE IV Resource –<br>4127<br>\$50,000   |
| <b>Action 3.1c Increase services for students exhibiting exceptional needs that are interfering with their learning</b><br>3.1c Continue to implement Restorative Practices, providing site support and professional development for those not yet trained | 1000-1999:<br>Certificated<br>Personnel<br>Salaries<br>LCFF<br>RESOURCE – 0313<br>\$0<br><br>2000-2999:<br>Classified Personnel<br>Salaries<br>LCFF<br>RESOURCE – 0313<br>\$0<br><br>3000-3999:<br>Employee Benefits<br>LCFF<br>RESOURCE – 0313<br>\$0<br><br>4000-4999:<br>Books and Supplies | 1000-1999:<br>Certificated<br>Personnel<br>Salaries<br>LCFF<br>RESOURCE – 0313<br>\$13,002<br><br>2000-2999:<br>Classified Personnel<br>Salaries<br>LCFF<br>RESOURCE – 0313<br>\$1,867<br><br>3000-3999:<br>Employee Benefits<br>LCFF<br>RESOURCE – 0313<br>\$2,535<br><br>4000-4999:<br>Books and Supplies |

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|  | LCFF<br>RESOURCE – 0313<br>\$0  | LCFF<br>RESOURCE – 0313<br>\$2,596  |
|  | 5000-5999: Services<br>And Other Operating<br>Expenditures<br>LCFF<br>RESOURCE – 0313<br>\$72,000 | 5000-5999: Services<br>And Other Operating<br>Expenditures<br>LCFF<br>RESOURCE – 0313<br>\$52,900 |
| <b>Action 3.1d Increase services for students exhibiting exceptional needs that are interfering with their learning</b><br>3.1d Provide increased services to special education students (additional Program Specialist)   | 1000-1999:<br>Certificated<br>Personnel Salaries<br>LCFF RESOURCE –<br>0314<br>\$135,113          | 1000-1999:<br>Certificated<br>Personnel Salaries<br>LCFF RESOURCE –<br>0314<br>\$136,429          |
|  | 3000-3999:<br>Employee Benefits<br>LCFF RESOURCE –<br>0314<br>\$41,570                            | 3000-3999:<br>Employee Benefits<br>LCFF RESOURCE –<br>0314<br>\$41,847                            |
| <b>Action 3.2a Increase quality parent/community communication, engagement and collaboration</b><br>3.2a Continue to implement and reevaluate services for families, schools and community through community partnerships (coordination of services, partnerships; administrative support; community resource liaison; family services supervisor) | 2000-2999:<br>Classified Personnel<br>Salaries LCFF<br>RESOURCE –<br>0321<br>\$369,637            | 2000-2999:<br>Classified Personnel<br>Salaries LCFF<br>RESOURCE –<br>0321<br>\$375,469            |
|  | 3000-3999:<br>Employee Benefits   | 3000-3999:<br>Employee Benefits   |

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|   | <p>LCFF RESOURCE –<br/>0321<br/>\$167,584</p> <p>4000-4999:<br/>Books and Supplies<br/>LCFF RESOURCE –<br/>0321<br/>\$0</p> <p>5000-5999:<br/>Services And Other<br/>Operating Expenditures<br/>LCFF RESOURCE –<br/>0321<br/>\$60,478</p>                        | <p>LCFF RESOURCE –<br/>0321<br/>\$167,141</p> <p>4000-4999:<br/>Books and Supplies<br/>LCFF RESOURCE –<br/>0321<br/>\$8,609</p> <p>5000-5999:<br/>Services And Other<br/>Operating Expenditures<br/>LCFF RESOURCE –<br/>0321<br/>\$15,220</p>   |
| <p><b>Action 3.2b Increase quality parent/community communication, engagement and collaboration</b></p> <p>3.2b Continue to provide parent workshops and the Parent Education Summit to preschool to adult families in collaboration with District and community partners</p> | <p>1000-1999:<br/>Certificated<br/>Personnel Salaries<br/>LCFF RESOURCE –<br/>0322<br/>\$0</p> <p>2000-2999:<br/>Classified Personnel<br/>Salaries<br/>LCFF RESOURCE –<br/>0322<br/>\$0</p> <p>3000-3999:<br/>Employee Benefits<br/>LCFF RESOURCE –<br/>0322</p> | <p>1000-1999:<br/>Certificated<br/>Personnel Salaries<br/>LCFF RESOURCE –<br/>0322<br/>\$1,906</p> <p>2000-2999:<br/>Classified Personnel<br/>Salaries<br/>LCFF RESOURCE –<br/>0322<br/>\$10,182</p> <p>3000-3999:<br/>Employee Benefits<br/>LCFF RESOURCE –<br/>0322<br/>\$1,591</p> |



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|  | <p>\$0</p> <p>4000-4999:<br/>Books and Supplies<br/>LCFF RESOURCE –<br/>0322<br/>\$0</p>                      | <p>4000-4999:<br/>Books and Supplies<br/>LCFF RESOURCE –<br/>0322<br/>\$11,429</p>                                 |
|  | <p>5000-5999: Services<br/>And Other Operating<br/>Expenditures<br/>LCFF RESOURCE –<br/>0322<br/>\$77,000</p> | <p>5000-5999: Services<br/>And Other Operating<br/>Expenditures<br/>LCFF RESOURCE –<br/>0322<br/>\$37,860</p>      |
|  | <p>2000-2999: Classified<br/>Personnel Salaries<br/>TITLE I RESOURCE–<br/>3010<br/>\$42,858</p>               | <p>2000-2999: Classified<br/>Personnel Salaries<br/>TITLE I RESOURCE–<br/>3010<br/>\$45,192</p>                    |
|  | <p>3000-3999:<br/>Employee Benefits<br/>TITLE I RESOURCE–<br/>3010<br/>\$26,213</p>                           | <p>3000-3999: Employee<br/>Benefits<br/>TITLE I RESOURCE–<br/>3010<br/>\$26,455</p>                                |
|  | <p>4000-4999:<br/>Books and Supplies<br/>TITLE I RESOURCE–<br/>3010<br/>\$0</p>                               | <p>4000-4999:<br/>Books and Supplies<br/>TITLE I RESOURCE–<br/>3010<br/>\$6,135</p> <p>5000-5999: Services And</p> |

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|  | 5000-5999:<br>Services And Other<br>Operating Expenditures<br>TITLE I RESOURCE–<br>3010<br>\$181,000  | Other Operating<br>Expenditures<br>TITLE I RESOURCE–<br>3010<br>\$95,802  |
| <b>Action 3.2c Increase quality parent/community communication, engagement and collaboration</b><br>3.2c Continue to provide translation services to increase parent access to the school and Individualized Education Plans (translators based on 30% home language survey) | 2000-2999:<br>Classified Personnel<br>Salaries<br>LCFF RESOURCE –<br>0323<br>\$766,819<br><br>3000-3999:<br>Employee Benefits<br>LCFF RESOURCE –<br>0323 \$435,558  | 2000-2999:<br>Classified Personnel<br>Salaries<br>LCFF RESOURCE –<br>0323<br>\$737,124<br><br>3000-3999:<br>Employee Benefits<br>LCFF RESOURCE –<br>0323 \$406,759  |
| <b>Action 3.2d Increase quality parent/community communication, engagement and collaboration</b><br>3.2d Design and implement strategies to increase Cultural Proficiency of staff and students  | 1000-1999:<br>Certificated<br>Personnel Salaries<br>LCFF RESOURCE –<br>0324<br>\$0<br><br>2000-2999:<br>Classified Personnel<br>Salaries<br>LCFF RESOURCE –<br>0324<br>\$0<br><br>3000-3999:<br>Employee Benefits | 1000-1999:<br>Certificated<br>Personnel Salaries<br>LCFF RESOURCE –<br>0324<br>\$9,963<br><br>2000-2999:<br>Classified Personnel<br>Salaries<br>LCFF RESOURCE –<br>0324<br>\$913<br><br>3000-3999:<br>Employee Benefits |

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|  | <p>LCFF RESOURCE –<br/>0324<br/>\$0</p> <p>4000-4999:<br/>Books And Supplies<br/>LCFF RESOURCE –<br/>0324<br/>\$33,700</p> <p>5000-5999:<br/>Services And Other<br/>Operating Expenditures<br/>LCFF RESOURCE –<br/>0324<br/>\$136,300</p> | <p>LCFF RESOURCE –<br/>0324<br/>\$1,874</p> <p>4000-4999: Books And<br/>Supplies<br/>LCFF RESOURCE –<br/>0324<br/>\$10,096</p> <p>5000-5999: Services And<br/>Other Operating<br/>Expenditures<br/>LCFF RESOURCE –<br/>0324<br/>\$239,348</p> |
| <p><b>Action 3.3a Increase student engagement and reduce barriers for participation in extra and co-curricular activities</b><br/>3.3a Continue to provide science enrichment opportunities for elementary school students through Action 2.1e</p>                             | N/A   | N/A   |
| <p><b>Action 3.3b Increase student engagement and reduce barriers for participation in extra and co-curricular activities</b><br/>3.3b Continue to support opportunities for co-curricular and extra-curricular activities (Middle School and High School Activities/VAPA)</p> | <p>1000-1999:<br/>Certificated<br/>Personnel Salaries<br/>LCFF RESOURCE –<br/>0332<br/>\$0</p> <p>2000-2999:<br/>Classified Personnel<br/>Salaries<br/>LCFF RESOURCE –<br/>0332<br/>\$0</p>   | <p>1000-1999:<br/>Certificated<br/>Personnel Salaries<br/>LCFF RESOURCE –<br/>0332<br/>\$37,691</p> <p>2000-2999:<br/>Classified Personnel<br/>Salaries<br/>LCFF RESOURCE –<br/>0332<br/>\$56,880</p>   |

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|  | <p>3000-3999:<br/>Employee Benefits<br/>LCFF RESOURCE –<br/>0332<br/>\$0</p> <p>4000-4999: Books<br/>And Supplies<br/>LCFF RESOURCE –<br/>0332<br/>\$1,395,030</p> <p>5000-5999: Services<br/>And Other Operating<br/>Expenditures<br/>LCFF RESOURCE –<br/>0332<br/>\$30,000</p> | <p>3000-3999:<br/>Employee Benefits<br/>LCFF RESOURCE –<br/>0332<br/>\$16,297</p> <p>4000-4999: Books And<br/>Supplies<br/>LCFF RESOURCE –<br/>0332<br/>\$564,057</p> <p>5000-5999: Services And<br/>Other Operating<br/>Expenditures<br/>LCFF RESOURCE –<br/>0332<br/>\$403,065</p> |
| <p><b>Action 3.3c Increase student engagement and reduce barriers for participation in extra and co-curricular activities</b><br/>3.3c Continue to implement and expand middle school sports program</p> | <p>1000-1999:<br/>Certificated Personnel<br/>Salaries<br/>LCFF RESOURCE –<br/>0333 \$54,703</p> <p>2000-2999:<br/>Classified Personnel<br/>Salaries<br/>LCFF RESOURCE –<br/>0333<br/>\$16,800</p> <p>3000-3999:<br/>Employee Benefits</p>  | <p>1000-1999:<br/>Certificated Personnel<br/>Salaries<br/>LCFF RESOURCE –<br/>0333<br/>\$61,746</p> <p>2000-2999:<br/>Classified Personnel<br/>Salaries<br/>LCFF RESOURCE –<br/>0333 \$<br/>15,750</p> <p>3000-3999:<br/>Employee Benefits</p>                                       |

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|  | <p>LCFF RESOURCE –<br/>0333<br/>\$19,626</p> <p>4000-4999:<br/>Books and Supplies<br/>LCFF RESOURCE –<br/>0333<br/>\$3,000</p> <p>5000-5999:<br/>Services And Other<br/>Operating Expenditures<br/>LCFF RESOURCE –<br/>0333<br/>\$15,000</p> | <p>LCFF RESOURCE –<br/>0333<br/>\$17,666</p> <p>4000-4999:<br/>Books and Supplies<br/>LCFF RESOURCE –<br/>0333<br/>\$2,996</p> <p>5000-5999:<br/>Services And Other<br/>Operating Expenditures<br/>LCFF RESOURCE –<br/>0333<br/>\$10,698</p>   |
| <p><b>Action 3.3d Increase student engagement and reduce barriers for participation in extra and co-curricular activities</b><br/>3.3d Continue to provide support for freshman and sophomore athletics (stipends)</p> | <p>1000-1999:<br/>Certificated<br/>Personnel Salaries<br/>LCFF RESOURCE –<br/>0334<br/>\$479,190</p> <p>2000-2999:<br/>Classified Personnel<br/>Salaries<br/>LCFF RESOURCE –<br/>0334<br/>\$0</p> <p>3000-3999:<br/>Employee Benefits</p>    | <p>1000-1999:<br/>Certificated<br/>Personnel Salaries<br/>LCFF RESOURCE –<br/>0334<br/>\$78,003</p> <p>2000-2999:<br/>Classified Personnel<br/>Salaries<br/>LCFF RESOURCE –<br/>0334<br/>\$401,734</p> <p>3000-3999:<br/>Employee Benefits</p> |

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|   | LCFF RESOURCE –<br>0334<br>\$103,460  | LCFF RESOURCE –<br>0334<br>\$56,374   |
| <b>Action 3.3e Increase student engagement and reduce barriers for participation in extra and co-curricular activities</b><br>3.3e Continue to provide support for high school athletics (uniforms and equipment; emergency medical services) | 1000-1999:<br>Certificated<br>Personnel Salaries<br>LCFF RESOURCE –<br>0335<br>\$0              | 1000-1999:<br>Certificated<br>Personnel Salaries<br>LCFF RESOURCE –<br>0335<br>\$40,572 |
|   | 2000-2999:<br>Classified Personnel<br>Salaries<br>LCFF RESOURCE –<br>0335<br>\$0                | 2000-2999:<br>Classified Personnel<br>Salaries<br>LCFF RESOURCE –<br>0335<br>\$156,041  |
|   | 3000-3999:<br>Employee Benefits<br>LCFF RESOURCE –<br>0335<br>\$0                               | 3000-3999:<br>Employee Benefits<br>LCFF RESOURCE –<br>0335<br>\$25,095                  |
|   | 4000-4999:<br>Books And Supplies<br>LCFF<br>RESOURCE – 0335<br>\$1,353,029                      | 4000-4999:<br>Books And Supplies<br>LCFF RESOURCE –<br>0335<br>\$552,122                |
|   | 5000-5999:<br>Services And Other<br>Operating Expenditures<br>LCFF RESOURCE –<br>0335 \$405,615 | 5000-5999:<br>Services And<br>Other Operating<br>Expenditures                           |

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|   |  | LCFF RESOURCE – 0335 \$716,473   |
| <b>Action 3.3f Increase student engagement and reduce barriers for participation in extra and co-curricular activities</b><br>3.3f Continue to provide professional development through the coaching institute  | 5000-5999:<br>Services And Other Operating Expenditures<br>LCFF RESOURCE – 0336 \$34,000   | 5000-5999:<br>Services And Other Operating Expenditures<br>LCFF RESOURCE – 0336 \$0  |
| <b>Action 3.3g Increase student engagement and reduce barriers for participation in extra and co-curricular activities</b><br>3.3g Continue and expand the use of the HERO software to monitor student participation in Schools+2 programs (software and devices)                                   | 4000-4999:<br>Books and Supplies<br>LCFF RESOURCE – 0337<br>\$0<br><br>5000-5999:<br>Services And Other Operating Expenditures<br>LCFF RESOURCE – 0337<br>\$75,000 | 4000-4999:<br>Books and Supplies<br>LCFF RESOURCE – 0337<br>\$1,662<br><br>5000-5999:<br>Services And Other Operating Expenditures<br>LCFF RESOURCE – 0337<br>\$56,637 |
| <b>Action 3.3h Increase student engagement and reduce barriers for participation in extra and co-curricular activities</b><br>3.3h Continue to develop and implement adult and student engagement strategies (GALLUP survey; Strengths Academy)   | 5000-5999:<br>Services And Other Operating Expenditures<br>LCFF RESOURCE – 0338 \$123,500  | 5000-5999:<br>Services And Other Operating Expenditures<br>LCFF RESOURCE – 0338 \$75,275   |
| <b>Action 3.3i Increase student engagement and reduce barriers for participation in extra and co-curricular activities</b><br>3.3i Continue flexible schedule format at the middle schools to increase opportunities for intervention, extension, engagement, and enrichment during the school day. | 1000-1999:<br>Certificated Personnel Salaries<br>LCFF RESOURCE– 0339<br>\$164,487  | 1000-1999:<br>Certificated Personnel Salaries<br>LCFF RESOURCE– 0339<br>\$176,732  |

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|   | 3000-3999:<br>Employee Benefits<br>LCFF RESOURCE–<br>0339<br>\$35,513   | 3000-3999: Employee<br>Benefits<br>LCFF RESOURCE–<br>0339<br>\$37,855   |
|   | 4000-4999:<br>Books and Supplies<br>LCFF RESOURCE–<br>0339<br>\$0   | 4000-4999:<br>Books and Supplies<br>LCFF RESOURCE–<br>0339<br>\$5,127   |
| <p><b>Action 3.4a Increase internal and external communication systems by creating open two-way communication between the Board of Education, administration, staff, students, parents and the RUSD community</b></p> <p>3.4a Continue to increase digital communications (digital content expert; website, media monitoring; professional development)</p> | <p>2000-2999:<br/>Classified Personnel<br/>Salaries<br/>LCFF RESOURCE –<br/>0341<br/>\$69,444</p> <p>3000-3999:<br/>Employee Benefits<br/>LCFF RESOURCE –<br/>0341 \$34,444</p> <p>5000-5999:<br/>Services And Other<br/>Operating Expenditures<br/>LCFF RESOURCE –<br/>0341 \$77,380</p> | <p>2000-2999:<br/>Classified Personnel<br/>Salaries<br/>LCFF RESOURCE –<br/>0341<br/>\$69,624</p> <p>3000-3999:<br/>Employee Benefits<br/>LCFF RESOURCE –<br/>0341 \$34,314</p> <p>5000-5999:<br/>Services And<br/>Other Operating<br/>Expenditures<br/>LCFF RESOURCE –<br/>0341 \$59,211</p> |
| <p><b>Action 3.4b Increase internal and external communication systems by creating open two-way communication between the Board of Education, administration, staff, students, parents and the RUSD community</b></p>   | <p>1000-1999:<br/>Certificated<br/>Personnel Salaries<br/>LCFF RESOURCE –<br/>0342</p>  | <p>1000-1999:<br/>Certificated<br/>Personnel Salaries<br/>LCFF RESOURCE –<br/>0342</p>  |



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|--|--|--|
| <p>3.4b Continue to develop community engagement, increase Brand awareness, and develop communication and marketing tools (community relations manager; community events; update brand and marketing tools)</p>  | <p>\$0</p> <p>2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0342 \$85,534</p> <p>3000-3999: Employee Benefits LCFF RESOURCE – 0342 \$38,510</p> <p>4000-4999: Books and Supplies LCFF RESOURCE – 0342 \$35,459</p> <p>5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0342 \$284,458</p> | <p>\$740</p> <p>2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0342 \$92,759</p> <p>3000-3999: Employee Benefits LCFF RESOURCE – 0342 \$38,551</p> <p>4000-4999: Books and Supplies LCFF RESOURCE – 0342 \$10,062</p> <p>5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0342 \$285,272</p> |
| <p><b>Action 3.4c Increase internal and external communication systems by creating open two-way communication between the Board of Education, administration, staff, students, parents and the RUSD community</b></p> <p>3.4c Reevaluate and update the crisis management and response structure through Action 1.5d</p> | <p>N/A</p>   | <p>N/A</p>   |

### Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

3.1a Due to COVID -19, our counselors were, at first, unable to service students in person, nor were they able to attend conferences and trainings. Eventually, counselors still provided students with online services, phone calls and support to teachers and administrators. Unused Title IV funds were used to pay for summer school 2021.

3.2b Remaining funds from this action were used for devices and technology infrastructure. Our Family Resource Center (FRC) continues to provide services to students, families, and community members despite the fact that parent conferences did not take place in 2020. Some basic services were available to our families during the pandemic.

3.2d At the beginning of the year \$170,000 was budgeted for this action, however, \$262,000 was spent as more funding was needed for the Footsteps to Freedom program, and EPOC Education contract for cultural proficiency increased for 2019-20.

3.3b Remaining funds for this action were used for devices and technology infrastructure. Due to COVID 19, academic competitions were held virtually and therefore travel expenses were not needed.

3.3d Support for Freshman and sophomore was under budgeted creating an overage for personnel salaries, overages were used to cover costs for devices and technology infrastructure during school closures.

3.3f The district's coaching institute did not take place this year, but will take place next year funded by external donations; remaining funds were used for devices, materials/software and technology infrastructure.

3.3g Remaining funds for this action were used for devices, materials/software and technology infrastructure. Replacement materials for School + 2 were not needed this year.

3.3h The Gallup survey was replaced by the CA Healthy Kids Survey resulting in a cost savings; the cost savings was shifted to support the acquisition of 1:1 devices to facilitate virtual learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal Three, "Fully engage students, parents and the community in support of short- and long-term educational outcomes" was challenging to fulfill during the pandemic-driven school closures of 2019-20, however RUSD continued to find ways in which to bring about student, family and community engagement.

### **3.1 Increase services for students exhibiting exceptional needs that are interfering with their learning**

#### **3.1a Not fully implemented**

Challenges: Due to COVID -19, our counselors were, at first, unable to service students in person, nor were they able to attend conferences and trainings. Eventually, counselors still provided students with online services, phone calls and support to teachers and administrators. Unused Title IV funds were assigned for summer school costs for 2021.

Successes: The Student Assistance Program (SAP) Counselors, Psychologists and Prevention Assistants developed a resource library for use in the 2019-20 virtual setting and upon the return to school. The school psychologists developed staff, family, and student surveys related to perceptions after support has been provided during school closures. Given the pandemic circumstances, the SAP program could not provide some of their typical in person services but did create a wider array of materials and resources to use with students both virtually and in person. The Student Assistance Program Counselors did provide virtual services, including counseling and check-ins. They provided training to school staff and facilitated Parent Webinars. In 2019-20 RUSD announced the first Wellness Center is underway at Ramona High School to open in fall 2021.

### **3.1b Implemented**

Challenges: Chronic absenteeism was a challenge during school closures initially as students did not show up for virtual learning.

Successes: Due to COVID-19 and distance learning, there has been a dramatic decrease in unduplicated suspensions. Per Dataquest, the unduplicated suspension rate in RUSD for the 2019-2020 school year is 2.8%, which is slightly below the Riverside County rate of 2.9%, but above the statewide rate of 2.6%. American Indian or Alaskan Native subgroup had the largest suspension rate at 7.6%, followed by Pacific Islander subgroup at 5.9%, and African American at 5.6% respectively. Per SB98, tiered re-engagement strategies were developed and implemented which included purchasing Aeries Analytics. This shared dashboard in Aeries Analytics provides sites with “live” updated data that generates a list of students requiring SARTs. The creation of an attendance manual for uniformity and supporting sites in the decrease of chronic absenteeism. Some of the challenges faced during distance learning is the increase in chronic absenteeism from 11% at the of February 2020 as calculated by A2A to 15.4% at the end of the year. The state has not released chronic absenteeism data for the 2019-2020 school year. Hence, 2018-2019 was used as a baseline. Current chronic absenteeism rate for homeless youth is 30.9%, based on aeries analytics.

### **3.1c Implemented**

Challenges: Not all schools have teachers trained for Restorative Practices yet, the online modules done through virtual training do not provide the full spectrum of opportunities available through the interactive process

Successes: Since 2015 RUSD has conducted training opportunities in Restorative Practices with Loyola Marymount University. Site teams were trained to support and train others at the same site. RP implementation has included using community building circles with students and staff and a focused effort on using restorative language on school sites to improve behavioral outcomes. 41 RUSD Staff Members have completed Professional Development modules in the RISE platform during the pandemic. Additional staff will engage in virtual, interactive Restorative Practice Levels 1 and 2 training in 2021. The online modules provide a delivery method that reaches a larger number of people.

### **3.1d Implemented**

Challenges: Parents of Students with Disabilities were challenged during school closures by having to support instruction for their child at home

Successes: The number of schools Elementary Mild/Mod Program Specialists support was reduced from 9 to 6 to increase support to school site special education providers. As a result of COVID-19 and the impacts to IDEA, Program Specialists attended virtual and site Individual Education Plan meetings and are supported providers with transitioning their services from in-person to remote learning. In addition, they made a combined 1200 calls to families to provide support and answer questions related to program choices and delivery of services during the pandemic. Based on internal data from the student information system, chronic absenteeism decreased from 15.3% to 13.2%.

### **3.2 Increase quality parent/community communication engagement and collaboration**

#### **3.2a Implemented**

Challenges: The pandemic magnified barriers to learning as families continue experiencing significant financial burdens, housing instability, food insecurity, inaccessibility to medical care, and stressors that impact mental health.

Successes: The Family Resource Center (FRC) has developed trusting relationships with families in the past which became vital during the pandemic to bridge services and communication between home and school. Coordination of personalized and comprehensive family strengthening services during distance learning include connections to district services and access to community supports such as meals, utility and rental assistance, childcare connections, tutoring support, counseling, and trauma and crisis assistance such as domestic violence and loss of a loved one. A network of over 50 community partners leverage district services through warm handoffs/personalized referrals to assure timely and vital supports to families. 2,802 contacts have been recorded in Aeries Intervention since July 1, 2020. Contacts include, in-person appointments, telephone calls, email, home visits, Facebook messenger, conference calls using Facetime or Zoom, and Facebook Live for group conversations.

#### **3.2b Not fully implemented**

Challenges: Remaining funds from this action were used for devices and technology infrastructure. Our Family Resource Center (FRC) continues to provide services to students, families, and community members despite the fact that parent conferences did not take place in 2020. Some basic services were available to our families during the pandemic.

Successes: The Family Resource Center (FRC) smoothly transitioned from in-person workshops, meetings and groups to virtual learning. Prior to hosting virtual family engagement workshops and live family webinars, FRC staff helped families download and navigate Zoom. Maintaining community, particularly parent peer connections was essential to maintaining relationships with families and cultivating new partnerships. The FRC, in partnership with the Student Assistance Program, Innovation and Learner Engagement Department, and Special Education Department, hosts live family webinars providing simple and practical strategies to support families

with distance learning and social emotional support. FRC works collaboratively with site administrators to offer nationally recognized and evidenced based family engagement programs, including Parent Institute for Quality Education (PIQE), Latino Family Literacy Project, Families in Schools Transition to College, Opening Doors School Readiness, Positive Parenting Program (Triple P), among others. Memorandums of Understanding (MOUs) with various community partners facilitate virtual family workshops, parent academies, and parent support groups at no cost to the district. This number represents actual participants along with the total number of families accessing the FRC was 3118 in 2019-20.

### **3.2c Implemented**

Challenges: Given the high demand for translation and interpreting for both Special Education and General Education, especially during the pandemic, a huge challenge was not having enough translators and interpreters to carry the caseloads, especially when 23% of students in Special Education are English Learners.

Successes: RUSD employed 22 school site interpreter-translator positions in 2019-20. Many of the interpreter-translators are shared between two schools. They provided interpretation (verbal interpretation in English/ Spanish) services for IEPs, parent conferences, SST meetings, training, community meetings, parent meetings (ELAC, SSC,) and school events. Translators also provided translation (written translation of documents in English/ Spanish) of Individual Education Plans (IEP), assessments for students with disabilities, assignments for ELs (as needed), parent letters, school event flyers and other documents based on school needs. At the district level, three Translators provide translation and interpreting services for district personnel. However, they also support schools, especially those that do not have an assigned Translator. Of the three district Translators 1.5 is designated for Special Education and 1.5 for General Education.

### **3.2d Not fully implemented**

Challenges: At the beginning of the year \$170,000 was budgeted for this action, however, \$262,000 was spent as more funding was needed for the Footsteps to Freedom program, and EPOCH Education contract for cultural proficiency increased for 2019-20.

Successes: The EPOCH Education consulting group provided over 300 RUSD administrators with cultural proficiency training. Satisfaction surveys reported that 85% of those trained high value in the training and the remaining found some value in the training. Administrators then shared with their school site and district staff the equity and empathy components needed for positive leadership.

## **3.3 Increase student engagement and reduce barriers for participation in extra and co-curricular activities.**

### **3.3a**

N/A

### **3.3b Not fully implemented**

Challenges: Due to COVID 19, academic competitions and other extra/co curricular activities were cancelled or were held virtually and therefore travel expenses and fees were not needed.

Successes: Remaining funds from this action were used for devices, materials/software and technology infrastructure. Many virtual activities took place that did not require funding. High school sites were able to continue to do their best to coordinate to support programs that connected students to school. These activities include purchasing materials and incentives to support spirit weeks such as Motivational Mondays, Getting to Know your Teachers Tuesday, and Trivia Fridays. Other activities include Synergy Circles, Club Rush, Shout Outs, virtual fundraisers, in addition to numerous clubs that students can participate in including Make a Wish Club and Key Club. For middle school sites, school plus 2 funding supported student incentive program such as Wear Your School Mask Day, Tie Dye Shirt Day, student of the month awards, Black History Month celebrations, Macaw Art, WEB, No Place for Hate Student Committee, online dance class, semester awards, and family movie events. Funding was also used to support the Science Olympiad, Breaking Barriers program, Synergy, Unity Day, Kindness Week, Cinema Culturas, and National History Day. Students were also able to participate in clubs such as Anime Club, Yearbook Club and Ukulele Club. These programs and services strengthened the bond between students, school and the community as a whole. These programs enriched the total educational experience for students and provided a connection to school for each student involved while staying at home during the pandemic.

### **3.3c Implemented**

Challenges: Middle School Sports were postponed for the 2019-20 School year until further notice.

Successes: The funds used for this action were either expended before school closures and/or used for employee planning time during virtual learning to create alternative activities, and/or meet with other school programs to discuss next steps for athletics during COVID. In addition, students were able to continue to participate in co-curricular and extracurricular activities sponsored by their school sites virtually during school closures including assemblies, lunch buddies, and bear pals.

### **3.3d Implemented/overages in personnel salaries**

Challenges: During COVID, CIF cancelled all winter/spring sports and playoffs, leaving time for teams to coordinate games on their own for the purpose of competition.

Successes: RUSD continues to provide funding to sites to build athletic programs at the freshman and sophomore levels. These funds were used to provide coaching stipends, uniforms, supplies, transportation, fees up until school closures since schools no longer fund coaches through parent donations. Funds from this action expended funds up through March 2020, and the remaining funds were used for planning purposes with coaches and school employees during school closures.

### **3.3e Implemented**

Challenges: During COVID, CIF cancelled all winter/spring sports and playoffs, leaving time for teams to coordinate games on their own for the purpose of competition.

Successes: Fall and some winter sports took place before school closures, expending funds accordingly. RUSD continued to provide for increased student-athletic safety at athletic competitions. American Medical Response (AMR) is present at every home competition for each of the 5 comprehensive high schools in Football (2-3 Games). Their presence has been designed to expedite emergency medical services should an event arise that requires medical intervention. These funds, allocated to sites, provided for an increase in sports equipment and purchases. Across the district, the following programs were expanded based on site needs: Frosh Cheer, Junior Varsity Cheer, Junior Varsity Tennis (B/G), Frosh Wrestling (B/G), Junior Varsity Wrestling (B/G), Junior Varsity Basketball (B/G), and Frosh Baseball, Boys and Girls Lacrosse (Varsity and JV). Due to school closure and distance learning, we are not able to determine the participation rates of athletics as they are still awaiting clearance to play.

### **3.3f Not fully implemented**

Challenges: The district's coaching institute did not take place this year, but will take place next year funded by external donations; remaining funds were used for devices, materials/software and technology infrastructure.

Successes: The professional development for coaches in RUSD has proven to be successful in the retention of coaches, and the decrease in conflicts at games and between coaches and adults during practices.

### **3.3g Not fully implemented**

Challenges: Remaining funds for this action were used for devices, materials/software and technology infrastructure. Replacement materials for School + 2 were not needed this year.

Successes: RUSD continued to provide all secondary schools with HERO software and devices to monitor student participation in school-sponsored events.

### **3.3h Not fully implemented**

Challenges: The Gallup survey was replaced by the CA Healthy Kids Survey resulting in a cost savings; the cost savings was shifted to support the acquisition of 1:1 devices to facilitate virtual learning.

Successes: The Gallup survey was utilized to determine the strengths of every employee in RUSD. It was a condition upon hire to take the Strengths poll. This allowed for employees to find out the areas they excel in and to seek out co workers with different strengths when collaborating. Employee satisfaction rates increase for three years straight.

### **3.3i Implemented**

Challenges: Intervention, extension and enrichments programs were only allowed to be held virtually from March 2020 through summer.

Successes: Flexible schedule format at middle schools provided additional support for struggling middle school students to ensure a smooth transition to high school and lower the middle school drop out rates. The engagement and enrichment programs provided one-to-one tutoring and extra time for students to complete work were held virtually during school closures.

### **3.4 Increase internal and external communication systems by creating open two-way communication between the Board of Education, administration, staff, students, parents, and the RUSD community**

#### **3.4a Implemented**

Challenges: District Communication had to be increased exponentially during the pandemic, to keep parents, students and other families informed about school closures, additional support for students both academically and social-emotionally, school meals, and eventually the re-opening plan. This was a vital part of garnering the public trust.

Successes: The Communications Department continued to strategize and execute communications/marketing tactics to support District priorities and initiatives. Social media followership grew substantially on all platforms (in some cases more than double). RUSD increased frequency of communication to families by producing more videos/emails with relevant updates. RUSD expanded communications tools through SMS texts to families and adding more communication content in Spanish. RUSD continued to conduct public business virtually by adapting the meeting format to be facilitated online. In an effort to make board meeting updates more accessible, RUSD streams board of education meetings both in English and Spanish. Also, RUSD now provides live English captioning to YouTube. Communications staff puts in significant overtime to keep up with new requests and expectations. Staff spends more time reacting to urgent requests and it is a challenge to execute projects that require longer planning/focus. The Department could operate more effectively and have more regular high quality output with some additions/modifications to personnel. This can help organize overall communications efforts District-wide, prioritize projects/requests to align with strategic District objectives. Staff is transitioning under a new division and will communicate recommendations and continue to develop the District Communications Plan for further recommendations to cabinet/board. School Messenger continues to be a challenge for other departments and school sites to use effectively.

#### **3.4b Implemented**

Challenges: The marketing effort started by RUSD was abruptly halted during the pandemic.

Successes: Based on the performance data provided by Mering, the marketing campaign was a great success. However, it is difficult to know how much success is attributed to the efficacy of the campaign or the need for information generated by COVID 19 school



closures. More school districts are engaging in marketing campaign efforts to support branding/marketing needs to attract and retain students. Staff recommends funding for marketing efforts and use paid media campaigns to market District priorities, programs, etc. Staff can research and take lessons learned from the previous District-wide marketing campaign to determine best use for funds between traditional and digital media. Conducting the State of the District event online revealed a different solution for the format of this event.

### 3.4c Implemented

Challenges: The unexpected onset of the pandemic expedited the process of fully planning and developing the crisis response as originally planned.

Successes: A better communications platform to improve parent/student experience receiving direct communication from school sites and the District was developed during school closures in order to keep families up to date with the latest information on health and safety, and crisis management. This action is the communications part of the crisis management and response structure in Action 1.5d.

## Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

### In-Person Instructional Offerings

#### Actions Related to In-Person Instructional Offerings

| Description  | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|----------------------|-------------------------------|--------------|
| 1. Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness (400 thermometers - non contact)                        | \$20,700             | \$602,409                     | N            |
| 2. Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks. | \$2,000,000          | \$1,774,777                   | N            |

|  |             |             |   |
|--|-------------|-------------|---|
| 3. Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and handwashing protocols. | \$240,000   | \$433,432   | N |
| 4. Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk. (400 desk shields for staff and 26000 desk shields for students)   | \$800,000   | \$1,558,479 | N |
| 5. Support for all families: technology training, ESL classes, and other resources   | \$2,000,000 | \$1,037     | Y |
| 6. Assistant Principals, Elementary (18) (1) High School, AP High School Secretary   | \$3,111,865 | \$3,308,421 | Y |
| 7. Team Cleaning Positions (6 Custodians)  | \$456,958   | \$392,919   | N |
| 8. Safety Plan   | \$20,000    | \$40,903    | Y |
| 9. Campus Supervisors (12)   | \$735,027   | \$694,072   | Y |
| 10. Safe and Healthy Schools   | \$150,000   | \$1,505,794 | Y |

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

1. During virtual learning, and as we planned to open all schools, our district created a robust school safety plan to bring our staff and students back on the campuses. As a result, additional supplies such as thermometers, disinfecting materials, signage and plexiglass barriers were purchased to ensure the safety of all students and staff and caused expenditure overages.
2. More disinfecting material resources will continue to be purchased until the end of the school year.
3. Additional signage, floor decals and other items to keep students safe and campus were purchased for all 50 school sites, and district buildings causing the expenditure overages.
4. Additional plexiglass to provide barriers for desks and office space was purchased for all 50 school sites and district buildings causing the expenditure overages.
5. ESL classes and technology training for adults did not take place this year. Other training opportunities were offered to parents through the family Resource Center online. The remaining dollars were used to purchase safety equipment for all school sites and district buildings.
8. There was no need to contract outside our district for a Safety Plan for school reopenings; therefore less funding was needed, remaining dollars were used for school safety equipment.
10. Classified campus aides, supervisors were paid extra hours to disseminate meals, clean school sites and assist with dispersing technology equipment. The extra hours pay exceed the original budgeted amount. Cost savings in other line items were used to cover the budget overage.

## Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Successes included the district's ability to mobilize efforts for delivering PPE Care Packages to each site on July 29, 2020. Each elementary and alternative high school site was provided 8 contactless thermometers, middle schools received 12, and high schools received 16. The thermometers were used as a supplement for entry points on campus that did not have the thermal scanners. In addition, the thermometers were used in the isolation room and health office. This supported return to school efforts along with safety equipment to protect employees and the physical campus space. Over 1,600 new teacher devices have been deployed to teachers as school reopening phases take place this spring, in addition, approximately 24,000 earbuds were purchased to also be deployed to schools sites for student use. 4,783 Hotspots have been sent to school sites for checkout to students who have minimal internet access at home in order to accommodate the hybrid learning model.

Four (4) Elementary Assistant Principals were hired to provide additional support to the schools that did not have an Assistant Principal (AP). These APs focused on increasing student engagement level, participation rate online, and increasing attendance at their school sites upon the return to school. The Assistant Principals have made numerous phone calls, held virtual meetings with staff and parents and have completed several home visits to provide support, information, and/or assistance to family members and students in order to help them be successful in this virtual learning environment, as well as prepare for the return to school. This additional and specific concentration of help has noticeably increased the student engagement and attendance at the school sites.

Our Student Assistance Program (SAP) counselors provided virtual services, including counseling and check-ins for students and families throughout the pandemic which included sessions upon the return to school and home visits during the summer. They provided training to school staff on social emotional learning and trauma informed practices, and facilitated parent webinars to help adults navigate working with students at home and transitioning back to school. We are excited to announce the first Wellness Center is underway at Ramona High School.

The Neighborhood Learning Centers (NLC) program served over 350 students, and targeted and homeless and foster students at local community centers provided by the City of Riverside. These strategic locations equipped by the district with high speed internet allow students to engage in their distance learning in a location near home with excellent connectivity and in-person, safe tutorial support.

Support for families, including 40 family webinars regarding the Student Assistance Program, Special Education, and the District resources were held in summer and fall of 202 with a total attendance of 698. The Family Resource Center continued to support families with their regular services in an online format throughout the pandemic while transitioning to hybrid services.

RUSD was also able to implement a school choice program for students in fall of 2020 which allowed families to select either home schooling, remote learning or a hybrid in-person option until full time was allowed. The district accommodated these options by hiring temporary teachers to work in the remote environment, and also allowed teachers to choose their instructional preference as well.

Product shortages, delayed shipping and short staffed suppliers were a challenge when compiling the safety equipment for the return to school phases.

Other challenges included ensuring that all distributions out to students were safely packaged and delivered, along with the challenge of changing instructional styles for teachers during online schooling, and creating environments for students and families to still feel connected to their school while not being able to meet in person.

## Distance Learning Program

### Actions Related to the Distance Learning Program

| Description   | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| 1. Purchase additional devices, Chromebooks for students. These devices mainly benefit low-income, EL, and Foster Youth students, for whom the purchase of this equipment would be prohibitive. | 7,000,500            | \$5,256,907                   | Y            |
| 2. Additional Technology to Support Distance Learning: WiFi hotspots, headsets, and laptops/devices for staff.  | 3,000,000            | \$4,549,649                   | Y            |
| 3. Assistive technology for Students with Disabilities to access distance learning instruction from home and professional development for staff   | 2,000,000            | \$11,138                      | Y            |
| 4. Supplemental Online Apps to support distance learning including but not limited to Great minds, Brain Pop, Snap and Read   | 500,000              | \$1,029,290                   | Y            |
| 5. See Saw, Kami, Zoom  | 500,000              | \$141,764                     | Y            |
| 6. Musical Instruments UV Cleaning to provide instruments for all students, mainly benefitting low income and foster students for whom the purchase of this equipment would be prohibitive.     | 50,000               | \$18,648                      | Y            |

|  |           |             |   |
|--|-----------|-------------|---|
| 7. Staff hours for the collection, sanitation, processing, and distribution of textbooks   | 28,000    | \$3,758,883 | Y |
| 8. Basic school supplies sent to all families which will mainly benefit vulnerable populations                                       | 1,800,000 | \$383,699   | Y |
| 9. Printed instructional packets provided weekly in the spring to support learning for students who did not yet have internet access | 200,000   | \$199,734   | Y |
| 10. Foster Youth Services: Maintain staffing and supports that specifically address Foster Youth needs                               | 500,000   | \$0         | Y |
| 11. Attendance and Student Engagement  | 100,000   | \$0         | Y |
| 12. PD for 700 non long term subs on virtual/distance learning   | 964,500   | \$51,881    | Y |
| 13. Distance Learning Curriculum Development in the spring to support teachers to maintain student learning during school closure    | 250,000   | \$18,917    | Y |
| 14. Fall professional development for teachers (RISE) to learn effective virtual instructional practices                             | 1,000,000 | \$665,309   | Y |
| 15. Additional teachers for program choices  | 4,000,000 | \$3,810,876 | Y |
| 16. Coordinator for virtual school - New coordinator to oversee the distance instruction and learning                                | 225,000   | \$56,557    | Y |
| 17. Four Assistant Principals liaisons to support distance and in-school learning  | 500,000   | 244,958     | Y |
| 18. Rosetta Stone for English Learners - Digital language support for English Learners and DLI students                              | 120,000   | \$124,533   | Y |
| 19. Digital Citizenship PD, Digital Literacy PD  | 279,000   | \$276,642   | Y |
| 20. 1 Full Time Help Desk Analyst  | 121,407   | \$120,611   | N |
| 21. Tech 1/1 devices   | 420,000   | \$662,581   | Y |

|   |         |           |   |
|---|---------|-----------|---|
| 22. Tech - Teacher/Classroom technology   | 780,000 | \$487,937 | Y |
| 23. Two Staff Developers, Help Desk Assistant, Instructional Technology Technician              | 429,412 | \$418,477 | N |
| 24. Digital inclusion, internet access for all, maintenance of equipment (Communication Trades) | 20,000  | \$101,530 | Y |
| 25. Maintenance Workers   | 91,616  | \$90,546  | N |
| 26. Technology procurement specialist   | 86,624  | \$62,783  | N |
| 27. Internet safety software and disaster recovery  | 275,000 | \$266,655 | N |
| 28. Data Quality Technicians  | 198,338 | \$196,597 | N |
| 30. Digital communication-digital content specialist  | 189,016 | \$187,839 | N |

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

1. We continue to purchase additional Chromebooks for students and have created a plan of action to ensure that by the end of next year, every student will have a Chromebook that is less than three years old, and reliable connectivity in their home.
2. During the initial stages of COVID-19 school closures we discovered that many of our families were unable to connect to the internet in their homes. To mitigate this issue, Additional WiFi hotspots, headsets, and laptops/devices for staff were purchased and distributed out to students in need.
3. Assistive technology for Students with Disabilities was not specifically purchased, because resources and support from SWD teachers was provided to all special education students during virtual learning, and they were able to come back to school several months earlier - before other students and therefore did not need the assistive technology in the home. Funds were spent on supplemental apps for students - priority for unduplicated students.
4. Additional supplemental apps were purchased to mitigate students' learning loss and to support teachers with instructing students virtually. The supplemental apps replaced the "paper packets" that were originally planned for "at home learning" at the beginning of school closures.
5. The fees for these two programs were less than what we had originally expected. Funds were used for school safety supplies.

6. Musical instruments were cleaned at the district once students returned their instruments and will be cleaned, once again, at the end of the school year, this is a specialized skill and costs were more than anticipated.
7. Schools had multiple opportunities for families to pick up student items. In addition, all textbooks and chromebooks had to be sanitized and distributed to all students which required several employees from school sites such as supervisors and aides to require extra hours pay.
8. Basic school supplies were originally planned as having multiple “paper packets” of school work to be sent to students’ homes. Instead of spending money on paper and copy processing, the district used the budgeted fund to purchase supplemental apps for the chromebooks so students could reach their assignment online and they would be more interactive and assist virtual teacher instruction.
10. Foster Youth and Attendance and Student Engagement activities were covered by various unspent department funds.
11. Attendance and student engagement was covered by pupil services funds
12. Professional development was provided virtually and was optional and not as many substitutes took advantage of the opportunity; therefore, less funding was needed. Extra funds were used for supplemental apps, and the additional hours pay for classified staff/cleaning and distribution.
13. Curriculum was developed to augment the rigor of the core programs. In addition, in-house asynchronous training and resources were created by staff developers with no additional funding needed, budgeted funds were used for school safety and supplemental apps, and additional hours pay for classified staff/cleaning and distribution.
14. The cost of asynchronous training for teachers was less than expected, remaining funds went towards school safety.
16. Other sources of funding were used to cover the cost of the coordinator’s salary.
17. Other sources of funding were used to augment the cost of the assistant principals liaisons.
21. Tech 1:1 devices were purchased were over spent, under spent dollars from curriculum/distance learning development were used to cover costs.
22. Teacher classroom tech was underspent and remaining funds were used for devices and supplemental apps.
24. Digital inclusion, maintenance of equipment for Communication Trades work was funded by COVID Relief dollars, unspent funds were used for school safety.

## **Analysis of the Distance Learning Program**

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Regardless of the program: in-person, virtual, home-based, the high expectations for our students and educators are the same. During distance learning, RUSD was still led by our district priorities set forth by the Board of Education: College and Career Ready; Closing the Opportunity Gap; Civic, Character and Citizenship Centered; Excellence in Science and The Arts; Safety and Wellness and our Instructional Guide, RUSD takes pride in affirming that all are guaranteed an education that ensures readiness for college, career and the world. Our mission for distance learning did not change our desire to provide engaging, innovative, and equitable learning experiences for ALL students. Both student learning and well-being, as well as the well-being of all employees directly affect the success of our District, therefore the successes in the Distance Learning Program are attributed to the ability of all staff to “pivot” in their instructional delivery and become more flexible in their lesson planning. Continuity of instruction has been challenging and innovative at the same time during distance learning. RUSD purchased additional Chromebooks, going from a 4:1 ratio of devices at most schools to 1:1 across the district.

As we began the Learning Continuity and Attendance Plan, we recognized and evaluated the highest need areas for Distance Learning:

Beginning April 2020 through September 2020, 100% of students with disabilities were provided a device and, if needed, a hotspot to access distance learning. During the program choice selection window, parents were asked if they needed a device or hotspot. Any families indicating they needed a device or hotspot were contacted by program specialists and site administrators to arrange for pick up or delivery. In addition, any family who did not respond to the survey were contacted by program specialists to determine need.

In an effort to abolish inequities that impede students’ access to high-quality education, a total of 28,000 Chromebooks and 2,200 hotspots for families who lack access to the internet, were purchased and disseminated out to students during school closures/distance learning.

All special education providers and Assistive Technology Specialists (ATS) contacted families with devices outlined in their IEP to arrange pick up or delivery of devices and technology. The transportation company was instrumental in making deliveries to families without transportation. The ATS personnel were also able to work with any family that called in needing help with their school device. This kept students from not attending online school due to complications with technology. To enhance pupil participation and progress for students while attending distance learning, RUSD students engaged in computer adaptive software learning: Lexia: 49% usage, with 48% users working at or above grade level, Dreambox: 13,416 users (65%). Students that completed between 2 and 5 lessons achieved 49.55% total growth on average, and students who completed equal to or over 5 lessons a week achieved 105.45% total growth on average. Imagine Espanol: 89% users with high program completion. During the 20-21 school year these programs were brought in to provide supplemental computer adaptive support for student learning and to support asynchronous time. Teacher feedback data is positive as data shows gradual increases in student achievement. Additional programs were also purchased:

**Seesaw** - YTD 84% of TK-2 teachers are currently using Seesaw as an instructional resource. Seesaw was purchased to assist TK-2 teachers and students with teaching in a distance learning/ virtual environment. Four asynchronous professional learning courses were developed to assist teachers in implementing Seesaw with their students. Over 353 TK-2 teachers have completed the asynchronous courses. Another five live webinars were developed and held for teachers to learn Seesaw. This application has been highly effective in engaging students and families during distance/virtual learning. It is recommended to continue use and purchase this application for the 21-22 school year.



**Kami** - YTD 88.4% of students in grades 3-12 are currently using Kami as an instructional resource. Kami was purchased in order to assist all students with annotating online documents in order to complete work digitally and submit assignments without the need to print. An asynchronous course was created to provide training for teachers on how to effectively use Kami in virtual classrooms. Over 880 teachers have completed the asynchronous course. In addition, 7 live webinar training sessions were held for staff over the 2020-21 school year. This application has been highly effective in engaging students and families during distance/virtual learning. It is recommended to continue use and purchase this application for the 21-22 school year.

**Paper Tutoring** - YTD 20.2% of students in grades 5-12 are actively using Paper Tutoring. This product was purchased in order to support students with additional tutoring opportunities. Usage has been less robust than expected even with multiple forms of promotion. It is recommended that this service continue during the 21-22 school year, but limit it to students in grades 9-12.

Regarding musical instruments, 1,797 were deeply sanitized during the summer of 2020 for use in the 20-21 school year. Typical procedures will be followed in subsequent school years. Employees also collected, sanitized, and took an inventory of textbooks for the 20-21 school year. Typical procedures will be followed in subsequent years..

At the end of February 2020, the chronic absenteeism rate for RUSD was 11% as calculated by A2A. Mid-Year report at end of January 2021 indicates a 15.4% chronic absenteeism rate for RUSD. Per SB 98, tiered reengagement strategies were developed and implemented. Full Aeries Analytics was purchased this year and "live" shared dashboards for chronic absenteeism were created, giving sites the ability to access live and up to date data, including generating a list of students that require SARTs. An attendance manual was created and shared with site administrators to develop uniformity and support sites to increase the number of SARTs or attendance conferences to prevent identified students from ending the year as chronic.

For this school year 2020-21, all of our long term substitute teachers that started the school year participated in the same Professional Development as regular teachers. They were required to complete the 5 modules of Professional Development (PD) to ensure they had the tools and knowledge to help them to be successful in teaching in a virtual assignment. The rest of our "day to day" substitutes participated in modified Professional Development opportunities; taking courses to assist in ensuring that they knew how to access Google Classroom and could navigate the virtual platform. The following are the courses they participated in: Getting Started: Install Chrome and create a profile, Classroom Engagement Strategies, Classroom Management Strategies, Introduction to G-Suite, Introduction to Google Classroom, Introduction to Google Meet, Flipgrid Overview and Kami Overview. This is the first year that we have ever provided this type of Professional Development for our substitute teachers and was optional. The PD was appreciated by all of our substitute teachers and helped to make them successful and ensure that the same level of instruction was being provided to our students when their teacher was absent. A challenge was that we had low turn out for this virtual offering because it was optional only.

In order to support asynchronous professional learning, the RISE platform was purchased and the Department of Innovation and Learner Engagement worked with various Departments to build over 126 asynchronous courses for both certificated and classified staff. This platform has proved highly effective in that it has enabled nearly 250,000 lessons and over 33,000 hours of learning by staff. It is recommended that both RISE and the Synchronous PD platform Kick up be continued into the 21-22 school year to help with continuity of teaching and learning. Number of hours spent in teacher learning = 33,800

Rosetta Stone (RS) English for K-6, and Rosetta Stone (RS) Foundations for 7-12 licenses were provided upon request by school staff, across all schools. RS English has 640 active users and RS Foundations has 698 active users. This is an increase in usage from December 7, 2020. English learners at the Emergent level are the primary users, with fewer students using this program who are at the Bridging level. Usage by language level for RS English: 413 Newcomers - in country less than one year, 222 Emerging level, 2 Bridging level and 3 Expanding level, Rosetta Stone Foundations does not provide data by language level, therefore RUSD monitors completion. The purchase of 500 Rosetta Stone English licenses for 2021-2022 is recommended based on student and teacher usage and engagement.

Monitoring student progress in language acquisition during distance learning presented logistical challenges. Dual Language Immersion attrition rate at the elementary sites during distance learning was 16%. Recruiting for 21-22 has commenced for K-through 12th grade which currently stands at 100 students however typical enrollment is between 140 and 240 students.

Textbooks and curriculum programs are all available online to students, teachers, staff, and families for easy access to implementation through the Clever interface. Training materials about Clever have been provided to staff and families to provide for easy access to these materials. Additionally, all students in RUSD will have access to hard copies of their textbooks while in distance learning and will receive basic school supplies such as paper, pencils, erasers, and art supplies distributed by the district.

Parents of students participating in distance learning will continue to be our partners in the education process, but their role has taken on a new dimension. With student learning taking place in the home, parent engagement becomes increasingly more important. To help parents understand the expectations the school has for them during distance learning, materials will continue to be created in English and Spanish and distributed to families to explain what actions the parents can take to contribute to the distance learning program and the academic success of their child. Additionally, extensive support demonstrating how to use online learning tools is available to families through a family support website and live webinar opportunities.

During school closures, RUSD continued to Provide Free and Appropriate Public Education (FAPE) for our students with disabilities and delivered services to students as practicable. We continued to document our efforts; make sure documentation is focused, consistent, detailed, and demonstrates the provision of services as practicable. With regards to compliance during the pandemic - we understand IDEA was not designed for this type of situation, built for this, nevertheless educational evaluations/assessments that require an assessment plan were conducted during the implementation of distance Learning. Annual & triennial meetings were also held virtually. Instructional models that address both in-person and virtual learning still require IEP team decisions and recommendations. Individual distance learning plans were developed for each student participating in distance learning. These plans were reviewed during an IEP team meeting and adjustments were made based on the student's individual needs. When determining the services and service levels to be provided, careful attention was paid to disability discrimination issues, as well as concerns surrounding FAPE.

A challenge in this area was being able to increase staffing to make sure all IEPs were on track and completed in a timely manner.

Throughout the school year, our district staff will continue to send parent, teacher, and staff surveys to determine progress and pay particular attention to gaps and inconsistencies in student learning and engagement.

Additional staff was hired to help us meet the needs of schools by contacting, visiting, and delivering devices to the parents of students who struggled with participation in virtual instruction. Our main focus was to reach our English learners, Foster students, students with disabilities, and those with unique circumstances. Additionally, a bilingual, English and Spanish, call center was established at our district to ensure that our families voices were heard and supported with any technical difficulties they may have had with devices. Principals and other staff members visited the homes of students with unique circumstances to also make sure they have access to meals, devices, and hotspots.

A challenge in this area is keeping all students engaged and informed during distance learning.

Our district is required to maintain student participation or attendance records for audit purposes to assess students' progress and maintain the integrity of instruction during distance learning. RUSD staff created elementary (TK-6) and secondary (7-12) distance learning schedules that meet the instructional minutes requirements outlined in SB 98. Daily minimum instructional minute requirements have been met with a combination of synchronous and asynchronous instruction, as outlined by the schedules. To comply with law, the time value of assignments is determined by the teacher of record at the time the work is assigned to students.

Since current daily participation this spring included a combination of synchronous and asynchronous instruction, and with students learning at various times throughout the day, documentation of daily participation was not limited to daily live interaction. RUSD created new attendance codes in our student information system (Aeries) to account for learning during synchronous and asynchronous times, but also encompassed daily participation through live interaction, student logins (e.g. Clever, Google Classroom, etc.), and submission of work or assessments. The current plan pulls a weekly engagement record from Aeries for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning. The weekly engagement record will also track assignments teachers assign via Google Classroom and/or Clever. The weekly engagement record is intended to capture students' daily participation in distance learning, in both synchronous and asynchronous instruction, including independent work, and tracking completion of students' assignments. The weekly engagement record is also used to identify students in need of re-engagement.

Teachers and staff have attended multiple Google Suite training sessions to help them create informative and robust online classes for students during distance learning. In addition, our Innovation and Learner department created tutorial videos for parents to support them as they work with their students. RUSD continues to seek partnerships with the city of Riverside and other agencies to provide connectivity to families in need.

During the sudden shut down of schools, certificated staff received access to a *Distance Learning Professional Development* site which provided teachers with training for virtual teaching and learning in addition to the necessary curriculum resources. Additionally, teachers received Google Classroom shells populated with content so they were able to pull from ready-made materials provided by content specialists.

All certificated and classified staff began the 2020-2021 school year access to five asynchronous professional development modules in preparation for the new school year. The five modules are a combination of courses staff can select to best prepare them for distance learning with over eighty courses provided. Staff also has access to a website with lesson plans on digital citizenship, social-emotional learning, health and safety, getting to know your digital tools, and content-specific resources. RUSD staff has access to the premium

versions of Kami, Loom, and Seesaw as well. The three programs can be used for PDF annotations and markups, screencasting videos, and virtual communication with students and parents.

A challenge in this area is ensuring all teachers are able to implement what they learned through the virtual Professional Development setting with fidelity.

Homeless/Foster youth programs experienced great success with the district's offering of Neighborhood Learning Centers, the posting of RUSD resources lists at motels, shelters, laundromats, and local markets and transportation for meals and to shelters. Providing hygiene kits, laundry supplies, supplies/backpacks and student activity kits have also been widely distributed. Operation School Bell (clothing) and referral procedures for medical attention during Covid-19 were also put into place. Adapting procedures to provide for immediate enrollment in the summer allowed for Homeless and Foster youth to register for their program choice easily and personally. Providing Tier III outside tutoring opportunities in the Neighborhood Learning Centers and tutors at shelters also occurred during distance learning.

A Challenge in this area included identification of students and families through data confirmation, because there was slower communication with county foster placing agencies for enrollment.

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

| Description   | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| 1. Universal screening tools  | 330,800              | \$0                           | Y            |
| 2. <ul style="list-style-type: none"> <li>Professional Development on administration, analysis, and implementation of assessments for ELA, Math, and ELD (identify learning gaps).</li> <li>Staff collaboration time and compensation for the development of resources and lessons to support teachers to adjust instruction in response to assessment data in ELA and math (address learning gaps)</li> <li>Professional development for teachers on increasing rigor, content literacy, integrated ELD and EL roadmap, prioritizing equity through inclusionary practices. Teacher Stipend</li> </ul> | 1,400,000            | \$0                           | Y            |
| 3. K-8 Summer Program   | 300,000              | \$5,105,410                   | Y            |
| 4. High school summer program   | 1,000,000            | \$980,905                     | Y            |

|   |           |             |   |
|---|-----------|-------------|---|
| 5. Document Based Questions DBQ Project to augment students' content knowledge, vocabulary and reading comprehension skills | 100,000   | \$0         | Y |
| 6. Homeless and Foster Youth Services   | 1,000,000 | \$0         | Y |
| 7. Support for English Learners from Title III, Ellevation  | 156,999   | \$86,259    | Y |
| 8. LAB! After School Programs for English Learners  | 160,000   | \$496       | Y |
| 9. ELD FTE Over-allocation to High School Sites   | 375,394   | \$345,737   | Y |
| 10. Newcomer Program - 2 FTE  | 271,964   | \$255,589   | Y |
| 11. Pre K-2 Gateway   | 40,000    | \$22,703    | Y |
| 12. Professional Growth Systems (PGS)   | 3,034,033 | \$1,322,703 | Y |
| 13. Universal Screening (Identifies at-risk students)   | 240,369   | \$0         | Y |
| 14.TOSA's @ Franklin, Rivera, Twain, Kennedy and Lake Mathews   | 727,874   | \$731,887   | Y |
| 15. Reading Intervention Teachers (24 FTE GF)   | 3,296,004 | \$3,241,307 | Y |
| 16. Read 180  | 820,826   | \$788,785   | Y |
| 17. Multi-tiered intervention support from Title 1 and Site allocations for unduplicated students                           | 5,413,833 | \$4,069,769 | Y |
| 18. MTSS Inclusive Practices PD   | 65,000    | \$5,780     | Y |
| 19.Low Performing Block Grant Allocations   | 335,473   | \$379,048   | Y |
| 20.Credit Recovery 1.0 FTE per comprehensive HS   | 796,453   | \$801,288   | Y |
| 21.Higher Ed workshops for Parents and Students at HS   | 63,000    | \$30,902    | Y |
| 22. Heritage Plan 100% ISS 1-071-014, parent involvement, teachers, supplies, contract                                      | 499,507   | \$360,252   | Y |
| 23. Puente Support for High Schools   | 24,000    | \$10,307    | Y |
| 24. Legacy Program  | 454,054   | \$281,631   | Y |
| 25. Districtwide STEM Program   | 85,000    | \$15,195    | Y |
| 26. Dual Enrollment   | 100,000   | \$50,365    | Y |
| 27. Increased Services to Foster Youth Students   | 148,000   | \$132,517   | Y |
| 28. Project Lead the Way at King and Earhart  | 100,000   | \$80,822    | Y |
| 30.Early Childhood Services Specialist, clerical  | 175,732   | \$173,248   | Y |
| 31. SAP Bilingual community Assistant, Counselors, survey costs, supplies and materials                                     | 3,397,312 | \$3,359,274 | Y |
| 32. Two Full Time Psychologists (SAP) and Wellness Initiative   | 537,843   | \$317,831   | Y |
| 33. Homeless support from Title 1 - CWA Manager, FSS Coord, supplies, services  | 256,531   | \$253,091   | Y |
| 34. Big Brothers and Big Sisters Mentoring  | 50,000    | \$50,000    | Y |
| 35. Restorative Practices   | 72,000    | \$38,083    | Y |
| 36. Program Specialist in Special Education   | 181,520   | \$166,209   | Y |

|  |           |           |   |
|--|-----------|-----------|---|
| 37. 1.75 FTE Family and Community Resource Liaison- Bilingual                          | 140,167   | \$101,107 | Y |
| 38. Coordinator School, Family and Community Partnerships and Admin Secretary          | 276,221   | \$145,633 | Y |
| 39. Coordinated Family Services Supervisors (1.17 FTE)                                 | 141,670   | \$130,341 | Y |
| 40. Family and Community Resource Liaison (1.0)  | 71,376    | \$84,751  | Y |
| 41. Family Resource Center - Other   | 60,478    | \$32,909  | Y |
| 42. Parent workshops, leadership training and parent Ed. Summit - Support from Title 1 | 151,000   | \$104,300 | Y |
| 43. Parent Workshops, leadership, training and Parent Ed Summit                        | 77,000    | \$35,323  | Y |
| 44. District Translators   | 247,489   | \$244,658 | Y |
| 45. 30 Translators   | 1,008,595 | \$946,200 | Y |
| 46. Special Education Activities   | 14,700    | \$14,660  | Y |
| 47. Summer Program for At Risk Elementary  | 400,000   | \$3,258   | Y |
| 48. Summer School ELD Through Title III  | 129,654   | \$62,031  | Y |
| 49. Summer School at All High School Sites Summer 2021                                 | 1,028,934 | \$870,845 | Y |

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

1. A Universal screening tool will be purchased next year as part of the district wide MTSS plan, using funds from new LCAP. Funds from LCP for this action were transferred to supplemental apps and school safety.
2. Title sources of funding were used to cover PD on identifying learning gaps, staff collaboration time and ELD and EL professional development.
3. Other funding sources available were used for the K-8 Summer program in 2020 as program costs were lower than usual.
5. Other funding sources available were used for the Document Based Questions curriculum including department funds.
6. Homeless and Foster Youth program expenses are in process and will be expensed by June 30.
7. The support for English Learners also came from Title III and Ellevation.
8. No in-person LAB! activities - additional materials were not needed.
12. The Professional Growth Systems personnel positions were not filled this year, funds will be carried over to fill positions in 2021-22.
13. The Universal Screening program to identify at risk students will be implemented next year and funds will be used at that time.
14. Less funding was needed for the MTSS support as there were no extra duty teachers this year, funds were used for school safety.
18. MTSS inclusive practices will be implemented next year to a greater extent, and funds will be used for implementation costs.

21. High Ed. workshops for parents and students were less expensive when done virtually this past year, funds were used for supplemental apps for virtual learning.
24. No field trips were taken by the Puente and Legacy programs this year, money was used for supplemental apps.
25. The district is still in the process of creating a STEM/STEAM program for a broad reach of students, funds will be used for this purpose.
26. Dual Enrolment costs were less this year due to a smaller cohort and less course offering by the community college, funds were used to cover costs for extra hours pay for cleaning and device distribution.
32. Wellness programs are still in the process of spending assigned monies, and will continue to expand next year.
41. Other sources of funding have been used for the Coordinator of School, Family and Community Partnerships.
42. The Family Resource Center used less funding due to the virtual workshop platform, funds were used for school safety.
47. A virtual summer program was provided in 2020 but other funding components were used such as Title III and ELD.
48. A virtual summer program was provided in 202 but other funding components were used such as Title III and ELD.

## **Analysis of Pupil Learning Loss**

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year, and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

As of this reporting, there is preliminary evidence that reveals teachers' positive feedback on purposeful online PD sessions via survey feedback, and the option to participate in both synchronous & asynchronous PD has also been received positively by staff and faculty. This evidence led to the need to create and utilize a standard PD format in order to retrieve qualitative and quantitative feedback during distance learning. The online learning platforms developed during school closures were highly utilized by teachers who had the opportunity to complete professional learning asynchronously and synchronously. This format opened RUSD's thinking to different ways of providing professional learning in the future. The use of online PD will be continued and will be coupled with in person PD as needed as schools reopen. This action will be modified to include a professional learning platform and an embedded learning platform to meet all instructional needs. Evaluating the effectiveness of PD will be conducted via the qualitative Google survey tool utilized by the entire Instructional Services Team to monitor the recovery and mitigation of pupil learning loss.

RUSD's implementation of Digital Resources available for grades 3-12 included approximately 10 hours of Professional Development provided to all interested teachers to support asynchronous professional learning. The RISE platform used for developing online learning courses was purchased with LCP funds and the Department of Innovation and Learner Engagement worked with various Departments to build over 126 asynchronous courses for both certificated and classified staff. The RISE Professional Development and Instruction documents provided for follow up questions for teachers, and provided weekly messaging for secondary teachers - offering

support, webinars, & individualized instruction. This platform has proved highly effective in that it has enabled nearly 250,000 lessons and over 33,000 hours of learning by staff.

Document Based Questions (DBQ), a program for secondary History Social Science was determined to be highly effective and helped to garner student interest in content knowledge. PD specifically for elementary teachers to use DBQ Online to teach literacy, inquiry, and writing through history began in 2020 with the intention to mitigate learning loss in social science and literacy.

To aggressively prevent and recover from any learning loss, RUSD prioritized student academic, and social emotional well-being, along with environmental factors, relationships, and learning opportunities they experience, both in and out of school. Despite the multiple challenges confronted by our teachers, administrators, and staff during the pandemic, we created a system conducive to student learning where teachers utilized online formative assessments to inform student progress. The use of formative assessments has been an essential component during this year. Teachers have received professional development (PD) courses within our PD platform (Rise) that have supported their on-going learning about the pivotal role formative assessments play during instruction. In the PD modules, there are suggestions for online tools teachers could utilize to gather evidence of student learning for the formative assessment process. In addition, teachers had access to multiple resources created by district staff with the purpose of augmenting the rigor, when needed, and filling in curriculum gaps as needed during distance learning. Our teachers have also used the adopted curriculum assessment resources in all content areas, particularly in English Language Arts, English language development, and mathematics. The Curriculum and Instruction department has supported teachers in understanding and utilizing the publisher created materials and have improved the effectiveness of resources by augmenting the rigor through the development of resources. With resources that included engagement strategies, technology support, open office hours, and scope and sequence updates to guide teachers in purposeful planning and integrating effective pedagogy for online learning. District assessments were created and fully adapted for use in a remote distance learning environment and the results inform student performance and the instructional directions teachers take with students.

The Curriculum and Instruction teams have developed a system to support teachers during distance learning instruction with formative assessment ideas and tools to use with their students in the beginning of the school year. Additionally, the district has created a sequential 2020-2021 district assessment calendar to provide cohesion and help teachers and administrators plan accordingly.

One of the biggest challenges encountered by many teachers was the Diagnostic assessments used to measure recognized and empirically validated skills related to reading outcomes. Each measure has been an indicator of early literacy development. When assessments are implemented as recommended, the results have been used to evaluate individual student development as well as provide grade-level feedback toward validated instructional objectives. Teachers will receive professional development on adjusted assessment tools for an online environment.

For years, our district has used these assessments to uncover students' gaps in early literacy skills. Our teachers and staff have received extensive training to aid them in analyzing the data as they plan their instruction accordingly. According to one of the most renowned reading experts, Dr. Timothy Shanahan, universal screeners evaluate how well children can read (decode or sound out) nonsense words as the research is clear: "The ability to decode is essential to learning to read and instruction that leads students to



decode better, eventually improves reading ability itself (including reading comprehension)...the tests are aimed at identifying learning needs that can be addressed with extra teaching.”

Through strategic assessments, we have also been able to see areas of growth where we need to focus our attention, and how to best use further funding sources. What has been both troubling and challenging for our district is the persistent achievement disparities across income levels and between our white students and our black and Hispanic/Latino students which exacerbated during school closure.

Summer to mitigate learning loss, RUSD committed to offer summer learning program opportunities during summer. The Elementary Summer program is designed to target essential skills and standards for every grade level. Students will be able to attend two sessions to mitigate learning loss. Middle School Summer Program is an integrated approach with both academic and social emotional well-being. Middle School students are offered a Middle School Summer Program that is project-based to engage students in the literacy skills in all core subject areas: Math, English, Science, and History. Middle School students also have the opportunity to attend a Summer Bridge program to support the transition and connect them to middle school. High school students are given two opportunities in the summer to recover or get ahead in coursework to mitigate learning loss. Each high school is offering courses with the flexibility of courses online to help meet the needs of students and families. ELD students have the opportunity to engage in the ELD summer program that partners with the Mission Inn History Foundation. This program focuses on language acquisition and literacy skills to help students reclassify and sustain language gains throughout the 2020-21 school year.

Restorative practices training resumed online for school year 2020-21 with teachers and school personnel in attendance. There were 2 levels of training offered which was conducted by Loyola Marymount using a virtual platform. Approximately 40 RUSD employees attended ranging from preschool teachers, to campus supervisors, to assistant principals.

Dual enrollment continued for school year 20-21 however the number of enrollments from RUSD to Riverside Community College were 5.5% lower due to Covid concerns, previous school closures and learning loss.

Translators are a tremendous asset to RUSD and a current challenge now is the need to expand their capacity at least temporarily in order to assist with up to 500 IEPs that need to take place in an effort to recover from the backlog due to school closures.

The Family Resource Center(FR) in RUSD manages two large components for addressing family needs:

- 1)Family Wellbeing (FWB): Coordination of comprehensive family strengthening services to identify and address barriers to learning.
- 2)Families as Learners (FAL): Family engagement workshops and webinars that build parent capacity in understanding stages of developmental, social-emotional wellness, curriculum and assessments, graduation requirements, and pathways to college and career.

While services were adapted to online, the RFC still managed a large caseload in both designated program areas:

Pre-Covid 7/1/19 to 3/16/20

1,048 families for FWB

3,939 families for FAL

School Closures & Distance Learning 3/17/20 to 6/30/20

1,456 families for FWB

1,960 families for FAL

2019-2020 Totals

2,504 FWB

5,899 FAL

Total Combined= 8,403

Student and Staff Well-being during school closures was central to the 2020-21 school year. RUSD offered wellness training, support sessions, resources, and workshops for staff and families. RUSD provided a Social-Emotional Learning playbook for teachers and administrators to incorporate mindfulness, connection, and well being in schools.

Our district departments have worked diligently to research effective instructional practices that will help mitigate the academic learning loss from our neediest students. The chart below contains some of the strategies and instructional tools that were used by our teachers and staff during virtual learning, and now during reopening.

| Principles and Strategies   | How  | Instructional tools  |
|---|--|--|
| <b>Students in the Home-based and virtual program received this support from their assigned teacher</b> |  |  |
| <p><b>Teach grade-level content and standards with instructional rigor</b></p>                          | <ul style="list-style-type: none"> <li>Grade-level standards and content will be instructed to all students. Learning gaps will be addressed within the context of the grade-level curriculum</li> </ul> | <ul style="list-style-type: none"> <li>standards</li> <li>curriculum</li> <li>CA Frameworks for Public Schools</li> <li><a href="#"><u>RUSD ELD Resources Guide</u></a></li> <li><a href="#"><u>EL Guide</u></a></li> <li>For Dual Language - <a href="#"><u>DLI Plan</u></a></li> <li>professional development</li> </ul> |
| <p><b>Focus on the depth of instruction,</b></p>  | <ul style="list-style-type: none"> <li>Teachers will focus on the learning</li> </ul>  | <ul style="list-style-type: none"> <li>standards</li> </ul>  |

|  |  |   |
|--|--|---|
| <p><b>rather than the pace</b></p>   | <p>that needs to happen by providing students with patient, in-depth grade-level instruction</p>   | <ul style="list-style-type: none"> <li>● curriculum</li> <li>● CA Frameworks for Public Schools</li> <li>● <a href="#">RUSD ELD Resources Guide</a></li> <li>● <a href="#">EL Guide</a></li> <li>● For Dual Language - <a href="#">DLI Plan</a></li> <li>● professional development</li> </ul>  |
| <p><b>Prioritize content and learning</b></p>  | <ul style="list-style-type: none"> <li>● Focus on district instructional priorities: <ul style="list-style-type: none"> <li>● Mastery of Essential Learning</li> <li>● Effective Instructional Program</li> <li>● Focused Collaboration</li> <li>● Whole System Engagement</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>● standards</li> <li>● curriculum</li> <li>● scope and sequence</li> <li>● CA Frameworks for Public Schools</li> <li>● <a href="#">RUSD ELD Resources Guide</a></li> <li>● <a href="#">EL Guide</a></li> <li>● For Dual Language - <a href="#">DLI Plan</a></li> <li>● <a href="#">2020-2021 Priority Instructional Content in ELA and Math</a></li> <li>● Professional development</li> </ul> |
| <p><b>Prioritize equity by maintaining the inclusion of each and every learner</b></p> | <ul style="list-style-type: none"> <li>● All students must have access to grade-level, rigorous and engaging core instruction</li> <li>● Make content accessible to all students through the use of <a href="#">Universal Design for Learning principles</a></li> <li>● A fluid <a href="#">Multi-Tiered System of Support approach</a> as students move between the three tiers of</li> </ul> | <ul style="list-style-type: none"> <li>● standards</li> <li>● curriculum</li> <li>● CA Frameworks for Public Schools</li> <li>● <a href="#">RUSD ELD Resources Guide</a></li> <li>● <a href="#">EL Guide</a></li> <li>● For Dual Language - <a href="#">DLI Plan</a></li> <li>● RUSD Equity Framework</li> <li>● Professional development in UDL</li> </ul>   |

|  |   |  |
|--|---|--|
|  | <p>support</p> <ul style="list-style-type: none"> <li>● Educators and staff have an asset-based view of all students</li> <li>● Families as central partners of teaching and learning</li> </ul>  | <p>and MTSS</p> <ul style="list-style-type: none"> <li>● Parent trainings in technology and instructional practices</li> <li>● ESL classes for non-English speaking parents</li> </ul>   |
| <p><b>Identify and address gaps in learning through targeted instruction</b></p> | <ul style="list-style-type: none"> <li>● Use formative and summative assessments to identify student's academic needs</li> <li>● Provide strong, attentive instruction with embedded formative assessments</li> <li>● Focus on the basics: <ul style="list-style-type: none"> <li>○ <u>ELA/ELD Reading foundational skills, Reading/Listening, and Writing/Speaking</u></li> <li>○ <b>Math</b></li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● standards</li> <li>● curriculum</li> <li>● CA Frameworks for Public Schools</li> <li>● <u><a href="#">RUSD ELD Resources Guide</a></u></li> <li>● <u><a href="#">EL Guide</a></u></li> <li>● <b>For Dual Language - <u><a href="#">DLI Plan</a></u></b></li> <li>● formative, summative assessments</li> <li>● Professional development in teaching reading and math proficiency</li> </ul> |

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Our district has focused special attention to ensure the well-being of our students and staff is at the forefront of everything we do. As a result, we have established a robust student and staff wellness program that includes a Student Assistance Program Psychologists and Prevention Assistants. These experts, (which include 27 licensed clinicians and 10 behavior specialists) developed a resource library to consult for use in the virtual setting. While distance learning was taking place during the fall and winter of 2020, the counselors and behavioral staff could not provide their typical services the way they did before the pandemic; nevertheless, with the wider array of materials and resources to use with students, they increased their knowledge to be better equipped to support students while

communicating with them online. In addition, the school psychologists have developed staff, family, and student surveys related to perceptions and satisfaction after support has been provided.

Student Assistance Program Counselors (SAP) provided over 2,500 check-ins and 3,700 counseling sessions during the school year. They also provided training to school staff and facilitated Parent Webinars. A virtual wellness center was developed in response to COVID-19 and has had 2945 views. In addition, RUSD has launched its first school site Wellness Center at Ramona High School.

The total number of students mentored in the Community Based Program - 243. For this school year, 54 students have been referred, 10 enrolled to date, 7 matched with a mentor. Virtual reality creates some difficulty in the process of initiating relationships and we continue to work with Big Brothers Big Sisters to develop ways to increase participation and engagement with students and particularly homeless and Foster youth.

Forty one staff members have completed the Social Emotional Learning modules through the RISE platform and additional staff has engaged in virtual, interactive Restorative Practices (RP) Levels 1 and 2 training in April and May 2021. The modules provide a delivery method able to reach a larger number of people. The modules do not, though, provide the full spectrum of opportunities available through the interactive process of the RP training. Social Emotional services continued for students during Distance Learning. Students participated in individual and group counseling and were also invited to participate in social groups such as “lunch bunches” to socialize and interact with one another. In some cases, getting students to log on for their scheduled appointments proved difficult because of lack of support in the home for privacy. Professional development related to trauma responsive and resilient schools and classrooms was implemented virtually for staff and employee well-being and was addressed through offering community circles, group activities, mindfulness opportunities, and art journaling in an online atmosphere.

Our district Family Resource Center offered family wellness webinars and virtual programming providing simple and practical strategies to support families with distance learning and social emotional support. Wellness webinars were held in partnership with the Student Assistance Program (SAP), Innovation and Learner Engagement (ILE), Special Education, and behavioral health community partners. Webinar topics included Transition to the School Year, Bringing out the Best in Your Student, Healthier Routines at Home, Mindfulness and Self Care tips, Trauma Informed Parenting, father engagement, support for foster families, among others. Virtual evidenced-based parenting programs consisted of Nurturing Parenting Program, Triple P, Incredible Years Program, Abriendo Puertas 0-5 Program, and Keeping Intergenerational Ties in Ethnic Families (KITE). Support groups assisting families raising a child with behavioral challenges and/or a diagnosed mental health condition included Educate, Equip, and Support (EES), Open Doors Parent Support Group, and Mamas y Bebes, a program supporting maternal depression.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Keeping students and families engaged during school closures was a challenge due to the “ramp up” in technology-based communication. Our district strengthened its presence on social media making sure to send notifications out via Youtube, Twitter, Facebook and Instagram. In addition, weekly video messages were sent out to families with a phone call and text message to let parents and students know the video was coming.

Home visits and engagement walks have been successful throughout the year including up to 700 visits completed by pupil services and English learning outreach departments. Initially it was a challenge to “find” some students who did not make a program selection during the summer for their fall choice with regard to home school, all virtual learning and a hybrid (in person/virtual) approach. In July principals selected staff members from each site to initiate a phone call campaign, making phone calls to every student’s home that had not signed up for the fall. This was approximately 20,000 calls. While it was challenging to talk with every family, it did prove successful as registration numbers went up significantly after the phone campaign closed. In addition, after the distribution of the Chromebooks, the district provided a tech support hotline that families could call to receive help with the at-home technology (Chromebooks and Hotspots).

Additional, the RUSD Tiered Reengagement strategies were deployed during this time and include the following:

- 1) Universal support: If a student has 1 missed class period or day per week - this will garner phone calls, text, and/or emails to parents by teacher and site administrator along with community messaging and attendance incentives for students and parents.
- 2) Personalize support: If a student has 2 or 3 missed class periods or days a week - this will garner multiple phone calls by the site engagement team including teachers, school counselor and school psychologist if necessary. A virtual check in by a TOSA and/or campus supervisor will take place and a check in with emergency contacts if warranted. As safety permits, a home visit will be conducted by administrators and community assistants as appropriate. (A conference letter will be mailed and a SART will be scheduled as needed)
- 3) Intensive Support: If a student has 4 missed interaction in a week - this will garner multiple phone calls, texts and virtual checking by school administrators, teachers and school counselors. the site administrator with contact Pupil Services for possible CWA investigator request, the Family Resource Center will be consulted regarding family history, as safety permits, a home visit will be conducted by administrators and the Foster/Mckinney Vento liaison team if appropriate. (A letter will be mailed to the home with a “V” code and a referral to SARB will be made)

The Family Resource Center (FRC) understands that cultivating relationships with families, facilitating connections, and partnering with families to support student learning and development are key to family and community engagement. With continued school closures, the FRC recognized the impacts and trauma brought forth by the pandemic. Unfortunately, the pandemic has magnified barriers to learning as families experienced significant financial hardships, housing instability, food insecurity, and challenges accessing medical care and mental health supports. Communication with families was initiated and maintained through telephone calls, texts, email, Facebook messenger, and video calls using Facetime and Zoom. Most common requests from families were categorized into three areas, Family Connections to District and School Supports, Family Linkages to Community Resources, and Family Connections to Peers and Community.

Family connections to district and school supports included assistance navigating online applications and surveys, registration, Aeries Parent Portal, and access to meal services, counseling, devices and hotspots, and support with distance learning.

Family linkages to community resources included access to food, formula and diapers, utility and rental assistance, medical care and coverage, counseling and crisis assistance, evictions and housing options and assistance with applications for local, state, and federal relief programs.

Family connections to peers and community bridged communication between families and school, families and community partners, and fostered peer to peer support. This included family wellness check-ins, Spanish Facebook Live chats, community partner infomercials, and parent and community leader zoom meetings to disseminate information with peers and within their neighborhoods and social media networks.

The district held the LCAP Advisory, the District English Learner Parent Advisory Committee, the African American Parent Advisory Committee and Gate Advisory committee meetings on track with the use of virtual meeting tools.

The superintendent of RUSD also filmed an informative video that was sent out to all families whenever there were significant updates to school closures, and reopenings. The video releases were followed up with phone calls, texts and email messages to all families. Postings on the district social media were also updated regularly with pertinent information.

Families also could still communicate regularly with their child's teacher and school site administrator during school closure.

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

## **Analysis of School Nutrition**

Our successes came as we were able to reach out to the children and families of our community and provide meals via drive thru service during the pandemic. With multiple waivers set by federal and state agencies, Nutrition Services was able to provide bulk meals to families due to extra ordinary food insecurities brought on by the pandemic at no cost! Nutrition Services forged new relationships with the USDA, City of Riverside, and the California Association of Food Banks, to address community food insecurity, by packing and distributing 98,000 emergency food boxes, from May 1-December 31, 2020. Our drive thru meal service began to ensure our students received meals during the COVID-19 pandemic. Our department of over 350 staff, opened all RUSD school sites to begin feeding on March 16, 2020 via drive thru meals service. Utilizing all meals and ingredients on hand, our sites made meal bags for students to pick up daily. As new laws were implemented, we were able to feed all youth, 18 and under, in our community, serving breakfast, lunch, and supper. Our site staff prepared as many as 800 meal bags, per site, adding up to 92,000 meals the first week and by the 4th week, serving over 150,000 meals per week. Even now, as students return to the classroom, RUSD continues to provide drive thru meal service to students learning virtually and to all children of our community. As of May 6, 2021 we have served over 6.9 million meals!

Some of the challenges Nutrition Services faced included, addressing the health and safety concerns of staff members (as essential employees), available staff to provide meals via drive thru meal service, managing changes of guidelines and plans throughout the year, availability of food products from vendors impacted by the pandemic, drastic decrease in sales, distribution and transportation

concerns, additional costs not previously budgeted, such as updated packaging requirements and other necessary materials required by the health department for food distribution during COVID19 pandemic, storage space for large quantity food items, and personal protective equipment (PPE) for staff.

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

| Section  | Description   | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|---|----------------------|-------------------------------|--------------|
| 1.Contract with Anti-Defamation League, Contract with Clay Counseling Solutions, Epoch Education | Anti-racism professional development for employees and virtual listening circles for middle and high school students  | 500,000              | \$0.00                        | Y            |
| 2.Nutrition Services: Scanners and tablets   | <ul style="list-style-type: none"> <li>Install cloud based Point-Of-Sale system to allow scanning for all sites, via wireless scanning and barcode printing. Staff will be able to scan IDs for faster and contactless meal service and provide barcodes to families for future meal pickup.</li> <li>Tablets to be used at sites to complete mandated USDA and CDE program requirements related to COVID-19. Use USB camera device to allow employees a live visual and recorded feed, for guidance, updates, and specifics relating to meal service and meal regulations during COVID-19</li> </ul> | 71,000               | \$45,585                      | Y            |
| 3.Nutrition Services   | Supports to continue operations   | 3,000,000            | \$1,447,406                   | N            |
| 4.Neighborhood Learning Centers  | Additional locations in the community to provide for a safe space for students to participate in distance learning  | 0                    | \$391,468                     | Y            |
| 5.Mental Health & Social/Emotional Well Being  | Supports for students   | 4,000,000            | \$1,006,048                   | Y            |



A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

1. The contract with the Anti-Defamation Leagues and with Clay for employee Anti-racism professional development contracts have not been fully executed yet.
2. Covid Relief funds were used to supplement operations supports rather than LCP funds
3. Covid Relief funds were used to supplement Nutrition Services operations.
4. Additional funding for the Neighborhood Learning Centers was procured through a grant from Outschool which covered 50% of costs and additional monies were used from Learning Loss Mitigation funds.
5. Funding for Mental health and Social Emotional wellbeing is still being expended.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Throughout the 2020-21 school year, district leadership held weekly COVID-19 debrief meetings to review updated health and safety information and review practices in the areas of curriculum, instruction, and assessment, as well as instructional technology, operations, nutrition services, personnel, and business services. During these meetings, we shared lessons learned and necessary adjustments as a result. Lessons learned that informed the development of the 2021-24 LCAP include:

Professional learning can be delivered effectively in an asynchronous format when coupled with synchronous opportunities. In addition, staff identified the need for more professional learning in the areas of social-emotional learning and trauma informed practices. In addition, a continued focus is needed in the area of engagement strategies for students and universal design for learning to address learner variability.

Teaching through COVID reminded us of the importance of culturally responsive practices and strong Tier I core instruction. An increased focus on the development of an equity embedded, integrated MTSS framework to address student academic, social-emotional, and behavioral needs that is culturally and linguistically appropriate is included in the 2021-24 LCAP actions and services both at a district level and school site level.

Technology can and should be used for more than a substitute tool. COVID provided a need to focus on professional learning for staff to utilize technology to redefine tasks in a transformational way. In addition, COVID created an opportunity out of a need to ensure 100% of our students had a device and internet connectivity. Moving forward, there is an increased need to sustain and support the

implementation of 1:1 devices for students in grades TK-12. More emphasis is placed on providing professional learning to increase the integration of technology into daily teaching and learning in the 2021-24 LCAP.

High-quality assessments that provide easily accessible data used to inform instruction is essential. Throughout COVID, teachers and administrators found it very difficult to respond to students' needs without frequent data not only in academic areas, but social-emotional and behavior as well. During the spring of 2021, a district committee was established to go through the adoption process of a universal screener that will be implemented in preschool through twelfth grades in the areas of mathematics, language arts, social-emotional and behavior. This will provide staff ongoing data to determine which students need additional support or enrichment opportunities and provide a means to monitor student progress toward goals.

COVID provided us an opportunity to explore the need to meet the needs of students with disabilities in the general education environment through the development of inclusive practices. Included in the 2021-24 LCAP is an action focused on increasing the collaboration among staff who support students in special education and their general education colleagues to ensure inclusive and accessible learning environments for all students with additional support for disadvantaged (unduplicated) students and families.

In the area of outreach, families are essential partners in the education and well-being of their students. We learned through survey information that families would like more frequent, regular communication from the district. However, families are navigating many different communication platforms between district, site, and classroom teacher tools. The district is developing a strategic communications plan to increase community engagement and two-way communication between the Board of Education, administration, staff, students, parents and the RUSD community with a focus on disadvantaged (unduplicated) and underserved students and their families which includes a single communication platform that is easy for families and all staff to use.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

During the 20-21 school year, local district assessments were administered to all TK-12 students in language arts and mathematics according to the district assessment calendar. Results were disaggregated by student groups and provided to school site teams to engage in the cycle of inquiry and inform instruction. For Students with Disabilities, special education providers were provided training in the administration of virtual assessments to assist in the evaluation of students to determine eligibility for special education and monitor progress toward IEP goals.

In addition, opportunities to assess unduplicated students, Students Experiencing Homeless, and Students with Disabilities were provided in-person through targeted support to ensure available data to inform instruction. Formative assessments in the area of English language development that mirrors the ELPAC was piloted this year to provide ongoing data to support language acquisition and reclassification in the coming LCAP cycle.

Assessments to identify areas of learning loss continue to be a focus in the 2021-24 LCAP beginning with the universal screeners. Universal screeners were adopted by our district in the spring with implementation set for the fall of the 2021-22 school year with screening all students (beginning with grades TK-6, moving to secondary grades in a phased process) using the RUSD adopted universal screener tools for English language arts, mathematics, and social-emotional/behavioral learning to identify and adjust instruction to meet students' specific needs and close learning gaps, accelerate, and extend learning.

Teachers of Students with Disabilities will be able to use the data and progress monitoring tools recently adopted to help determine attainment of goals and areas of growth in addition to areas of need. English learners will be assessed using the formative assessment that mirrors the ELPAC which has been adopted with implementation beginning this fall. The data will be used to monitor language acquisition, adjust English language development instruction leading to reclassification.

In addition, the district has begun the process of developing interim benchmark assessments which will be used to determine mastery of standards as well as skills. Staff will continue to engage in the cycle of inquiry to analyze data, plan and implement high quality instruction addressing learner variability and the unique needs of all students including English learners, foster youth, students experiencing homelessness, and students with disabilities. Common assessments, interim assessments, and universal screeners are foundational to the development of an MTSS framework grounded in data based decision making.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

We created actions and services to address the needs of our pupils (targeted unduplicated students), families, staff and administration, and the provisions of the services resulted in our desired outcomes. We intentionally and thoughtfully sought to address the needs of all subgroups of pupils identified, specifically supporting English learners, low-income pupils, and foster youth. Actions and services addressed the identified needs and goals of specific school sites and are effective in achieving the desired outcomes. Substantive differences between the description of the actions or services identified as contribution towards meeting the increased or improved services requirement and the actions or services implemented include the following that have ALL been previously identified:

Actions related to in person instructional offerings - Pg 166

Actions related to distance learning program - Pgs 170 - 171

Actions related to pupil learning loss - Pg 178

Additional Actions and plan requirements - Pgs 188 -189

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 2021-2024 LCAP.

Navigating through uncharted waters through the 2019-2020 and 2020-2021 school year has helped us revise and rethink our objectives to meet students' academic, emotional and social needs. In fact, a deep analysis of the objectives and actions from the 2019-2020 LCAP, the analysis of qualitative and quantitative data including stakeholder input have helped us determine the new goals and actions that are needed to meet the needs of our students, staff and community. Therefore, we have created a 2021-2022 LCAP with a solid foundation on Multi Tier System of Supports (MTSS) to ensure that the actions and services in LCAP address the needs of our students, staff and district overall.

Reflection on the effects of living through a pandemic year has also informed our LCAP going forward. Identifying the support and services unique to this situation was also influential in our decision making. Also, the lack of academic/achievement data also caused us to reframe our thinking, and take into consideration "what we don't know" before determining future actions and services.

However, RUSD's focus on equity, student well-being, and high quality learning experiences is also the infrastructure that informs the development of actions for the LCAP and the 2021-24 LCAP is no exception. As a district, we are well aware of the inequities that exist and that have surfaced as a result of the COVID 19 pandemic. In order to stay true to our mission and values, we continue to work diligently to do whatever it takes to mitigate inequities among our students, staff, and families. The 2019-20 Annual Update and the 2020-21 Learning Continuity helped us identify our successes and challenges during an unprecedented time, and we have come out stronger because of the deep reflection these documents have required us to do. Therefore we knew it was vital for students, families and community partners across RUSD to help inform the creation of the three new LCAP goals. Their input was garnered via survey feedback, interviews, and Town Hall meetings as well as site-specific meetings. Notes from the meetings and surveys have been scrutinized, synthesized and coded to determine priorities and themes that influenced the development of the 2021-24 LCAP goals for RUSD.

## GOAL 1: Engage students in high quality learning by a diverse, highly qualified staff

Engaging students in high quality learning by a diverse, highly qualified staff is essential to student success. Students' well being and engagement in school is contingent upon the relationships they develop with peers, teachers, administrators, and staff on campus. Students who are engaged in learning need teachers who are creating high quality learning experiences that leverage technology, relevant curriculum, culturally sustaining pedagogy, and layers of support, scaffolding, and differentiation.

## GOAL 2 Provide students choices that prepare them for college and career pathways.

Using a variety of strategies, RUSD will dig deeper into the areas that have the highest impact on college and career readiness. Based on student and parent feedback it is essential that we provide early exposure to career options, already in K-8 by helping students identify that they will eventually become part of a vital workforce. Seventh through twelfth graders will be offered rigorous course options, career technical education, advanced placement courses and dual enrollment options to prepare them for college and career paths. All RUSD students will be educated in civics and ethnic studies to guide them into productive citizenry and give them the infrastructure to live socially and emotionally healthy lifestyles.

Goal 3 Involve the whole family and community in student learning and well-being.

Student well-being is central to the connection and engagement students and families have to school. Implementing distance learning revealed the social emotional toll on students and families. The TK-12 Wellness Initiative in the district has been the catalyst that helped the district resolve difficulties around addressing mental health, while simultaneously creating and improving social emotional learning. We now have a positive, preventative approach to school discipline, and we are developing leaders who will be able to move the district forward with a more holistic approach to educating the whole child.

## **Instructions: Introduction**

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education’s (CDE’s) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## **Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year**

### **Annual Update**

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

### **Annual Measurable Outcomes**

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

### **Actions/Services**

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

### **Goal Analysis**

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

### **Analysis of In-Person Instructional Offerings**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

## **Analysis of the Distance Learning Program**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,
  - Pupil Participation and Progress,
  - Distance Learning Professional Development,
  - Staff Roles and Responsibilities, and
  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

## **Analysis of Pupil Learning Loss**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.



## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education  
January 2021

# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

| Local Educational Agency (LEA) Name | Contact Name and Title                         | Email and Phone   |
|-------------------------------------|--|---|
| Riverside Unified School District   | Dr. Jacqueline Perez, Assistant Superintendent | <a href="mailto:japerez@riversideunified.org">japerez@riversideunified.org</a><br>(951)788-7135 |

## Plan Summary [2021-2022]

### General Information

A description of the LEA, its schools, and its students.

Riverside Unified School District (RUSD) has earned the reputation of being an innovative and equitable organization for all students and staff. RUSD is located in the City of Riverside, which is known as the city of Arts and Innovation. The district serves a large portion of Riverside as well as unincorporated areas of Highgrove and Woodcrest in Riverside County. RUSD currently serves over 40,000 students in grades preschool through twelfth. The District also serves a number of adults through the Riverside Adult School. There are 50 schools in the district: 29 Elementary Schools, 7 middle schools, 5 comprehensive high schools, 7 alternative/speciality schools and a grades 5-12 STEM school. There are a variety of preschool options at varying schools under the umbrella of our early childhood department, as well as transitional kindergarten classes at each elementary school. The Riverside student population continues to grow more diverse each year. The ethnic distribution breakdown is as follows: 64% Hispanic, 21% White, 6.6% African American, 3.4% Asian, 2.1% Two or More Races/Other, 1.2% Filipino and .03% Native American/Alaska Native. Approximately 65% of RUSD students qualify for the National School Lunch Program and 16.2% of students in the district are identified English learners. Over 90% of the district’s English learner population speaks Spanish, however, there are over 45 different languages represented among the English Learner students in RUSD. Over the past five years, the district has enrolled over 450 Newcomers mostly from Guatemala. This has posed a new opportunity for sites as they strive to provide a quality education to high school students who may never have been in school and speak neither English or Spanish. RUSD has also experienced a decline in enrollment over the past three years due to families moving out of the area and low birth rates.

Riverside Unified School District’s approximately 3900 employees excel at serving Every Student, Every Day, affirming that all are guaranteed an education that ensures readiness for college, career and the world. Our district continues to focus on high levels of academic achievement, regardless of the uncharted waters that we have had to navigate through due to Covid-19 global pandemic. Both student learning and well-being, and the well-being of all employees directly affects the success of our District, and that has been paramount throughout 2019-2021.

Our district’s *Guide for Instructional Direction* creates coherence throughout the entire organization by delineating and clarifying high expectations for our students, and providing processes and protocols for use throughout our instructional program. The Guide provides the “what and how” of learning in our District. We also utilize Shared Leadership Systems to articulate the District-wide direction and focus through the following four steps: 1) Clearly define mastery of guaranteed learning; 2) Deepen learning through an effective instructional

program, which leverages high-quality, best first-instruction; 3) Build capacity through focused collaboration guided by informative inquiry (assessments). 4) Provide strategic whole-system engagement strategies and support. These four steps are embedded in the actions and services of our Local Control and Accountability Plan (LCAP). Annually, we use student, staff, parent, and community feedback along with student outcomes from the previous actions and services to revise our LCAP to better meet the needs of all students, including unduplicated student groups. We monitor specific Success Indicators to raise the level of our work and provide focus for our system in building capacity through outcomes. This work is always done with guidance from students, teachers, parents, community, and LCAP advisory groups. Student readiness is the primary theme in the LCAP, which serves as our District Strategic Plan. The LCAP outlines a broad, yet cohesive array of actions and services centered around three overarching research-based goals that we believe will lead to improved student outcomes and performance:

Our 2021-2022 LCAP Goals:

Goal 1: Engage Students in High Quality Learning by A Diverse, High Qualified Staff

Goal 2: Provide Students Choices That Prepare Them for College and Career Pathways

Goal 3: Involve the Whole Family and Community In Student Learning and Well-Being

Our District Mission: “ Riverside Unified School District provides engaging, innovative, and equitable learning experiences for all students”

Our Motto “Be Extraordinary”

Our values include:

Community: We work diligently to build bridges between our schools and community in order to create rich learning experiences and opportunities for all. Strategic connections with our partners are core to the success of our District.

Engagement: RUSD is committed to creating an engaging learning environment that promotes curriculum, programs, physical spaces, and the development of relationships that enable students to feel welcome, connected and inspired.

Equity: We are committed to implementing inclusive practices and policies that honor the rich diversity of our district and the greater region. With a focus on positive outcomes for all, we will work diligently to ensure all students have their needs met, strengths fostered, and graduates prepared for success.

Excellence: We value lifelong learning, personal integrity, achievement and accomplishment. We seek to inspire and empower students to reach their highest potential.

Innovation: RUSD is future-oriented in the design of its schools and educational programs. Personalization, creativity, and technology are central to the District’s approach to preparing students for an increasingly fast-paced world.

Well-being: We cultivate graduates who succeed academically, are physically and mentally healthy, and are active and engaged citizens. The District strives to create safe and multidimensional educational environments that support students’ development as they become well-rounded individuals.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Based on a review of performance on the state indicators, local performance indicators included in the California School Dashboard (when available), progress toward LCAP goals, local self-assessment tools, and stakeholder input, Riverside Unified School District is most proud of our high graduation rate at 97%, and subsequently low dropout rates across all ethnicities and unduplicated pupils. Riverside Unified School District will continue to maintain and build upon this success by sustaining and increasing our programs such as Puente, Heritage and Legacy to provide direct support services to our students of color, Dual Enrollment options, credit recovery programs at all high schools, and college and career planning at the middle school level. District case management for Foster Youth, home visits and the RUSD Family Resource Center have all provided better communication and access to support programs for our English learner, and our low-income students, and we have made excellent strides in our AVID programs and after school tutoring. All of these interventions will continue into the new LCAP cycle along with expanded capacity for mitigating learning loss due to Covid 19 that will be funded by ESSER and the Expanded Opportunities Learning Grant.

Other successes we are proud of include a decline in our suspension rates (2019, pre-Covid) across all ethnicities. RUSD has made intentional efforts to train up to 400 administrators and staff in Restorative Practices with Loyola Marymount, and Cultural Proficiency with EPOCH Education. Restructuring of discipline ladders, universal screeners, wellness programs and new and improved home to school communication are all underway with additional efforts built into the new LCAP.

Growth in literacy rates as shown on the Dynamic Indicators of Basic Early Literacy Skills have also been a positive for RUSD. Student gains on 2019-2020 DIBELS are the following: DIBELS MOY 3rd Grade - All Students (2019-20, Benchmark or Above) 66.8%; DIBELS MOY 3rd Grade - African American (2019-20, Benchmark or Above) 66.7%; DIBELS MOY 3rd Grade - Hispanic (2019-20, Benchmark or Above) 61.8%; DIBELS MOY 3rd Grade - Low Income (2019-20, Benchmark or Above) 59.9%; DIBELS MOY 3rd Grade - English Learner (2019-20, Benchmark or Above) 15.9% DIBELS MOY 3rd Grade - SW/Disabilities (2019-20, Benchmark or Above) 37.1%; DIBELS MOY 3rd Grade - Reclassified EL (2019-20, Benchmark or Above) 89.9%; DIBELS MOY 3rd Grade - Reclassified EL (2019-20, Benchmark or Above) 89.9%; DIBELS MOY 3rd Grade - Foster Youth (2019-20, Benchmark or Above) 66.7%.

Another exciting outcome of our long-term planning is the district-wide implementation of the Multi-Tiered Systems of Support (MTSS) which has also become the frame for our 2021-2024 LCAP Actions and Services. We are basing our intervention protocols on Tier 1: high-quality, universal core curriculum and social-emotional learning for all students. Our Tier 2 level includes: targeted support in academics for struggling learners in the form of differentiated instruction, before/after school tutoring and enhanced summer school experiences, along with opportunities for clinical therapy provided by our licensed clinicians (SAP Counselors) on campus. Finally, our Tier 3 level includes the highest level of services including referrals to County Mental Health for social-emotional crises, one-on-one tutoring, home visits, psychological services on campus, and continuation or credit recovery options for their academics (MTSS-focused LCAP Actions 1.3e, 1.3f and 1.3g).

We are also proud of the Professional Growth Systems (PGS) in our district that has provided induction services and evaluation protocols for our new teachers, as well as coaching and professional development for our teachers and administrators in need of additional support. This has helped to increase retention of certificated employees and bring new innovation into classrooms via the Danielson framework training which was also provided to the entire certificated staff in RUSD by the PGS department.

It should also be mentioned that the 2020-21 school year did bring about a set of “unconventional” measures that we are also proud of, including:

- Distribution Of 30,000 Chromebook to students and 2250 hotspots out to families needing stronger internet connection by April 2020.
- Neighborhood Learning Centers were put in place to serve areas across the city providing over 350 students targeted support through in person tutoring and stronger connectivity particularly for our students experiencing homelessness, students in foster care and low socioeconomic students.
- Ongoing Professional Development for teachers to come up to speed for utilizing online teaching tools, and ways to re write their curriculum for online instruction
- Increased district communication, over 3900 mental health online appointments and check in through our Student Assistance Program, (SAP counseling), ongoing home visits by administrators and the pupil services team, and program choice offerings (home base, virtual and phased in-person) for the 2020-21 school year.
- Safety procedures in place at ALL school and district sites including PPE for students and employees, thermometers, and upgraded security.
- Over 6 million grab and go meals provided from April 2020 to April 2021

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

After reviewing the available data on the 2019 California Dashboard indicators, district benchmark assessments and student/parent survey feedback, and usage data from the Family Resource Center, Riverside Unified has determined that our highest areas of need are Mathematics for all; suspension rates for Native American students and Foster Youth in particular, (however improvement is needed in the overall suspension rates across the district); and English Learner progress. We are also aware that college and career preparedness for Students with Disabilities is an area of need, and that will be met with other means of funding beyond LCAP.

All student groups with the exception of Asian and Filipino are in the Orange or Yellow category for math which demonstrates there are service gaps in this subject-matter discipline. (ie: All Students -40.7; High Need Groups: Eng. Learners -84.8, Foster Youth - 82.1, Homeless -74.7, Low Income -63.8, Students with Disabilities - 130.7) Math by demographics include: (African American -60, American Indian -59.7, Hispanic -58.6, Pacific Islander -34.8) In addition, our College and Career Indicator scores as per the California Dashboard include the following scores of concern: (English Learners 12% - Orange; Foster Youth 27.8% - Yellow; Low Income 37.2% - Yellow; Students with Disabilities 6% - Red; Homeless 31.3% - Yellow) The College and Career Indicator by demographics include scores of concern for: ( African American 31.4% - Orange; American Indian - no score provided by state; bi-racial 56.6% - Yellow). English Language Arts scores from the dashboard are better than math but still demonstrate areas for improvement and need to close learning gaps for the following groups: (English learners -53.2, Foster Youth -30.7, Low income -22.9, Students with Disabilities -92.9, Homeless -36.9, African American -14.5, Hispanic - 17.3, American Indian - 12.9, and Pacific Islander -4.3.

Distance Learning has also proven to be a difficult instructional setting for many teachers in which to focus on improving mathematics engagement during this pandemic year. Upon the return to school in the fall, and the enhanced virtual schooling option will still be available, and RUSD will deploy the following Actions and Services: 1.2a – Continue to provide additional time for teachers to plan supports focused on

student learning and well-being for underperforming and disadvantaged (unduplicated) students; 1.4a – Provide professional learning to build teacher capacity around the implementation of Common Core State Standards including increasing early numeracy skills, content knowledge and conceptual understanding in mathematics; 2.1a - Screen all students (beginning with grades TK-6, moving to secondary grades in a phased process) using the RUSD adopted universal screen tools for mathematics; 2.2a - Expand learning time for elementary middle, and high school students to accelerate progress to close learning gaps by providing after-school and summer learning programs for unduplicated and at-risk students to build foundational skills in literacy and mathematics; 2.2c - Provide Tier II Strategic, and Tier III Intensive intervention at secondary schools to close the achievement gap for students who are underperforming, and provide support to increase opportunities for student at each comprehensive high school to recover course credits for the purpose of staying on track for graduation.

While we have made positive strides toward reducing suspensions in RUSD, our overall suspension rate is unacceptable at 4.2% when the state average is 2.6%. To address the disproportionate suspension rates for Foster Youth, RUSD will implement LCAP Action 3.4c - Continue to remove barriers for Foster and Homeless youth in order to access school, and graduate prepared for college and career through outreach and additional resources such as tutoring, transportation, school supplies, field trips, and social-emotional support; 2.2g - Provide coordinated case management services in collaboration with site administrators, guidance counselors, Foster Youth and Education Rights Holders to meet the academic, socio-emotional and college/career needs of Foster Youth in RUSD. Foster Youth and Native American youth will also have priority access to AVID programs in Action 2.2b – Continue to implement the AVID program at the elementary and secondary levels to provide students with targeted educational support and increase A-G attainment, and they will also have access to social emotional support through the district's Student Assistance Program in Action 3.4a – Continue to provide social and emotional support including individual and group counseling, check-ins, and classroom lessons through the implementation and monitoring of the Student Assistance Program.

RUSD Teachers and administrators are also currently being trained, and will continue to be trained in 2021-2022 on Restorative Practices and Cultural Proficiency found in Action 1.3a – Conduct professional learning to develop culturally responsive leadership skills and assets for managers and provide Leadership Academy sessions to aspiring leaders in the district (certificated and classified). This action will allow for principals and staff to restructure the discipline ladders at school sites and build relationships with students in a healthy and productive manner. Additional supports for Foster Youth will also be available through our ESSER funding Expanded Learning Opportunities Grants.

English learner (EL) progress has stagnated during the past LCAP cycle. This is unacceptable. RUSD is committed to moving the needle for our English learners, allowing them to reclassify at a faster pace and ultimately become eligible for the Seal of Biliteracy. Our new intensive EL intervention begins with Action 2.1f - Provide English learners daily Integrated and Designated ELD in all grades, additional supports at the high school level to increase language proficiency and academic performance, and use the Ellevation platform to monitor the reclassification progress of English learners, and monitor the progress of Redesignated Fluent English Proficient students. It is also vital that we increase our teacher proficiency in this area and therefore the LCAP committee created Action 1.4c - Provide professional learning and support to teachers, English learner contacts and site administrators on Integrated and Designated English Language Development, goal setting and progress monitoring to ensure English learners are making growth in their language proficiency in the four domains of language: reading, writing, listening and speaking. ESSER funding and Expanded Learning Opportunity grant funds will also be utilized to provide before, after and summer programs for English learners to help mitigate learning loss due to school closures during the pandemic.

RUSD is dedicated to ensuring a high quality learning environment for all students; therefore, our immediate launch point for shoring up academic and equity gaps is Action 1.3e - Develop sustainable, district-wide equity embedded Multi-Tiered Systems of Support (MTSS) framework by providing integrated training to staff in the elements of universal design for learning and culturally responsive teaching, restorative practices, Social Emotional Learning (SEL), Positive Behavior Intervention Supports (PBIS), and trauma-informed practices with clear

connections to how these positively impact academic earning, culture, climate and the well-being of students. Our new MTSS structure will be the umbrella by which we monitor all student supports and progress

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Key features of the 2021-2024 LCAP include our journey from the realities of living through the Covid 19 pandemic, to providing learning recovery opportunities for all students, and finally the full restoration and ongoing improvement of schooling in Riverside Unified School District. The School Board priorities for 2020-2022 are:

Covid Response

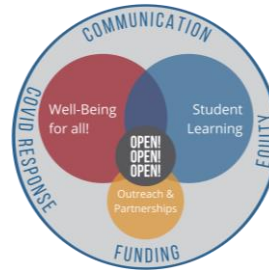
Equity

Communication

Wellbeing for All

Student Learning

Outreach and Partnerships



Covid Response has been the most immediate priority since March of 2020. RUSD has had student safety at the forefront of all actions and services since the pandemic began and has installed Personal Protective Equipment in all district schools and offices. County Health and State regulations have been followed meticulously to ensure confidence in our families, children and employees upon the return to work and reopening of schools. Throughout school closures/distance learning in 2020-21, RUSD disseminated 33,000 Chromebooks and 2200 hot spots to our students and families across the district, as well as a technical services hotline. Robust Professional Development for teachers was implemented quickly to help teachers change over to online instruction, and still is ongoing. Services such as grab and go meals for students, virtual counseling sessions, and home visits never stopped despite all of the setbacks of conducting school during a pandemic.

The district's commitment to identifying and overcoming intentional and unintentional barriers for our students has led to the development of the Equity and Community Engagement Department that is dedicated to ensuring all programs and services are planned and prepared using an equity lens. This department houses our Professional Growth Systems to serve new teacher inductees, and to support teachers and administrators as needed.

Communications and LCAP are also part of the Equity team as messaging, program plans, and funding sources must be explained and distributed in an inclusive and equitable manner. Almost daily communications in the form of email, phone calls, texts, social media posts, superintendent videos have occurred during school closures and reopenings.

Wellbeing for all takes root in the TK-12 Wellness Initiative which is part of the Pupil Services Department and is home to our Student Assistance Plan (SAP) counselors who provide licensed clinical therapy to our students, and also includes the work of our school psychologists and behavior interventionists. In addition, partnerships with local health agencies and hospitals including Care Solace are also



integral to our district-wide wellness plan. A highly engaging Employee Wellness project evolved out of Covid closures as well, and now provides both classified and certificated staff with a website of wellness resources, wellness activities before and after work, community check ins, and advocacy for mental health.

Student Learning has now become more diverse than ever before when distance learning was thrust upon us suddenly, and the teachers, administrators and students had to reframe their thinking around instructional delivery. Fortunately RUSD has a robust Innovation and Learning Engagement Department that was immediately able to initiate training, device disbursement and technical assistance to teachers and families in RUSD. Because of the suddenness of change and the distance between teachers and students we found that students struggled to stay engaged and many fell behind in their grade-level learning, and/or credits for graduation. This is why the Student Learning priority is paramount to all of our work in RUSD at this time. Recovery from learning loss must be immediate, meaningful and effective.

Outreach and Partnerships have been the bedrock for the district during the pandemic. Community members such as the City of Riverside, our local churches, Bournes Engineering, Dutton Motors and Riverside County Office of Education have been invaluable in supporting school safety and caring for our families in need. RUSD's communication efforts that offer continued encouragement to staff, parents and students has been vital for the district in building trust with the community and holding all of our partners steadfast during distance learning and the phased in return to school.

Coming highlights include expanded learning offerings before/after school, and during summer utilizing state Expanded Learning Opportunities Grant funding, and increasing programmatic efforts to mitigate learning loss and social emotional learning for unduplicated students. This will include additional one-to-one tutoring up to three times a week for students who are behind in grade level work or high school credits, and enhanced efforts for homeless and foster youth who need additional support. Elementary and Secondary School Emergency Relief (ESSER) Covid 19 funding from the Federal government will also be used to address school safety, create more academic and social emotional learning services to help students recover from the trauma of living and schooling during a pandemic, and provide Students with Disabilities with increased access to tutoring, devices and specialized materials.

It is also important that students be given the opportunity to engage in co-curricular activities in order to resume their social outlets, and engage in opportunities for relationship building to strengthen their emotional stability. Therefore, RUSD will provide additional program efforts in Science, Technology, Engineering and Math, Arts education, Career Technical Education and athletics across all schools and grade levels in the 2021-2024 LCAP.

## **Comprehensive Support and Improvement**

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### **Schools Identified**

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

The Riverside Unified School District Opportunity Program and Raincross Continuation School have been identified for Comprehensive Support and Improvement for Graduation Rate. In addition, Chemawa Middle School has been identified for Comprehensive Support and Improvement for Mathematics and English Language Arts.

### **Support for Identified Schools**

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans  
Two of the three schools identified for Comprehensive Support and Improvement (CSI) in RUSD share a campus named the Educational

Options Center (EOC). Students typically choose to attend EOC to take part in a program that meets their learning styles. The EOC campus provides students a variety of options for their educational path.

The mission of Raincross High School is to provide small classroom instruction on an individualized basis with rigorous expectations, yet in a supportive environment. Raincross Continuation High School serves high school students in grades 10-12 (16 years old). Students have generally fallen behind in credits at the comprehensive site.

The RUSD Opportunity Program provides a flexible standards-based alternative for a wide variety of secondary students and serves students from all attendance areas. Schoolwide Learner Outcomes (SLOs) for EOC describe the basic qualities that each student should possess when leaving high school. The SLOs listed below help guide the creation of curriculum and instruction. All schools in the Educational Options division share the same SLOs.

In addition to achieving mastery of grade-level and/or Common Core State Standards, RUSD holds the expectation that every student will become: An effective communicator, A skilled problem solver, A proficient technology user, An informed career planner, and An engaged community member. Through the Shared Leadership System, the leadership teams at each site worked with district staff (secondary education, counseling, research and assessment, student wellness) to determine the root causes of the deficiency in graduation rate and identify resource inequities. In depth root cause discussions conducted at the schools centered on data analysis and reflections on practices across the district and site to identify resource inequities. Discussions around equity and access were facilitated by the Director of Secondary Education to ensure that interventions helped students overcome obstacles to their learning. The team reflected on the paths of students at EOC with the purpose of identifying systemic barriers and resource inequities that caused the deficiencies in graduation requirements.

The team also analyzed site achievement and social emotional data, as well as student and family voice. As of April 8, 2019 a half time counselor was assigned to this site, therefore many referrals were not able to be addressed in a timely manner. By nature of the programs offered at Raincross and Opportunity, many students enroll in these schools because they are struggling with various social/emotional and mental health issues. Student interview data shows that students often leave their comprehensive high school campuses due to credit deficiency or behavioral situations: as a result of various social/emotional and mental health challenges including anxiety, depression, bullying and other social issues, family dynamics, abuse, trauma, teen pregnancy, anger, and grappling with sexual identity/orientation that is not or cannot be addressed as well at a comprehensive campus. A resource inequity identified through this process was in staffing of social emotional/mental health support. Increased and intentional targeting of this support can help identify and support students before the deficiencies occur. The team identified one of the root causes of low graduation rate as a failure to properly support the emotional needs of students.

Prior to COVID 19 , evidence suggested that many of our young people experiencing depression or anxiety disorders are not completing secondary school (Bowman, McKinstry & McGorry, 2017). Current data has not been published as of yet, as we are still in the pandemic and the data is constantly moving. As a result of the already high rates of depression and anxiety, not accounting for the pandemic, the team determined that increased access and avenues for students to obtain consistent mental health counseling and/or resources will provide support needed to help students attend to studies to positively affect graduation rate. Evidence suggests that school-based mental health services have the highest likelihood of reaching youth in need (Kern, et. al, 2017). One of the actions of this plan is to mitigate resource inequities by providing increased Student Assistant Plan (SAP) Counselor support to increase services and timeliness of support to students. Services include clinical interviews, crisis intervention, individual counseling, Consultation services to teachers, parents, and administrators and the development and implementation of professional development in areas such as Positive Behaviour Intervention and Support (PBIS).

The team also identified another root cause related to clean and accurate data entry. Due to the nature of the alternative programs offered through these two programs at EOC, additional steps are required for data entry. As a result, the team identified the need for additional training for staff at EOC who are entering registration and transcript data. In addition, the district has added two data technicians to support

training and data entry. In an effort to provide equitable support and resources, EOC will be a priority for the Research, Assessment and Evaluation department as they implement the Clean and Accurate Data Initiative. These site based actions are not noted in LCAP actions for 19-20. As the continuous improvement process continues, definitive plans will be determined and documented through the sites' School Plans for Student Achievement.

Chemawa Middle School is one of seven middle schools in the Riverside Unified School District serving 7th and 8th grade students. The academic progress of every student is the number one focus of Chemawa. Chemawa is proud of its Professional Learning Communities where teachers and staff join together to build learning bridges and connect with students, parents, and the local community on a continuous basis.

RUSD has provided opportunities to utilize the data from state assessments to be used each fall to determine school goals for each grade level in all academic subjects. Teachers meet in department groups weekly and interdisciplinary teams monthly to do the following with both site and state assessment data: analyze scores by subgroup, determine distance from standard (3) priorities for the year for English Language Arts and Math, determine evaluation goals to close the distance from standard (3), determine target students for intervention, discuss best teaching practices, gather materials for those best practices, determine assessment tools for each evaluation goal, schedule follow up meetings to discuss assessment data and modify instruction, develop a pacing tool to ensure that quality instruction and assessment in each target area takes place prior to the next state testing period.

Data from local assessments in English Language Arts and Math, including Interim Assessment Blocks (IABs), are used to determine flexible groups for each evaluation goal's instructional period. Follow up data in regards to each evaluation goal is used to modify instruction and identify students for intervention groups and for enrichment groups. Teachers meet regularly to discuss data from common assessment, target students, instructional strategies, and to determine modification of instruction.

RUSD and school sites provide release time for departments to disaggregate data, identify strengths and opportunities for growth and plan instructional response via targeted strategies and interventions that support literacy in English Language Arts and Mathematics (school year & summer planning).

Data for both English Language Arts and Mathematics is taken from Ellevation to analyze the growth of our EL students. Ongoing progress monitoring is conducted in short cycle (common) assessments to monitor EL students' progress and determine needed interventions and support. Differentiated lessons/instruction based on use of the Cycle of Inquiry to drive it (scaffold concepts to make content accessible to all learners). Increase opportunities is writing opportunities across all content areas by using ACE (Answer, Cite & Explain) or CER (Claim, Evidence & Reasoning). Our Teacher on Special Assignment provides Intervention/Instructional Support for EL Students in vocabulary development, English proficiency and all content areas. Ongoing professional development is provided to all teachers to increase teacher pedagogy to support targeted groups within an ELD structure.

With over 200 identified English learners at Chemawa our focus must continue to be on meeting their needs. Over the course of the last year, we have launched several initiatives aimed at providing this focus group with increased learning opportunities. A designated TOSA works with faculty to target and implement reading and language interventions. Parents are provided with opportunities to give input regarding the learning plan for their students and regular updates are provided to parents at monthly stakeholder meetings. Further, teachers are routinely queried about the tools needed to support students. Their input is used to facilitate the use of effective research-based learning tools. In the past year, several edtech tools have been made available to teachers in order to enhance student engagement. Resources have also been allocated toward providing solutions aimed at addressing mental health, relationship building and positive behavior interventions. Ongoing student surveys serve as the impetus for reflection and adaptation. In many ways, Chemawa uses student voices as the central catalyst for program implementation.

All teachers share a common planning period daily and collaborate by grade level weekly. This allows teachers to conduct a Cycle of Inquiry based on student achievement in order to meet students needs. Teachers meet in interdisciplinary teams to collaborate a minimum of once a month.

We provide our diverse student population meaningful learning, intervention and enrichment opportunities. Among these are college preparation classes, a variety of school clubs and differentiated learning opportunities in content classes. Our staff is well trained in addressing the various needs of our community and continually seek professional development to enhance the repertoire of skills needed to work with students not fulfilling their potential. This year, for example, several school leadership members participated in a virtual learning institute for the purpose of developing ideas around school improvement.

Chemawa values the work they do in building partnerships with parents, students and community members as we seek to increase student engagement. As such, we regularly invite stakeholders to participate in school groups and events aimed at communicating expectations and increasing positive learning outcomes. Our School Site Council meetings and English Language Advisory Committee meetings are held regularly to inform parents about school related issues and to seek input in supporting academic achievement. As a result, a collective approach for identifying opportunities of growth resulted in the need to provide an additional Teacher on Special Assignment.

## **Monitoring and Evaluating Effectiveness**

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Riverside Unified School District will monitor and evaluate the implementation and effectiveness of the CSI plan by leveraging and aligning resources to provide assistance to schools. By hiring a diverse, highly-qualified staff (Action 1.1a),RUSD will be able to reflect on valuable input that represents the entire student body. District staff (secondary education, research and assessment, student wellness) will meet with site leadership teams formally three times a year to review progress monitoring data and design instruction and intervention in response to student needs. Metrics identified for this CSI plan include student performance on common formative assessments, universal screeners, California Assessment of Student Performance and Progress (CAASPP), credits earned, engagement, attendance, suspension, Student Assistance Program (SAP) referral, session attendance, and student feedback. The district Secondary Director will meet the principal who oversees each site monthly to discuss the site monitoring system and any adjustments that are made in response to data.

The district Wellness Coordinator will provide training and guidance for the Student Assistance Plan (SAP) counselor monthly to ensure that the site has access to all needed resources. Increased graduation rate will be the main indicator to determine if the plan is effective. However, student feedback, increases in student attendance, increases in credits earned, progress on formative assessments and universal screeners will also be interim measures of effectiveness. The sites' plans will be developed in conjunction with stakeholders through the School Site Council and will be documented in their School Plans for Student Achievement.

Each site will engage in Universal Design Learning/Leadership training to build capacity on how to take inventory of their instructional practices and how they impact student learning and engagement, and be aligned to the overarching Multi-Tiered Systems of Support framework in the district. Professional development will be in coordination with district staff to ensure additional support and resources are used to assist the sites in their root cause analysis as well as in developing AIM statements. Each site will be engaged in robust data analysis training so that they are able to do deep data dives that will reveal root causes along with other data trends that need to be mitigated and to develop an action plan. Additionally, staff will attend conferences that build staff capacity on cultural proficiency, restorative practices, universal design for learning, and data analysis protocol that is embedded into their Professional Learning Communities. There will be specific goals to address the needs of African American student population and English Learner Progress Indicator.

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The stakeholder process in Riverside Unified is always a very inclusive process and consists of two objectives: 1) Inform stakeholders of progress toward meeting the three LCAP goals and, 2) Determine changes or additions needed to meet said goals. The process itself provided a broad group of stakeholders (virtually for 2020-2021) with the opportunity to be part of reviewing the progress, providing input, and supporting implementation of actions through meaningful feedback. Representation from significant stakeholder groups including our LCAP Advisory Committee have all provided input in the development and monitoring of the RUSD LCAP.

A summary of the feedback provided by specific stakeholder groups.

The inclusive processes used by the Riverside Unified School District to develop our plan brought together a variety of novel ideas provided by parents, teachers, students, school/district classified employee groups and community partners. Feedback was garnered using the following strategies: surveys, school site meetings, parent/partnership committees, consensus building and virtual community Town hall gatherings.

During the 2020-21 school year, RUSD's Local Control Accountability Plan (LCAP) committee of parents, community/business members, RUSD teachers, administrators, classified employees and students met monthly to provide input on the LCAP process and content. This committee elevated the following six priorities to help direct the district's plan: 1) Continued support for devices, reliable internet, and technology access for all students; 2) District-wide tutoring; 3) Support for English learners; 4) support for families from the Family Resource Center; 5) Learning loss mitigation; and, 6) Social emotional health for all students. This input helped shape the Actions and Services in all three LCAP goals and also gave direction for ESSER and Expanded Learning Opportunities Grant.

**Parent Feedback:** The Parent Satisfaction Survey also conducted in April of 2021 provided insight into parents' concerns around interventions needed to address learning loss mitigation and social emotional support for students. 2567 parents responded to the questionnaire that asked parents about their satisfaction with RUSD's LCAP goals, as well as the seven purposes for the Extended Learning Opportunities grant. When asked if their student (s) would participate in extended instructional time before and/or after school and during the summer, 50% stated they would be more/most likely to do so. Well over 60% of parents surveyed agreed that they would have their student(s) participate in one-on-one or small group tutoring as well. Providing social emotional learning for students was also important to parents as the survey showed 80% were most likely to support this effort. 50% or more of parents also shared they would desire credit recovery, learning hubs, and additional snacks and meals to be provided for their students. Finally, 70% of parents expressed approval for more training for teachers, administrators and adult school employees such as campus supervisors, paraprofessionals and office personnel in social-emotional learning, and additional progress monitoring for students.

**Student Feedback:** A student satisfaction survey for grades 7-12 was conducted this spring and was based on the three LCAP goals. Over 900 responses were collected overall, and yielded the following results for Goal One: 90.3% of students stated that their school expected them to achieve their best, and 84.0% responded that their teachers demonstrated equity for students in the classroom. Results for Goal Two revealed: 72% of students stating that their school adequately prepares them for college and career and 99.0% responding that their teachers cared about their learning, and that being in their respective teachers classes mattered. Finally, the responses to Goal Three questions showed: 85% of students polled felt teachers respected their individual backgrounds and cultures, and 71% of students believed they could find help for mental and emotional health at school.

**Teacher/Certificated Employee Feedback:** In an effort to practice inclusion among all RUSD Certificated and Classified employees, all members of the RUSD staff (teachers, classified, administrators) were offered the opportunity to respond to a survey that asked for feedback on unduplicated student programs. The results showed that 75% or more of teachers and classified staff were most likely to fully support the following interventions/actions: Credit recovery, expanding summer school offerings, before and after school programs, community Learning Hubs, one-to-one tutoring for all students, added support from paraprofessionals for English Learners and Students with Disabilities, and increased social emotional services for students and families overall. Other concerns that were brought up was school safety after COVID and school program choice that impacted employee positions at school sites/and or for virtual learning. Teacher input from certificated members of the LCAP advisory committee also demonstrated support for implementation of the Multi Tiered system of support infrastructure in 2021, most notably the universal screeners.

**Classified Employee Feedback:** All RUSD staff members, including certificated and classified. were offered the opportunity to engage in a survey that asked for feedback on unduplicated student programs and supports to be implemented in LCAP. From 668 responses, the results showed that 75% or more of staff were most likely to fully support the following interventions/actions: Credit recovery, expanding summer school offerings, before and after school programs, community Learning Hubs, one-to-one tutoring for all students, added support from paraprofessionals for English Learners and Students with Disabilities, and increased social emotional services for students and families overall. Other concerns that were brought up was school safety after COVID and school program choice that impacted employee positions at school sites/and or for virtual learning. Classified employees also demonstrated support for increasing translators and the Family Resource Center.

**The District English Learner Advisory Committee Feedback:** DELAC met all year in a virtual environment, and came to consensus on the following LCAP and Expanded Learning Opportunities grant priorities: Continuing the Family Resource Center (FRC) which helps all RUSD families with referral information to services, and parent trainings with a focus on bilingual supports was this highest priority. Fortunately, the FRC will be funded by 2021-2024 LCAP. The next set of priorities including social emotional support, summer learning, tutoring, learning hubs and distance learning will be implemented with both ESSER II funding and Expanded Learning Opportunities funding.

**The District African American Parent Advisory Committee Feedback:** DAAPAC met all year in a virtual environment as well, and developed the following four priorities for the district: 1) Ensuring the retention of student Chrome books and internet connectivity for both virtual and in person learning be maintained and/or increased, 2) Creating additional focused resources for Black students as ongoing work, 3) Providing strong Restorative Practices/Justice programs to support social emotional learning throughout the district, and 4) Repairing disproportionate suspensions at all grade levels. The RUSD LCAP is addressing targeted, direct support for our Black and other underserved student groups, as well as creating more Restorative Practices/Justice training for teachers, administrators, and classified employees (particularly campus supervisors and instructional aids). The Expanded Learning Opportunities (ELO) grant will provide funds for additional social emotional learning and technology in the coming year.

**Riverside Parent Teacher Association Feedback:** The Riverside Unified PTA placed more individualized tutoring at the top of their priority list, with social-emotional learning second. RPTA also expressed the need for assurances that technology devices and internet connectivity remain a priority even upon the return to in person learning. Finally, related issues to learning loss mitigation such as credit recovery, and extended learning were also on the top five priority list for the Parent Teacher Association. Both ELO and LCAP will address these priorities as well.

**Gate District Advisory Committee Feedback:** The Gate parents in Riverside Unified collectively met in an online forum to relay the following priorities they believe should be included in LCAP and ELO funding. Continuing the issuance of Chromebooks and internet connectivity for all families was top on the list, with high quality online learning and highly trained educators next. Having a strong Visual and Performing Arts (VAPA) was also important, along with the need for more college counseling, work internships and additional enrichment programs. The district LCAP will

provide funding for robust VAPA programs, additional subject matter and technology training for educators. The ELO grant will fund more social emotional supports for students, enriched curriculum and universal screeners to monitor student progress.

Virtual Town Hall meetings - Community Feedback: Five virtual Town Hall meetings were conducted by RUSD in April of 2021. Each meeting was specific to one of the comprehensive high school feeder pattern clusters: Arlington, M.L. King, J.W.North, Polytechnic and Ramona high schools respectively. After reviewing the notes and feedback from each meeting, the themes that arose across all sites were parents' concerns and priorities for ensuring safe schools, hiring highly qualified and caring teachers, administrator and classified employees/other district personnel, and providing social-emotional and academic supports for students, as well as family support from the Family Resource Center, and the guarantee of more Career Technical Education, Arts and STEM opportunities for all students.

Special Education Local Plan Area (SELPA) Feedback: The Riverside Unified School District SELPA Director served on the LCAP team and provided feedback related to support for students with disabilities. The district is engaged in the implementation of inclusive practices to ensure students are placed in the least restrictive environment. The feedback from SELPA stakeholders indicates there continues to be a need to focus on the implementation of inclusive practices. The LCAP includes actions related to the development of an integrated Multi-tiered System of Support (MTSS) framework and the addition of Inclusive Practices Specialists to support the success of students with disabilities in the general education environment.

School site administrators were provided opportunities for input during principal meetings throughout the year. During January through March, updates were given on the Annual Update, and Principals/Assistant Principals were asked to provide local/site data as available to guide the district needs assessment. Dashboard data was also reviewed to determine tiered services for universal, targeted and intensive intervention across all schools and district wide. At the April 8, 2021 K-12 Principals/Site administrators meeting the 2021-2022 LCAP proposed goals and actions were presented for review. The site administrators were grouped by feeder patterns and read through and commented and made suggested edits to the actions and services. The LCAP team also fielded Q and A from the group. The meeting resulted in the following feedback: "Ensure all actions are addressing all unduplicated pupils," "Make sure the language is more parent/community friendly," and there was a call for a simple repository website to be set up for ongoing site data to be captured and saved for the next LCAP, and ongoing LCAPs.

Riverside City Teachers Association (RCTA) and California School Employees Association (CSEA) Chapter 506: The president of each bargaining unit representing both certificated and classified employees participate on the RUSD LCAP Advisory Committee. Burness Holt, president of the CSEA 506 represented the CSEA membership to ensure their voices were heard and represented equitably in LCAP. On behalf of Chapter 506 resulting in feedback from classified employees, Mr. Holt submitted a question to the Superintendent with regards to LCAP seeking assurances that the CSEA membership will be given the opportunity to serve in all of the various funding streams coming for Covid relief, including LCAP. The priority for hiring current classroom aides and campus supervisors for "extra hours" to assist in the mitigation of learning loss was included in the Expanded Learning Opportunities Grant. Laura Boling, president of the RCTA attended the LCAP Advisory Committee meetings and the district Financial Stability meetings on behalf of certificated employees, all year to represent her certificated members. Members expressed interest in prioritizing attracting and maintaining highly qualified teachers and administrators. In addition, it was expressed that a priority should be on maintaining base and supplemental programs that support student learning and well-being including schools+2 and athletics.

California Healthy Kids Survey Feedback: (Answers are averaged from student, parent and credentialed/classified/administrator responses) There were over 1900 responses to the CA Healthy Kids Survey this year conducted by RUSD and WestEd this year. When respondents were asked about academic motivation for students, on average, 71% of RUSD stakeholders responded they Agreed or Strongly Agreed that RUSD students are motivated to do well academically. When asked about high expectations for all students, on average, 81% of RUSD stakeholders responded they Agreed or Strongly Agreed that the adults in RUSD hold high expectations for all students. When asked about support for student learning

at our schools, on average, 70% of RUSD stakeholders responded they Agreed or Strongly Agreed that RUSD schools provide support for student learning. When asked about non-pandemic, systemic social emotional/behavioral supports, on average, 80% of RUSD stakeholders responded they Agreed or Strongly Agreed that RUSD schools provide these supports. When asked about parent involvement opportunities, on average, 69% of RUSD stakeholders responded they Agreed or Strongly Agreed that parents have the opportunity and are encouraged to be involved in school. When asked about perceived school safety, on average, 83% of RUSD stakeholders responded that they Agreed or Strongly Agreed that RUSD schools are safe places for students, teachers, administrators and classified employees.

Our valued stakeholders met regularly to provide input that influenced the creation of the 2021-2024 LCAP.

### Schedule of Stakeholder Meetings

**August 5, 2020 - LCAP DAAPAC Stakeholder**

**August 26, 2020 - LCAP DELAC Stakeholder**

**August 27, 2020 - LCAP Advisory Committee**

**September 2, 2020 - LCAP Budget Meeting- BOP 20-21**

**September 17, 2020 - LCAP Budget Meeting- BOP 20-21**

**October 5, 2020 - LCAP Budget Team Meeting**

**October 28, 2020 - LCAP DELAC Stakeholder**

**November 16, 2020 - LCAP Budget Team Meeting**

**December 3, 2020 - LCAP Advisory Committee**

**December 7, 2020 - LCAP Budget Team Meeting**

**December 16, 2020 - LCAP DELAC Stakeholder**

**January 19, 2021 - LCAP Budget Team Meeting**

**January 20, 2021 - RCPTA Stakeholder**

**January 28, 2021 - LCAP Advisory Committee**

**February 9, 2021 - LCAP AAPAC Stakeholder**

**February 16, 2021 - LCAP Budget Team Meeting**

**February 17, 2021 - LCAP DAAPAC Board Stakeholder**

**February 24, 2021 - LCAP DELAC Stakeholder**

**February 25, 2021 - LCAP GDAC Stakeholder**

**March 3, 2021 - LCAP Budget Team Meeting**

**March 4, 2021 - LCAP Advisory Committee**

**March 9, 2021 - DAAPAC Board Meeting**

**March 30, 2021 - Student Board Members Stakeholder Feedback**

**April 7, 2021 - LCAP Budget Team Meeting**

**April 9, 2021 - LCAP Advisory Committee (Student Board Members in attendance)**



**April 15, 2021 - LCAP Board Study Session**

**April 26, 2021 - LCAP Virtual Town Hall**

**April 27, 2021 - LCAP Virtual Town Hall**

**May 6, 2021 - LCAP Board Presentation**

**April 29, 2021 - LCAP Advisory Committee**

**May 7, 2021 - LCAP Advisory Committee/Annual update**

**May 7, 2021 - DELAC Meeting/Annual update**

**May 10/2021 - LCAP Fastpass submission to RCOE**

**May 20, 2021 - LCAP Public Hearing**

**Jun 17, 2021 - LCAP Board Adoption**

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Revisions and additions to the new 2021-2024 LCAP were made based on the themes and priorities from the wide scope of virtual community town hall meetings, virtual stakeholder engagement sessions, (which included employee groups/bargaining units representatives, parents and students), district student achievement data (note the absence of 2019-2020 State Dashboard data) and a monitoring process led by the LCAP leads. In addition, a continued focus on Foster Youth, Low income students, and English learners' progress also influenced our plan. For 2021-2024, Mathematics, English learner progress, and district-wide Suspensions are top areas of need for our unduplicated students based on our local data, stakeholder input and any available state data.

Prioritized themes from all data led to the following continued and enhanced Actions and Services:

1. Continue to attract and recruit ethnically diverse and highly qualified teachers and staff.
2. Conduct professional learning to develop culturally responsive leadership skills and assets for staff
3. Develop sustainable district wide equity embedded Multi-Tiered System of Support Framework
4. Provide professional learning and support to teachers, English Learner contacts, and site administrators on Integrated and Designated English Language Development
5. Create and implement a comprehensive Ethnic Studies plan including professional development for teachers.
6. Expand learning time for TK-12 to accelerate progress to close learning gaps for unduplicated and at-risk students to build foundational skills and literacy in mathematics.
7. Provide Tier 2 Strategic and Tier 3 Intensive intervention at secondary schools to close the achievement gap and provide credit recovery for students to stay on track for graduation
8. Provide additional allocation to sites to support the learning and well being to unduplicated students based on student academic and social emotional behavioural data.
9. Implement a strategic communications plan to increase community engagement and two-way communication to staff, students, parents and the RUSD community with a focused effort on disadvantaged and underserved students and their families.

10. Implement a comprehensive culture and climate tool to measure student resiliency and connectedness, family involvement, and staff morale and wellness.

11. Provide child welfare and attendance support to students, families, and staff to promote student engagement through community circles, restorative practices, positive behavior interventions and supports, Aeries analytics, and a district wide wellness initiative.

Increasingly effective in depth monitoring discussions allowed RUSD to make concrete decisions about changes and modifications in the LCAP. These processes will continue in 2022-24 as the district strategizes ways to increase efficiencies and add voices to the monitoring process already in place.

## Goals and Actions

### Goal

| Goal # | Descriptions  |
|--------|---|
| Goal 1 | <b>Engage Students in High Quality Learning by a Diverse Highly Qualified Staff</b> |

An explanation of why the LEA has developed this goal.

Engaging students in high quality learning by a diverse, highly qualified staff is essential to student success. Students' well being and engagement in school is contingent upon the relationships they develop with peers, teachers, administrators, and staff on campus. Students who are engaged in learning need teachers who are creating high quality learning experiences that leverage technology, relevant curriculum, culturally sustaining pedagogy, and layers of support, scaffolding, and differentiation.

The following Actions were developed in support of Goal One: Engage students in high quality learning by a diverse highly qualified staff

1.1 Tier 1 Staff - Recruit, hire and retain a diverse group of staff to support high-quality tier 1 instruction including teachers, administration and support staff

1.2 Tier 2 and 3 Staff - Hire and strategically deploy certificated and classified staff to provide academic support for underperforming and disadvantaged students including English learners, socioeconomically disadvantaged, and homeless/foster students

1.3 Professional Development - Provide professional development to support Tier 1, 2 and 3 pedagogy and program implementation

1.4 Provide Professional Development to support Tier 1, 2, and 3 content knowledge and program implementation

1.5 Provide Tier 1 non-instructional basic services to all sites, through support to the department operating budget

### Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for |
|--------|----------|----------------|----------------|----------------|---------------------|
|--------|----------|----------------|----------------|----------------|---------------------|

|  | 2021-22   |  |  |  | Year 3 (2023-24)  |
|--|---|--|--|--|---|
| Average % of teachers implementing strategies learned at professional development                            | Level 3 - Initial Implementation (LCAP Local Indicator Rubric) - 50% of Teachers                |  |  |  | Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers                           |
| Average % of teachers implementing the academic content and performance standards adopted by the state board | Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers                   |  |  |  | Level 5 - Full Implementation & Sustainability (LCAP Local Indicator Rubric) - at least 90% of Teachers |
| Average % of teachers implementing the Integrated and Designated ELD standards-based lessons                 | Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers                   |  |  |  | Level 5 - Full Implementation & Sustainability (LCAP Local Indicator Rubric) - at least 90% of Teachers |
| % of students with access to standards aligned instructional Books and Supplies                              | Level 5 - Full Implementation & Sustainability (LCAP Local Indicator Rubric) - 100% of Teachers |  |  |  | Level 5 - Full Implementation & Sustainability (LCAP Local Indicator Rubric) - 100% of Teachers         |
| % of teachers appropriately assigned and fully credentialed.   | 100% (SARC Reports)   |  |  |  | 100% (SARC Reports)   |
| % of Facilities in "Good Repair" rating  | 95% of RUSD facilities rated "Good" or better on annual FIT reports                             |  |  |  | 100% of RUSD facilities rated "Good" or better on annual FIT reports                                    |

## Actions

| Action # | Title                     | Description   | Total Funds | Contributing |
|----------|---------------------------|---|-------------|--------------|
| 1.1a     | Attract Quality Educators | Attract, recruit, and develop highly qualified, highly effective, and ethnically diverse employees and monitor credentials and certificates to ensure hired staff is properly qualified and able to provide high-quality services to all students. (Title II) | \$50,000    | N            |

|      |   |   |              |   |
|------|---|---|--------------|---|
| 1.2a | Additional 30 min. for teacher planning                 | Continue to provide additional time for teachers to plan supports focused on student learning and well-being for underperforming and disadvantaged (unduplicated) students. (LCFF)  | \$12,565,506 | Y |
| 1.2b | Assistant Principals                                    | Provide Assistant Principals to increase support focused on student learning and well-being for underperforming and disadvantaged (unduplicated) students. (LCFF)   | \$9,291,117  | Y |
| 1.3a | Professional Learning for Culturally Responsive leading | Conduct professional learning to develop culturally responsive leadership skills and assets for managers and provide Leadership Academy sessions to aspiring leaders in the district (certificated and classified). (LCFF)  | \$30,000     | Y |
| 1.3b | Professional Growth Systems (PGS) Teachers              | Provide high-quality coaching and professional learning through Professional Growth Systems (PGS) for certificated teaching staff new to the profession or new to RUSD to support equitable, high-quality teaching and learning environments for all students focused on providing all students access to the core curriculum (Tier 1) and providing additional support for identified students (Tier 2 and 3). (LCFF/Title II)   | \$1,950,575  | Y |
| 1.3c | Professional Growth Systems (PGS) Principals            | Provide high quality coaching through Professional Growth Systems (PGS) for principals new to the position and new to RUSD to support equitable leadership, based upon the RUSD Equity Tenets, The Guide for Instructional Direction, and the California Administrator Performance Expectations (CAPEs).(LCFF/Title II)   | \$197,064    | Y |
| 1.3d | PGS Classified Staff                                    | Continue the design work for support staff (classified) professional growth system (pgs) for implementation in 2022-2023. ( LCFF)   | \$27,656     | Y |
| 1.3e | Multi Tiered System of Support - Staff Training         | Develop a sustainable, district wide equity embedded MTSS framework by providing integrated training to staff in the elements of universal design for learning and culturally responsive teaching, restorative practices, Social Emotional Learning (SEL), Positive Behavior Intervention Supports (PBIS), and trauma informed practices with clear connections to how these positively impact academic learning, culture, climate and the well-being of students.<br><br>(LCFF/Title IV) | \$117,500    | Y |
| 1.3f | Multi Tiered System of Support - Site Training          | Develop sustainable, site level, equity embedded MTSS frameworks by providing school site training and coaching focused on assisting site leadership teams with establishing the foundational structures of an equity embedded MTSS framework while building capacity to (1) analyze data, (2) identify root causes, (3) develop plans and (4) evaluate progress. (ESSR)  | \$653,672    | N |
| 1.3g | Multi Tiered System of Support - Admin. Training        | Provide teachers and administrators with professional development and ongoing support in the implementation of Multi-tiered Systems of Support  | \$730,000    | N |

|      |   |  |             |   |
|------|---|--|-------------|---|
|      |   | (MTSS), including universal screening, progress monitoring, and how to respond to the corresponding data.<br>(ELO Grant)   |             |   |
| 1.3h | Preschool Professional Development                  | Provide support and professional development to early childhood staff to strengthen academic and social-emotional foundations.<br>(Title I)  | \$176,976   | N |
| 1.3i | Cultural Proficiency Coaching and PD                | Expand cultural proficiency by providing coaching and professional learning for school leadership teams, teachers, non-school based staff, as well as families and students. (LCFF)  | \$774,603   | Y |
| 1.3j | Cultural Proficiency Training - Substitute Teachers | Provide professional learning for classified staff and substitute teachers to support student learning and well-being including content in culturally responsive practices. (LCFF)   | \$20,001    | Y |
| 1.4a | Common Core State Standards PD                      | Provide professional learning to build teacher capacity around the implementation of Common Core State Standards, to include:<br><ul style="list-style-type: none"> <li>● Use of publisher-created tools to support the engagement of all learners (i.e. Wonders, WonderWorks, Eureka, StudySync, CPM, Amplify).</li> <li>● Implementation of Essential/Priority Standards Curriculum Maps for each core content area</li> <li>● Utilization of research-proven instructional strategies that support all learners</li> <li>● Increasing early numeracy skills, content knowledge and conceptual understanding in mathematics</li> <li>● Timely feedback to students focused on narrative grading</li> <li>● Utilization of Document Based Questions (DBQ) System to support building student mastery in content knowledge, vocabulary and reading comprehension skills.</li> <li>● Teaching foundational reading skills through the Gateway Program to increase teacher knowledge in phonemic awareness, alphabetic principle, phonics, and fluency. (LCFF/ Title I)</li> </ul> | \$920,408   | Y |
| 1.4b | Technology Professional Development                 | Provide professional learning to increase the integration of technology into daily teaching and learning to include:<br><ul style="list-style-type: none"> <li>● Utilization of research-proven instructional strategies that support all learners</li> </ul>  | \$1,206,920 | Y |

|      |   |  |             |   |
|------|---|--|-------------|---|
|      |   | <ul style="list-style-type: none"> <li>● Cultivation of Digital Literacy and Digital Citizenship among RUSD students</li> <li>● Increased awareness and opportunities for teachers to learn CS Coding among RUSD students</li> <li>● Software platform(s) for efficient design, creation, delivery and evaluation of professional learning (LCFF / ESSR)</li> </ul>              |             |   |
| 1.4c | English Learner Professional Development  | <p>Provide professional learning and support to teachers, English learner contacts and site administrators on Integrated and Designated English Language Development, goal setting and progress monitoring to ensure English learners are making growth in their language proficiency in the four domains of language: reading, writing, listening and speaking. (Title III)</p> | \$80,000    | N |
| 1.4d | Ethnic Studies                            | Provide ongoing professional learning opportunities to develop a comprehensive Ethnic Studies Plan. (LCFF)   | \$24,525    | Y |
| 1.4e | PD for Counselors on College and Career   | Provide professional learning for counselors to increase knowledge of the College and Career Index and provide robust support for students. (LCFF/Title I/ Title IV)   | \$243,292   | Y |
| 1.4f | PD for Career Tech Education              | Provide professional learning in support of the RUSD Career Technical Education Plan. (LCFF)   | \$113,226   | Y |
| 1.5a | Safe Learning Environments                | Increase safety and security for all students and employees on district campuses. (LCFF/ Title IV)   | \$701,655   | N |
| 1.5b | Internet Safety                           | Increase the Internet Safety and Disaster Recovery of the RUSD computer network. (LCFF)  | \$275,000   | N |
| 1.5c | Digital Inclusion                         | Increase equitable digital integration in the instructional setting for unduplicated students by ensuring reliable infrastructure including internet connectivity, digital devices, and content management. (LCFF/ESSR)  | \$2,140,962 | Y |
| 1.5d | Student Demographic and College Readiness | Improve the accuracy and quality of student demographic and assessment information in district data management systems to facilitate data-driven decisions to increase student outcomes leading to college, career and world readiness. (LCFF)   | \$553,457   | Y |
| 1.5e | Grant Writer                              | Secure additional funding for programs such as McKinney Vento, 21st Century Learning Communities, Career Technical Education, National Science Foundation, Visual And Performing Arts, English learners and  | \$159,047   | Y |

|      |                                       |   |             |   |
|------|---------------------------------------|---|-------------|---|
|      |                                       | other subject matter areas of need and train site personnel on how to apply for localized grants for specific neighborhoods and schools. (LCFF) |             |   |
| 1.5f | Preventive Maintenance for Classrooms | Provide preventative maintenance of classroom display equipment (LCFF)  | \$92,489    | N |
| 1.5g | Maintain and Support Facilities       | Maintain school and supporting facilities in good repair. (LCFF)  | \$1,537,808 | N |
| 1.5h | Caps and Gowns for Graduates          | Continue to promote college and career expectations and ensure an equitable graduation experience for unduplicated students. (LCFF)             | \$66,068    | Y |

## Goal Analysis [2021-2022]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

**This section will be completed as part of the 2022-23 LCAP development process**

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

**This section will be completed as part of the 2022-23 LCAP development process**

An explanation of how effective the specific actions were in making progress toward the goal.

**This section will be completed as part of the 2022-23 LCAP development process**

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

**This section will be completed as part of the 2022-23 LCAP development process**

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

## Goal 2

| Goal 2 | Description  |
|--------|--|
| Goal 2 | Provide Students Choices that Prepare Them for College and Career Pathways |

An explanation of why the LEA has developed this goal.

Using a variety of strategies, RUSD will dig deeper into the areas that have the highest impact on college and career readiness. Based on student and parent feedback it is essential that we provide early exposure to career options, already in K-8 by helping students identify that they will eventually become part of a vital workforce. Seventh through twelfth graders will be offered rigorous course options, career technical education, advanced placement courses and dual enrollment options to prepare them for college and career paths. All RUSD students will be educated in civics and ethnic studies to guide them into productive citizenry and give them the infrastructure to live socially and emotionally healthy lifestyles.

The following Actions were developed in support of Goal 2: Provide students choices that prepare them for college and career pathways

- 2.1 Tier 1 Instructional materials and educational programs
- 2.2 Tier 2 and 3 Supports that meet students at their current levels and promote their growth
- 2.3 Provide financial support for Single Plan for Student Achievement (SPSA)

## Measuring and Reporting Results

| Metric  | Baseline 2021-22   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023-24)   |
|---|--|----------------|----------------|----------------|--|
| CA Dashboard ELA Indicator: Distance from Standard - All Students     | <p>Dashboard Status (Fall 2019, CA Dashboard): 1.7 points below standard - Medium Status</p> <p>Dashboard Change (Fall 2019, CA Dashboard): Increased by 5.4 DFS</p> <p>Dashboard Performance: Green</p> |                |                |                | <p>Dashboard Status (Fall 2024, CA Dashboard): 7.3 points above standard - Medium Status</p> <p>Dashboard Performance: Green</p> |
| CA Dashboard ELA Indicator: Distance from Standard - African American | <p>Dashboard Status (Fall 2019, CA Dashboard): 14.5 points below standard - Low Status</p> <p>Dashboard Change (Fall 2019, CA Dashboard): Increased</p>  |                |                |                | <p>Dashboard Status (Fall 2024, CA Dashboard): 2.5 points below standard - Medium Status</p> <p>Dashboard</p>                    |



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|  | by 8.6 DFS<br>Dashboard<br>Performance: Yellow   |  |  |  | Performance: Green   |
| CA Dashboard ELA<br>Indicator: Distance from<br>Standard -<br><br>Hispanic                           | Dashboard Status (Fall<br>2019, CA Dashboard):<br>17.3 points below<br>standard - Low Status<br><br>Dashboard Change<br>(Fall 2019, CA<br>Dashboard): Increased<br>by 6.0 DFS<br><br>Dashboard<br>Performance: Yellow  |  |  |  | Dashboard Status (Fall<br>2024, CA Dashboard):<br>5.3 points below<br>standard - Low Status<br><br>Dashboard<br>Performance: Yellow  |
| CA Dashboard ELA<br>Indicator: Distance from<br>Standard -<br><br>English Learners                   | Dashboard Status (Fall<br>2019, CA Dashboard):<br>52.3 points below<br>standard - Low Status<br><br>Dashboard Change<br>(Fall 2019, CA<br>Dashboard):<br>Maintained by 1.4 DFS<br><br>Dashboard<br>Performance: Orange |  |  |  | Dashboard Status (Fall<br>2024, CA Dashboard):<br>40.0 points below<br>standard - Low Status<br><br>Dashboard<br>Performance: Yellow |
| CA Dashboard ELA<br>Indicator: Distance from<br>Standard -<br><br>Socioeconomically<br>Disadvantaged | Dashboard Status (Fall<br>2019, CA Dashboard):<br>22.9 points below<br>standard - Low Status<br><br>Dashboard Change<br>(Fall 2019, CA<br>Dashboard): Increased<br>by 4.9 DFS<br><br>Dashboard<br>Performance: Yellow  |  |  |  | Dashboard Status (Fall<br>2024, CA Dashboard):<br>10.9 points below<br>standard - Low Status<br><br>Dashboard<br>Performance: Yellow |
| CA Dashboard ELA   | Dashboard Status (Fall   |  |  |  | Dashboard Status (Fall   |

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| <p>Indicator: Distance from Standard - Foster Youth</p>                                | <p>2019, CA Dashboard): 30.7 points below standard - Low Status</p> <p>Dashboard Change (Fall 2019, CA Dashboard): Increased by 18.5 DFS</p> <p>Dashboard Performance: Yellow</p>                             |  |  |  | <p>2024, CA Dashboard): 18.7 points below standard - Low Status</p> <p>Dashboard Performance: Yellow</p>                        |
| <p>CA Dashboard ELA Indicator: Distance from Standard - Students with Disabilities</p> | <p>Dashboard Status (Fall 2019, CA Dashboard): 92.9 points below standard - Very Low Status</p> <p>Dashboard Change (Fall 2019, CA Dashboard): Increased by 11.5 DFS</p> <p>Dashboard Performance: Orange</p> |  |  |  | <p>Dashboard Status (Fall 2024, CA Dashboard): 80.9 points below standard - Low Status</p> <p>Dashboard Performance: Orange</p> |
| <p>CA Dashboard Math Indicator: Distance from Standard - All Students</p>              | <p>Dashboard Status (Fall 2019, CA Dashboard): 40.7 points below standard - Low Status</p> <p>Dashboard Change (Fall 2019, CA Dashboard): Maintained by 1.0 DFS</p> <p>Dashboard Performance: Orange</p>      |  |  |  | <p>Dashboard Status (Fall 2024, CA Dashboard): 31.7 points above standard - Low Status</p> <p>Dashboard Performance: Yellow</p> |
| <p>CA Dashboard Math Indicator: Distance from Standard - African American</p>          | <p>Dashboard Status (Fall 2019, CA Dashboard): 60 points below standard - Low Status</p> <p>Dashboard Change</p>  |  |  |  | <p>Dashboard Status (Fall 2024, CA Dashboard): 48 points below standard - Low Status</p>  |

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|  | <p>(Fall 2019, CA Dashboard): Increased by 5.1 DFS</p> <p>Dashboard Performance: Yellow</p>  |  |  |  | <p>Dashboard Performance: Yellow</p>  |
| <p>CA Dashboard Math Indicator: Distance from Standard - Hispanic</p>                        | <p>Dashboard Status (Fall 2019, CA Dashboard): 58.6 points below standard - Low Status</p> <p>Dashboard Change (Fall 2019, CA Dashboard): Maintained by 1.1 DFS</p> <p>Dashboard Performance: Orange</p> |  |  |  | <p>Dashboard Status (Fall 2024, CA Dashboard): 46.6 points below standard - Low Status</p> <p>Dashboard Performance: Yellow</p> |
| <p>CA Dashboard Math Indicator: Distance from Standard - English Learners</p>                | <p>Dashboard Status (Fall 2019, CA Dashboard): 84.8 points below standard - Low Status</p> <p>Dashboard Change (Fall 2019, CA Dashboard): Maintained by 2.1 DFS</p> <p>Dashboard Performance: Orange</p> |  |  |  | <p>Dashboard Status (Fall 2024, CA Dashboard): 72.8 points below standard - Low Status</p> <p>Dashboard Performance: Yellow</p> |
| <p>CA Dashboard Math Indicator: Distance from Standard - Socioeconomically Disadvantaged</p> | <p>Dashboard Status (Fall 2019, CA Dashboard): 63.8 points below standard - Low Status</p> <p>Dashboard Change (Fall 2019, CA Dashboard): Maintained by 0.1 DFS</p> <p>Dashboard Performance: Orange</p> |  |  |  | <p>Dashboard Status (Fall 2024, CA Dashboard): 51.8 points below standard - Low Status</p> <p>Dashboard Performance: Yellow</p> |

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| CA Dashboard Math Indicator: Distance from Standard -<br><br>Foster Youth               | Dashboard Status (Fall 2019, CA Dashboard): 82.1 points below standard - Low Status<br><br>Dashboard Change (Fall 2019, CA Dashboard): Decreased by 6.8 DFS<br><br>Dashboard Performance: Orange       |  |  |  | Dashboard Status (Fall 2024, CA Dashboard): 70.4 points below standard - Low Status<br><br>Dashboard Performance: Yellow  |
| CA Dashboard Math Indicator: Distance from Standard -<br><br>Students with Disabilities | Dashboard Status (Fall 2019, CA Dashboard): 130.7 points below standard - Very Low Status<br><br>Dashboard Change (Fall 2019, CA Dashboard): Increased by 8.2 DFS<br><br>Dashboard Performance: Orange |  |  |  | Dashboard Status (Fall 2024, CA Dashboard): 118.7 points below standard - Low Status<br><br>Dashboard Performance: Orange |
| EAP - ELA (CAASPP/SBAC) All Students  | Students designated as "Ready" (CAASPP, 2019): 25.75%  |  |  |  | Students designated as "Ready" (CAASPP, 2024): 34.75%   |
| EAP - Math (CAASPP/SBAC) All Students   | Students designated as "Ready" (CAASPP, 2019): 10.92%  |  |  |  | Students designated as "Ready" (CAASPP, 2024): 16.92%   |
| English Learner Progress Indicator - ELPI (CA Dashboard)                                | Students making progress toward proficiency (Fall 2019, CA Dashboard): 40.9%<br><br>Status: Low  |  |  |  | Students making progress toward proficiency (Fall 2022, CA Dashboard): 53%<br><br>Status: Medium                          |
| English Learner Reclassification Rate   | English Learner Reclassification Rate  |  |  |  | English Learner Reclassification Rate   |

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|---|---|--|--|--|---|
| (DataQuest)   | (DataQuest, 2019-20):<br>19.1%  |  |  |  | (DataQuest, 2022-23):<br>26.6%  |
| Students completing UC/CSU entrance requirements - "A-G" (DataQuest)<br>All Students      | Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2019-20):<br>51.6% |  |  |  | Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23):<br>54.6% |
| Students completing UC/CSU entrance requirements - "A-G" (DataQuest)<br>African American  | Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2019-20):<br>47.2% |  |  |  | Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23):<br>50.2% |
| Students completing UC/CSU entrance requirements - "A-G" (DataQuest)<br>Hispanic          | Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2019-20):<br>46.3% |  |  |  | Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23):<br>49.3% |
| Students completing UC/CSU entrance requirements - "A-G" (DataQuest)<br>English Learners  | Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2019-20):<br>27.0% |  |  |  | Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23):<br>30.0% |
| Students completing UC/CSU entrance requirements - "A-G" (DataQuest)<br>Socioeconomically | Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2019-20):<br>43.7% |  |  |  | Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23):<br>46.7% |

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| Disadvantaged  |   |  |  |  |  |
| Students completing UC/CSU entrance requirements - "A-G" (DataQuest)<br>Foster Youth               | Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2019-20): 32.1%  |  |  |  | Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23): 35.1%           |
| Students completing UC/CSU entrance requirements - "A-G" (DataQuest)<br>Students with Disabilities | Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2019-20): 11.7%  |  |  |  | Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23): 14.7%           |
| CA Dashboard Graduation Rate Indicator<br>All Students   | Dashboard Status (Fall 2020, CA Dashboard): 96.4%<br><br>Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022<br><br>Dashboard Performance (Fall 2020, CA Dashboard): n/a |  |  |  | Dashboard Status (Fall 2023, CA Dashboard): 97.0%<br><br>Dashboard Performance (Fall 2023, CA Dashboard): Blue |
| CA Dashboard Graduation Rate Indicator<br>African American   | Dashboard Status (Fall 2020, CA Dashboard): 98.5%<br><br>Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of   |  |  |  | Dashboard Status (Fall 2023, CA Dashboard): 98.5%<br><br>Dashboard Performance (Fall 2023, CA Dashboard):      |

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|  | <p>Dashboard until Fall 2022</p> <p>Dashboard Performance (Fall 2020, CA Dashboard): n/a</p>   |  |  |  | Blue  |
| <p>CA Dashboard Graduation Rate Indicator</p> <p>Hispanic</p>          | <p>Dashboard Status (Fall 2020, CA Dashboard): 96.2%</p> <p>Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022</p> <p>Dashboard Performance (Fall 2020, CA Dashboard): n/a</p> |  |  |  | <p>Dashboard Status (Fall 2023, CA Dashboard): 97.0%</p> <p>Dashboard Performance (Fall 2023, CA Dashboard): Blue</p> |
| <p>CA Dashboard Graduation Rate Indicator</p> <p>English Learners</p>  | <p>Dashboard Status (Fall 2020, CA Dashboard): 93.1%</p> <p>Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022</p> <p>Dashboard Performance (Fall 2020, CA Dashboard): n/a</p> |  |  |  | <p>Dashboard Status (Fall 2023, CA Dashboard): 96.1%</p> <p>Dashboard Performance (Fall 2023, CA Dashboard): Blue</p> |
| <p>CA Dashboard Graduation Rate Indicator</p> <p>Socioeconomically</p> | <p>Dashboard Status (Fall 2020, CA Dashboard): 95.9%</p> <p>Dashboard Change</p>   |  |  |  | <p>Dashboard Status (Fall 2023, CA Dashboard): 97%</p>  |

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| Disadvantaged  | (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022<br><br>Dashboard Performance (Fall 2020, CA Dashboard): n/a   |  |  |  | Dashboard Performance (Fall 2023, CA Dashboard): Blue   |
| CA Dashboard Graduation Rate Indicator<br><br>Foster Youth               | Dashboard Status (Fall 2020, CA Dashboard): 87.9%<br><br>Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022<br><br>Dashboard Performance (Fall 2020, CA Dashboard): n/a |  |  |  | Dashboard Status (Fall 2023, CA Dashboard): 90.9%<br><br>Dashboard Performance (Fall 2023, CA Dashboard): Green |
| CA Dashboard Graduation Rate Indicator<br><br>Students with Disabilities | Dashboard Status (Fall 2020, CA Dashboard): 85.3%<br><br>Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022<br><br>Dashboard Performance (Fall 2020, CA Dashboard): n/a |  |  |  | Dashboard Status (Fall 2023, CA Dashboard): 88.3%<br><br>Dashboard Performance (Fall 2023, CA Dashboard): Green |
| Advanced Placement (AP)  | Advanced Placement (AP) - Students  |  |  |  | Advanced Placement (AP) - Students  |



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| All Students  | completing AP exams with 3 or higher (College Board, 2019-20): 66.7%                                  |  |  |  | completing AP exams with 3 or higher (College Board, 2021-22): 75.7%                                  |
| International Baccalaureate (IB)<br>All Students                    | International Baccalaureate (IB) - Students completing IB exams with 4 or higher (IB, 2019-20): 36.1% |  |  |  | International Baccalaureate (IB) - Students completing IB exams with 4 or higher (IB, 2022-23): 45.1% |
| High School 4 Year Adjusted Cohort Dropout Rate<br>All Students     | High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2019-20): 1.8%                            |  |  |  | High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 0.8%                            |
| High School 4 Year Adjusted Cohort Dropout Rate<br>African American | High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2019-20): 1.5%                            |  |  |  | High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 0.5%                            |
| High School 4 Year Adjusted Cohort Dropout Rate<br>Hispanic         | High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2019-20): 2.3%                            |  |  |  | High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 0.8%                            |
| High School 4 Year Adjusted Cohort Dropout Rate<br>English Learners | High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2019-20): 5.6%                            |  |  |  | High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 2.6%                            |
| High School 4 Year Adjusted Cohort                                  | High School 4 Year Adjusted Cohort  |  |  |  | High School 4 Year Adjusted Cohort  |

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| Dropout Rate<br>Foster Youth   | Dropout Rate<br>(DataQuest, 2019-20):<br>9.4%  |  |  |  | Dropout Rate<br>(DataQuest, 2022-23):<br>6.4%  |
| High School 4 Year<br>Adjusted Cohort<br>Dropout Rate<br><br>Students with<br>Disabilities | High School 4 Year<br>Adjusted Cohort<br>Dropout Rate<br>(DataQuest, 2019-20):<br>3.1%   |  |  |  | High School 4 Year<br>Adjusted Cohort<br>Dropout Rate<br>(DataQuest, 2022-23):<br>1.6%   |
| Middle School Dropout<br>Rate<br><br>All Students  | Middle School Rate<br>(CALPADS, 2019-20):<br>0.11%   |  |  |  | Middle School Rate<br>(CALPADS, 2022-23):<br>0.11%   |
| Universal Screener,<br>Reading<br><br>All Students   | Universal Screening,<br>Reading (2021-22):<br>72% of RUSD students<br>will meet or exceed end<br>of year learning goals<br>(measured by Rate of<br>Improvement growth) |  |  |  | Universal Screening,<br>Reading (2023-24):<br>80% of RUSD students<br>will meet or exceed end<br>of year learning goals<br>(measured by Rate of<br>Improvement growth) |
| Universal Screener,<br>Math<br><br>All Students  | Universal Screening,<br>Math (2021-22): 72% of<br>RUSD students will<br>meet or exceed end of<br>year learning goals<br>(measured by Rate of<br>Improvement growth)    |  |  |  | Universal Screening,<br>Math (2023-24): 80% of<br>RUSD students will<br>meet or exceed end of<br>year learning goals<br>(measured by Rate of<br>Improvement growth)    |
| CA Dashboard<br>College/Career<br>Indicator<br><br>All Students                            | Dashboard Status (Fall<br>2020, CA Dashboard):<br>47.7%<br><br>Dashboard Change<br>(Fall 2020, CA<br>Dashboard): Unknown   |  |  |  | Dashboard Status (Fall<br>2023, CA Dashboard):<br>53.7%<br><br>Dashboard<br>Performance (Fall  |

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|  | <p>due to lack of Dashboard until Fall 2022</p> <p>Dashboard Performance (Fall 2020, CA Dashboard): n/a</p>  |  |  |  | 2023, CA Dashboard): Green   |
| <p>CA Dashboard College/Career Indicator</p> <p>African American</p> | <p>Dashboard Status (Fall 2020, CA Dashboard): 34.0%</p> <p>Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022</p> <p>Dashboard Performance (Fall 2020, CA Dashboard): n/a</p> |  |  |  | <p>Dashboard Status (Fall 2023, CA Dashboard): 43.0%</p> <p>Dashboard Performance (Fall 2023, CA Dashboard): Green</p> |
| <p>CA Dashboard College/Career Indicator</p> <p>Hispanic</p>         | <p>Dashboard Status (Fall 2020, CA Dashboard): 42.4%</p> <p>Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022</p> <p>Dashboard Performance (Fall 2020, CA Dashboard): n/a</p> |  |  |  | <p>Dashboard Status (Fall 2023, CA Dashboard): 48.4%</p> <p>Dashboard Performance (Fall 2023, CA Dashboard): Green</p> |
| <p>CA Dashboard College/Career Indicator</p>                         | <p>Dashboard Status (Fall 2020, CA Dashboard): 18.7%</p>   |  |  |  | <p>Dashboard Status (Fall 2023, CA Dashboard): 43.0%</p>   |

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| English Learners  | <p>Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022</p> <p>Dashboard Performance (Fall 2020, CA Dashboard): n/a</p>  |  |  |  | <p>Dashboard Performance (Fall 2023, CA Dashboard): Yellow</p>  |
| <p>CA Dashboard College/Career Indicator</p> <p>Socioeconomically Disadvantaged</p> | <p>Dashboard Status (Fall 2020, CA Dashboard): 39.7%</p> <p>Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022</p> <p>Dashboard Performance (Fall 2020, CA Dashboard): n/a</p> |  |  |  | <p>Dashboard Status (Fall 2023, CA Dashboard): 45.7%</p> <p>Dashboard Performance (Fall 2023, CA Dashboard): Green</p>  |
| <p>CA Dashboard College/Career Indicator</p> <p>Foster Youth</p>                    | <p>Dashboard Status (Fall 2020, CA Dashboard): 21.9%</p> <p>Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022</p> <p>Dashboard Performance (Fall 2020, CA Dashboard): n/a</p> |  |  |  | <p>Dashboard Status (Fall 2023, CA Dashboard): 43.0%</p> <p>Dashboard Performance (Fall 2023, CA Dashboard): Yellow</p> |
| CA Dashboard  | Dashboard Status (Fall   |  |  |  | Dashboard Status (Fall  |

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| College/Career Indicator<br><br>Students with Disabilities                         | 2020, CA Dashboard): 9.8%<br><br>Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022<br><br>Dashboard Performance (Fall 2020, CA Dashboard): n/a |  |  |  | 2023, CA Dashboard): 18.8%<br><br>Dashboard Performance (Fall 2023, CA Dashboard): Yellow                                    |
| Students completing CTE Pathway by end of 12th grade year.<br><br>All Students     | Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2019-20): 8.0%   |  |  |  | Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2023-24): 11.0% |
| Students completing CTE Pathway by end of 12th grade year.<br><br>African American | Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2019-20): 6.4%   |  |  |  | Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2023-24): 9.4%  |
| Students completing CTE Pathway by end of 12th grade year.<br><br>Hispanic         | Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2019-20): 8.8%   |  |  |  | Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2023-24): 11.8% |
| Students completing CTE Pathway by end of 12th grade year.<br><br>English Learners | Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2019-  |  |  |  | Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2023-           |

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|   | 20): 10.2%   |  |  |  | 24): 13.2%   |
| Students completing CTE Pathway by end of 12th grade year.<br>Socioeconomically Disadvantaged                 | Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2019-20): 8.3%          |  |  |  | Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2023-24): 11.3%         |
| Students completing CTE Pathway by end of 12th grade year.<br>Homeless  | Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2019-20): 9.1%          |  |  |  | Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2023-24): 12.1%         |
| Students completing CTE Pathway by end of 12th grade year.<br>Students with Disabilities                      | Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2019-20): 7.1%          |  |  |  | Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2023-24): 10.1%         |
| Students completing CTE Pathway and Completing CSU/UC Requirements by end of 12th grade year.<br>All Students | Percentage of students completing CTE Pathway and Completing CSU/UC Requirements by end of 12th grade year. (CALPADS, 2019-20): 4.2% |  |  |  | Percentage of students completing CTE Pathway and Completing CSU/UC Requirements by end of 12th grade year. (CALPADS, 2022-23): 5.7% |

## Actions

| Action # | Title                                     | Description  | Total Funds | Contributing |
|----------|---|--|-------------|--------------|
| 2.1a     | Universal Screeners                       | Screen all students (beginning with grades TK-6, moving to secondary grades in a phased process) using the RUSD adopted universal screener tools for English language arts, mathematics, and social-emotional/behavioral learning to identify and adjust instruction to meet students' specific needs and close learning gaps, accelerate, and extend learning. (LCFF)   | \$220,655   | Y            |
| 2.1b     | Textbook and Core Instructional Materials | Continue to implement the multi-year plan for textbook/material adoption to ensure access to core instructional materials.(carryover)  | \$2,000,000 | N            |
| 2.1c     | Ethnic Studies Plan                       | Create and implement a comprehensive Ethnic Studies Plan including:<br>a) An updated rigorous history-social science curriculum that aligns to the framework and includes current, accurate, and age-appropriate resources that highlight multiple racial/ethnic perspectives.<br>b) A district repository for supplemental resources<br>c) Library media with diverse authors, characters, and points of view<br>LCFF | \$54,475    | Y            |
| 2.1d     | STEM Opportunities for All Students       | Provide high quality STEM opportunities to serve all students (Tier 1) and provide increased access for unduplicated student groups to district-wide enrichment opportunities and broaden student options in STEM focused pathways and future careers. (LCFF)  | \$275,911   | Y            |
| 2.1e     | Next Generation Science Standards         | Provide high quality instruction in Next Generation Science Standards (NGSS) and science opportunities to serve all students (Tier 1) with a focus on “non-dominant” groups.   | \$388,169   | Y            |
| 2.1f     | English Learner Designated ELD            | Provide additional support for English learners at the high school level to increase language proficiency and academic performance, and use the Ellevation platform to monitor the progress of English learners and Redesignated Fluent English Proficient (RFEP) students. (LCFF)   | \$770,231   | Y            |
| 2.1g     | VAPA for All Students                     | Continue to implement the RUSD Arts Plan, including “Arts-to-Go Lessons,” to provide a high-quality arts education for all students in PreK through 12th grade to reach their highest creative potential. (LCFF)   | \$2,396,966 | Y            |

|      |   |  |              |   |
|------|---|--|--------------|---|
| 2.1h | Academic, Career, and Social-Emotional Supports             | Provide students with academic, career, and social emotional support services and guidance leading to an increase in student enrollment in college in the fall immediately following high school graduation. Supports will address students' transition from high school to college enrollment. (LCFF)   | \$1,222,922  | Y |
| 2.1i | IB Program  | Provide a challenging IB program to 10th-12th grade students, consisting of personalized counseling, mentorship, tutoring, and other additional supports for IB diploma program track students. (LCFF)   | \$307,319    | Y |
| 2.1j | Dual Enrollment   | Increase Dual Enrollment courses completed at RUSD high school. (LCFF)   | \$130,000    | Y |
| 2.1k | Career and Technical Education Programs                     | Continue to design and expand Career Technical Education (CTE) Programs to promote college, career, and world readiness, through a partnership with Riverside County Office of Education, offering additional class sections, real-world experiences, and fostering student leadership. Continue to implement Project Lead the Way (PLTW) and Gateway to PLTW. (LCFF/ Academies) | \$2,696,904  | Y |
| 2.1l | Expand DLI Program  | Expand the DLI program to promote bilingualism/biliteracy skills and monitor student academic and language progress utilizing District Formative Assessments, Idea Proficiency Test (IPT) language assessment and state exams. (LCFF)  | \$10,012,375 | Y |
| 2.2a | Summer Learning Programs                                    | Expand learning time for elementary, middle and high school students to accelerate progress to close learning gaps by providing after school and summer learning programs for unduplicated and at-risk students to build foundational skills in literacy and mathematics. (LCFF)   | \$1,078,936  | Y |
| 2.2b | AVID Programs   | Continue to implement the AVID program at the elementary and secondary levels to provide students with targeted educational support and increase A-G attainment. (LCFF /Title I)   | \$1,398,120  | Y |
| 2.2c | Tier II & Tier III Intensive Interventions- Credit Recovery | Provide Tier II Strategic, and Tier III Intensive intervention at secondary schools to close the achievement gap for students who are underperforming and provide support to increase opportunities for students at each comprehensive high school to recover course credits for the purpose of staying on track for graduation. (LCFF)  | \$1,647,067  | Y |
| 2.2d | Advanced Placement Courses                                  | Decrease the opportunity gap and increase college credit eligibility for underrepresented and unduplicated student groups by providing supports in Advanced Placement courses. (LCFF)  | \$25,000     | Y |



|       |  |  |             |   |
|-------|--|--|-------------|---|
| 2.2e  | Heritage, Legacy, Puente Programs                        | <p>Maintain and equitably distribute student support programs (via staffing and targeted activities) to provide underrepresented and unduplicated students in grades 10-12 with targeted educational and social-emotional support, leading to increased A-G attainment.</p> <ul style="list-style-type: none"> <li>● Heritage Program (African American Students)</li> <li>● Legacy Program (English learner Students)</li> <li>● Puente Program (Hispanic Students)</li> </ul> <p>(LCFF /Title III)</p> | \$1,034,256 | Y |
| 2.2f  | Strategic and Intensive Services for English Learners    | <p>Provide Tier II (Strategic) and Tier III (Intensive) support services for newcomer English learners and English learners not making progress to increase the acquisition of the English language, including expanded learning opportunities.</p> <p>(LCFF/Title I/Title III)</p>  | \$811,999   | Y |
| 2.2g  | Case Management for Foster Youth                         | <p>Provide coordinated case management services in collaboration with site administrators, guidance counselors, Foster Youth and Education Rights Holders to meet the academic, socio-emotional, and college/career needs of Foster Youth in RUSD. (Title I)</p>   | \$153,843   | N |
| 2.2.h | Staff Collaboration for Students with Disabilities       | <p>Increase collaboration among staff who support unduplicated students in special education and their general education colleagues to ensure inclusive and accessible learning environments for students and families. (LCFF/ Special Education)</p>  | \$863,063   | Y |
| 2.2i  | Social Emotional Support for Preschool Students          | <p>Provide unduplicated students increased and expanded preschool opportunities to build a strong academic and social emotional foundation for students, including Spanish preschool for English learners to increase primary language proficiency.</p> <p>(LCFF/ Title I / State Preschool)</p>   | \$354,986   | Y |
| 2.3a  | Additional Allocations to Sites for Unduplicated Support | <p>Provide additional allocations to sites to increase support for the learning and well-being of unduplicated students based on student academic, social-emotional and behavioral data such as additional academic interventions, supports for addressing barriers to improved student attendance, additional language support for English learners, and peer counseling.</p> <p>(LCFF)</p>   | \$5,775,999 | Y |

# Goal Analysis [2021-2022]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

**This section will be completed as part of the 2022-23 LCAP development process**

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

**This section will be completed as part of the 2022-23 LCAP development process**

An explanation of how effective the specific actions were in making progress toward the goal.

**This section will be completed as part of the 2022-23 LCAP development process**

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

**This section will be completed as part of the 2022-23 LCAP development process**

**A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.**

## Goal 3

| Goal 3 | Description   |
|--------|---|
| Goal 3 | Involve the Whole Family and Community in Student Learning and Well-Being |

An explanation of why the LEA has developed this goal.

Student well-being is central to the connection and engagement students and families have to school. Implementing distance learning revealed the social emotional toll on students and families. The TK-12 Wellness Initiative in the district has been the catalyst that helped the district resolve difficulties around addressing mental health, while simultaneously creating and improving social emotional learning. We now have a positive, preventative approach to school discipline, and we are developing leaders who will be able to move the district forward with a more holistic approach to educating the whole child.

The following actions were developed in support of Goal Three: Involve the whole family and community in student learning and well-being.

3.1 Provide Tier 1 opportunities to assist all parents in supporting their students to become college, career and world ready upon graduation.

3.2 Provide Tier 2 and 3 opportunities to assist parents of underrepresented or struggling students in supporting their students to become college, career and world ready upon graduation.

3.3 Provide Tier 1 programs and support to increase student engagement and connectedness to school and community and to promote a safe and productive school environment.

3.4 Provide Tier 2 and 3 programs and supports to increase student engagement for underrepresented and struggling students and connectedness to school and community and to promote a safe and productive school environment.

## Measuring and Reporting Results

| Metric   | Baseline 2021-22  | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023-24)   |
|--|---|----------------|----------------|----------------|--|
| CA Dashboard Chronic Absenteeism Indicator<br><br>All Students     | Dashboard Status (Fall 2019, CA Dashboard): 9.6% - Medium Status<br><br>Dashboard Change (Fall 2019, CA Dashboard): Maintained by 0.2%<br><br>Dashboard Performance: Yellow |                |                |                | Dashboard Status (Fall 2024, CA Dashboard): 8.1% - Medium Status<br><br>Dashboard Performance: Green |
| CA Dashboard Chronic Absenteeism Indicator<br><br>African American | Dashboard Status (Fall 2019, CA Dashboard): 13.8% - High Status<br><br>Dashboard Change (Fall 2019, CA Dashboard): Increased by 1.4%<br><br>Dashboard Performance: Orange   |                |                |                | Dashboard Status (Fall 2024, CA Dashboard): 9.3% - Medium Status<br><br>Dashboard Performance: Green |

|  |   |  |  |  |  |
|--|---|--|--|--|--|
| <p>CA Dashboard<br/>Chronic Absenteeism<br/>Indicator</p> <p>Hispanic</p>                            | <p>Dashboard Status<br/>(Fall 2019, CA<br/>Dashboard): 10.1% -<br/>Medium Status</p> <p>Dashboard Change<br/>(Fall 2019, CA<br/>Dashboard):<br/>Maintained by 0.1%</p> <p>Dashboard<br/>Performance: Orange</p> |  |  |  | <p>Dashboard Status<br/>(Fall 2024, CA<br/>Dashboard): 10.8% -<br/>Medium Status</p> <p>Dashboard<br/>Performance: Green</p> |
| <p>CA Dashboard<br/>Chronic Absenteeism<br/>Indicator</p> <p>English Learners</p>                    | <p>Dashboard Status<br/>(Fall 2019, CA<br/>Dashboard): 9.4% -<br/>Medium Status</p> <p>Dashboard Change<br/>(Fall 2019, CA<br/>Dashboard):<br/>Increased by 1.2%</p> <p>Dashboard<br/>Performance: Orange</p>   |  |  |  | <p>Dashboard Status<br/>(Fall 2024, CA<br/>Dashboard): 8.1% -<br/>Medium Status</p> <p>Dashboard<br/>Performance: Green</p>  |
| <p>CA Dashboard<br/>Chronic Absenteeism<br/>Indicator</p> <p>Socioeconomically<br/>Disadvantaged</p> | <p>Dashboard Status<br/>(Fall 2019, CA<br/>Dashboard): 12.0% -<br/>High Status</p> <p>Dashboard Change<br/>(Fall 2019, CA<br/>Dashboard):<br/>Maintained by 0.4%</p> <p>Dashboard<br/>Performance: Orange</p>   |  |  |  | <p>Dashboard Status<br/>(Fall 2024, CA<br/>Dashboard): 9.0% -<br/>Medium Status</p> <p>Dashboard<br/>Performance: Green</p>  |
| <p>CA Dashboard<br/>Chronic Absenteeism<br/>Indicator</p>  | <p>Dashboard Status<br/>(Fall 2019, CA</p>  |  |  |  | <p>Dashboard Status<br/>(Fall 2024, CA</p>   |

|   |   |  |  |  |   |
|---|---|--|--|--|---|
| Foster Youth  | <p>Dashboard): 18.7% - High Status</p> <p>Dashboard Change (Fall 2019, CA Dashboard): Maintained by -0.4%</p> <p>Dashboard Performance: Orange</p>                              |  |  |  | <p>Dashboard): 12.7% - High Status</p> <p>Dashboard Performance: Yellow</p>                                 |
| <p>CA Dashboard Chronic Absenteeism Indicator</p> <p>Students with Disabilities</p> | <p>Dashboard Status (Fall 2019, CA Dashboard): 15.3% - High Status</p> <p>Dashboard Change (Fall 2019, CA Dashboard): Declined by 0.7%</p> <p>Dashboard Performance: Yellow</p> |  |  |  | <p>Dashboard Status (Fall 2024, CA Dashboard): 9.3% - Medium Status</p> <p>Dashboard Performance: Green</p> |
| <p>School Attendance All Students</p>   | <p>Increase student attendance rate (Aeries, 2019-20): 96.8%</p>  |  |  |  | <p>Increase student attendance rate (Aeries, 2022-23): &gt;=96.8%</p>                                       |
| <p>School Attendance African American</p>   | <p>Increase student attendance rate (Aeries, 2019-20): 96.7%</p>  |  |  |  | <p>Increase student attendance rate (Aeries, 2022-23): &gt;=96.7%</p>                                       |
| <p>School Attendance Hispanic</p>   | <p>Increase student attendance rate (Aeries, 2019-20): 96.8%</p>  |  |  |  | <p>Increase student attendance rate (Aeries, 2022-23): &gt;=96.8%</p>                                       |
| <p>School Attendance English Learners</p>   | <p>Increase student attendance rate (Aeries, 2019-20):</p>  |  |  |  | <p>Increase student attendance rate</p>   |

|  |   |  |  |  |   |
|--|---|--|--|--|---|
|  | 96.6%   |  |  |  | (Aeries, 2022-23):<br>≥96.6%  |
| School Attendance<br>Socioeconomically<br>Disadvantaged  | Increase student<br>attendance rate<br>(Aeries, 2019-20):<br>96.6%  |  |  |  | Increase student<br>attendance rate<br>(Aeries, 2022-23):<br>≥96.6%   |
| School Attendance<br>Students with<br>Disabilities       | Increase student<br>attendance rate<br>(Aeries, 2019-20):<br>95.7%  |  |  |  | Increase student<br>attendance rate<br>(Aeries, 2022-23):<br>≥96.7%   |
| School Attendance<br>Homeless                            | Increase student<br>attendance rate<br>(Aeries, 2019-20):<br>95.3%  |  |  |  | Increase student<br>attendance rate<br>(Aeries, 2022-23):<br>≥96.8%   |
| CA Dashboard<br>Suspension Indicator<br>All Students     | Dashboard Status<br>(Fall 2019, CA<br>Dashboard): 4.2% -<br>Medium Status<br><br>Dashboard Change<br>(Fall 2019, CA<br>Dashboard):<br>Increased by 0.4%<br><br>Dashboard<br>Performance: Orange |  |  |  | Dashboard Status<br>(Fall 2024, CA<br>Dashboard): 3.3% -<br>Medium Status<br><br>Dashboard<br>Performance: Green  |
| CA Dashboard<br>Suspension Indicator<br>African American | Dashboard Status<br>(Fall 2019, CA<br>Dashboard): 7.6% -<br>High Status<br><br>Dashboard Change<br>(Fall 2019, CA<br>Dashboard): Declined<br>by 0.8%  |  |  |  | Dashboard Status<br>(Fall 2024, CA<br>Dashboard): 3.85% -<br>Medium Status<br><br>Dashboard<br>Performance: Green |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  | Dashboard<br>Performance: Yellow   |  |  |  |  |
| CA Dashboard<br>Suspension Indicator<br><br>Hispanic         | Dashboard Status<br>(Fall 2019, CA<br>Dashboard): 4.1% -<br>Medium Status<br><br>Dashboard Change<br>(Fall 2019, CA<br>Dashboard):<br>Maintained by 0.2%<br><br>Dashboard<br>Performance: Yellow |  |  |  | Dashboard Status<br>(Fall 2024, CA<br>Dashboard): 3.2% -<br>Medium Status<br><br>Dashboard<br>Performance: Green |
| CA Dashboard<br>Suspension Indicator<br><br>English Learners | Dashboard Status<br>(Fall 2019, CA<br>Dashboard): 3.8% -<br>Medium Status<br><br>Dashboard Change<br>(Fall 2019, CA<br>Dashboard):<br>Increased by 0.3%<br><br>Dashboard<br>Performance: Orange  |  |  |  | Dashboard Status<br>(Fall 2024, CA<br>Dashboard): 2.9% -<br>Medium Status<br><br>Dashboard<br>Performance: Green |
| CA Dashboard<br>Suspension Indicator<br><br>Foster Youth     | Dashboard Status<br>(Fall 2019, CA<br>Dashboard): 12.4% -<br>very High Status<br><br>Dashboard Change<br>(Fall 2019, CA<br>Dashboard):<br>Increased by 0.4%<br><br>Dashboard<br>Performance: Red |  |  |  | Dashboard Status<br>(Fall 2024, CA<br>Dashboard): 7.9% -<br>High Status<br><br>Dashboard<br>Performance: Yellow  |

|  |  |  |  |  |   |
|--|--|--|--|--|---|
| CA Dashboard<br>Suspension Indicator<br><br>Student with<br>Disabilities | Dashboard Status<br>(Fall 2019, CA<br>Dashboard): 7.2% -<br>High Status<br><br>Dashboard Change<br>(Fall 2019, CA<br>Dashboard): Declined<br>by 0.4%<br><br>Dashboard<br>Performance: Yellow |  |  |  | Dashboard Status<br>(Fall 2024, CA<br>Dashboard): 3.45% -<br>Medium Status<br><br>Dashboard<br>Performance: Green           |
| Expulsion Rate<br><br>All Students                                       | Expulsion Rate<br>(CALPADS, 2019-<br>20): 0.17%  |  |  |  | Expulsion Rate<br>(CALPADS, 2022-<br>23): 0.11%   |
| Expulsion Rate<br><br>African American                                   | Expulsion Rate<br>(CALPADS, 2019-<br>20): 0.31%  |  |  |  | Expulsion Rate<br>(CALPADS, 2022-<br>23): 0.16%   |
| Expulsion Rate<br><br>Hispanic   | Expulsion Rate<br>(CALPADS, 2019-<br>20): 0.17%  |  |  |  | Expulsion Rate<br>(CALPADS, 2022-<br>23): 0.11%   |
| Student Climate<br>Survey<br><br>All Students                            | Student Climate<br>Survey - Increase<br>Student Engagement<br>/ Connectedness to<br>School (2020-21):<br>67% Agree/Strongly<br>Agree   |  |  |  | Student Climate<br>Survey - Student<br>Engagement /<br>Connectedness to<br>School (2023-24):<br>73% Agree/Strongly<br>Agree |



|  |   |  |  |  |   |
|--|---|--|--|--|---|
| Student Climate Survey<br>All Students | Student Climate Survey - Increase Students' sense of Safety (2020-21): 75% Agree/Strongly Agree   |  |  |  | Student Climate Survey - Student Engagement / Connectedness to School (2023-24): 81% Agree/Strongly Agree                                       |
| Student Climate Survey<br>All Students | Student Climate Survey - Increase Students' perception of Social/Emotional & Behavioral Supports at Schools (2020-21): 78% Agree/Strongly Agree |  |  |  | Student Climate Survey - Increase Students' perception of Social/Emotional & Behavioral Supports at Schools (2023-24): 81% Agree/Strongly Agree |
| Parent Climate Survey<br>All Parents   | Parent Climate Survey - Increase Parents' perception of Safety (2020-21): 92% Agree/Strongly Agree  |  |  |  | Parent Climate Survey - Increase Parents' sense of Safety (2023-24): 95% Agree/Strongly Agree   |
| Parent Climate Survey<br>All Parents   | Parent Climate Survey - Increase Parents' perception of Involvement & Participation (2020-21): 75% Agree/Strongly Agree                         |  |  |  | Parent Climate Survey - Increase Parents' perception of Involvement & Participation (2023-24): 78% Agree/Strongly Agree                         |
| Parent Climate Survey                  | Parent Climate Survey - Increase  |  |  |  | Parent Climate Survey - Increase  |

|   |   |  |  |  |   |
|---|---|--|--|--|---|
| Parents of student with exceptional needs                 | Parents' perception of Involvement & Participation (2020-21): 75% Agree/Strongly Agree                                  |  |  |  | Parents' perception of Involvement & Participation (2023-24): 78% Agree/Strongly Agree                                  |
| Parent Climate Survey<br>Parents of "Unduplicated Pupils" | Parent Climate Survey - Increase Parents' perception of Involvement & Participation (2020-21): 75% Agree/Strongly Agree |  |  |  | Parent Climate Survey - Increase Parents' perception of Involvement & Participation (2023-24): 78% Agree/Strongly Agree |
| Staff Climate Survey<br>All Staff                         | Staff Climate Survey - Increase Staff sense of Safety (2020-21): 95% Agree/Strongly Agree                               |  |  |  | Staff Climate Survey - Increase Staff sense of Safety (2023-24): 95% Agree/Strongly Agree                               |

## Actions

| Action # | Title                             | Description   | Total Funds | Contributing |
|----------|-----------------------------------|---|-------------|--------------|
| 3.1a     | Family and Community Partnerships | Support student learning and healthy development (at home and at school) by establishing and strengthening partnerships with families and community members, by providing individualized services and resources that respect and value the diversity of families.(LCFF /Title I)                  | \$676,873   | Y            |
| 3.1b     | Family Engagement Programming     | Provide inclusive and accessible family engagement programming to allow parents/guardians to fully participate in the education of their child(ren) by enhancing their parenting capacity, increasing connections to school/community and promoting parent leadership development.(LCFF /Title I) | \$198,000   | Y            |

|      |  |  |             |   |
|------|--|--|-------------|---|
| 3.1c | Strategic Communications Plan          | Implement a strategic communications plan to increase community engagement and two-way communication between the Board of Education, administration, staff, students, parents and the RUSD community with a focus on disadvantaged (unduplicated) and underserved students and their families. (LCFF)  | \$600,271   | Y |
| 3.2a | Translation Service                    | Provide translation and interpretation services to increase parent access to the school community. (LCFF)  | \$1,436,452 | Y |
| 3.2b | STEM Academy Lottery Process           | Conduct district-wide outreach and recruitment and modify/enhance the Riverside STEM Academy lottery process to increase equity and access to unduplicated and underrepresented students. (LCFF)   | \$21,750    | Y |
| 3.3a | Comprehensive Culture and Climate Tool | Identify and implement a comprehensive culture and climate tool that will annually survey students, staff and families in RUSD. District leadership will use the survey results to increase student resiliency and connectedness, family involvement, and staff morale and wellness. (LCFF)  | \$123,500   | Y |
| 3.3b | Social Emotional Learning Curriculum   | Implement a districtwide Social-Emotional Learning Curriculum in all schools across the district. (LCFF)   | \$195,329   | Y |
| 3.3c | Wellness Opportunities for Employees   | Continue to provide wellness opportunities for employees to reduce stress, increase productivity, and employee retention. (LCFF)   | \$127,543   | N |
| 3.3d | Child Welfare and Attendance Support   | <p>Provide Child Welfare and Attendance support to students, families, and staff to promote student engagement by:</p> <ul style="list-style-type: none"> <li>● Implementing Community Circles and utilize Restorative Practices as a prevention and intervention strategy at each school site.</li> <li>● Teaching students prosocial skills, self-advocacy, and expectations through Positive Behavior Interventions and Supports (PBIS).</li> <li>● Encouraging the use of other means of correction for disciplinary infractions through the revision and implementation of district sequential discipline guidelines to promote positive student engagement.</li> <li>● Utilizing Aeries Analytics to inform the development of prevention and intervention strategies and</li> </ul> | \$3,237,656 | Y |

|      |   |  |             |   |
|------|---|--|-------------|---|
|      |   | <p>allocation of resources that support unduplicated students prior to suspensions to reduce disproportionality.</p> <ul style="list-style-type: none"> <li>• Supporting unduplicated students prior to suspensions by providing check-ins, mentoring.</li> <li>• Promoting positive attendance initiatives and practices including the development of school attendance teams (LCFF)</li> </ul> |             |   |
| 3.3e | Co Curricular and Extracurricular Activities - HS           | Provide co-curricular and extracurricular activities to connect secondary students to school and monitor student participation in school-sponsored events as part of RUSD's School+2 initiative.LCFF   | \$1,929,897 | Y |
| 3.3f | Athletic and Activities - MS                                | Continue to implement the middle school sports programs, freshman and sophomore athletics, as well as high school athletics to allow more opportunities and options for students to engage in athletic competition. (LCFF)   | \$2,932,694 | Y |
| 3.4a | Student Assistance Program - Individual and Group           | Continue to provide social and emotional support including individual and group counseling, check-ins and classroom lessons through the implementation and monitoring of the Student Assistance Program. (LCFF)  | \$3,495,296 | Y |
| 3.4b | Student Assistance Program - Observations and Interventions | Continue to provide behavioral support including observations, interventions, and follow-up through the implementation and monitoring of the Student Assistance Program.LCFF   | \$905,553   | Y |
| 3.4c | Removing Barriers for Foster and Homeless Youth             | Continue to remove barriers for Foster and Homeless youth in order to access school and graduate prepared for college and career through outreach and additional resources such as tutoring, transportation, school supplies, field trips, social-emotional support, etc. (Title I/ Title IV)  | \$306,587   | N |

## Goal Analysis [2021-2022]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

**This section will be completed as part of the 2022-23 LCAP development process**

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

**This section will be completed as part of the 2022-23 LCAP development process**

An explanation of how effective the specific actions were in making progress toward the goal.

**This section will be completed as part of the 2022-23 LCAP development process**

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

**This section will be completed as part of the 2022-23 LCAP development process**

**A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.**

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-2022**

| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
|--|--|
| 21.14%                                     | \$73,927,452   |

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.**

### **Required Descriptions**

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of Foster Youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A vital part of Riverside Unified School District’s (RUSD) mission is to ensure equity for all students by alleviating barriers to success. Therefore the needs, conditions and circumstances of our Foster Youth, English learners, and Low-income students were considered first and foremost as RUSD embarked on writing the 2021-2024 LCAP.

RUSD estimates that the level of Unduplicated Pupils for the LCAP year 2021-22 will be 69.48%. In order to best serve these students we have developed LEA-Wide goals and actions that will address both academic and opportunity caps, and work to increase and/or improve our unduplicated students’ educational experience by 21.14% or more as required.

Based on 2018-19 California Dashboard and local indicators for 19-20, the following high priority gaps have been identified for RUSD:

- Mathematics performance for Foster youth, Students with Disabilities and English Learners
- African American and Native American students on the suspension indicator, and overall school suspensions
- English learner progress towards reclassification

With these priorities as a focus, our LCAP goals and actions target Foster Youth, English learning and Low-income students in a variety of ways so as to meet their differing needs, and offer a continuity of services.

Contributing LEA Wide Actions:

**Contributing LEA Wide Actions:**

**Goal One: Recruit, hire and retain a diverse group of staff to support high-quality Tier 1 instruction including teacher, administrators and support staff**

Riverside Unified School District's Low income, Foster Youth and English learner students are demonstrating achievement below standard, in English Language Arts and Mathematics, as measured by the CAASPP, with only slight gains made across the past three years. The actions and services provided in Goal One prioritize a targeted approach that will supply high quality teaching and learning to increase achievement for our unduplicated pupils.

(Action 1.2a) In assessing the needs, conditions and circumstances of our Low-income students, Foster Youth and English Learners, and by reviewing the research-based evidence, RUSD has determined that teachers are the most important variable affecting student achievement that schools have within their control (Rivkin, Hanushek & Kain, 1998; Sanders and Rivers, 1996). To address the need for high quality instruction for unduplicated students, we have placed an intentional focus on increasing teacher pedagogy, and providing planning time and other supports to further develop teacher instructional practices particularly in math and language arts. Planning time for teachers to work collaboratively on progress monitoring will involve the Cycle of Inquiry and a shared leadership model. *(Continuing and Determined, effective as expected with over 1800 teachers planning and collaborating across the district each week, with a focus on connecting to each other and creating new innovative instructional strategies to engage unduplicated students in an online learning environment.)*

We expect the outcome to be 90% of teachers fully implementing and sustaining the academic content and performance standards adopted by the State Board of Education by 2024. We expect student gains in Math to report at a move up to 72.8pts. below standard (Yellow) for English Learners; a move up to 51.8pts. below standard (Yellow) for Low-income; and a move up to 70.4 pts. below standard (Yellow) for Foster Youth. Student gains in Language Arts are expected to be a move up to 40pts. below standard (Yellow) for English learners; a move up to 10.9pts. below standard (Yellow) for Low-Income; and a move up to 18.7pts. below standard (Yellow) for Foster Youth by 2024.

(Action 1.2b) RUSD will continue to provide Assistant Principals to monitor and support unduplicated students to ensure their well-being and academic progress in school. Because Assistant Principals are key in providing additional supports, they will actively develop and deploy interventions at their sites to address gaps for Low income, Foster Youth and English learner students with chronic absenteeism. Support will include increased home visits and mentoring, tiered re-engagement to school when necessary, and new and improved training for school site personnel on the targeted needs of unduplicated students using universal screeners.

*(Continuing and Determined, effective as expected in that during school closures Assistant Principals were key administrators who could connect with students and parents to re-engage unduplicated students who were assigned to distance learning but were inconsistently engaged in instruction, or who were completely disengaged during distance learning. RUSD was able to reconnect with 1000 students and families during distance learning through a tiered re-engagement process.)*

We expect the outcome to be 1400 home visits conducted over three years, a tiered re-engagement process fully institutionalized, 500 teachers/site personnel trained on Restorative practices over three years, and improvement in chronic absenteeism rates reporting at 8.1% (Medium/Green) for English learners, 9.0% (Medium/Green) for Low-income and 12.7% (High/Yellow) for Foster Youth by 2024.

(Action 1.3a) Riverside Unified will address the needs, conditions and circumstances around access gaps and equity for English learners, Foster Youth and Low-Income students by building professional capacity in cultural proficiency for all certificated and classified staff. To do this, RUSD will conduct professional learning to develop culturally responsive leadership skills and assets for managers, and provide a Leadership Academy for aspiring leaders in the district (certificated and classified). RUSD will build awareness and relevant skills sets in our employees (including substitute teachers), through various training opportunities which will guide our teachers and classified staff on how to remove institutionalized obstacles and program biases that have continually deterred success for unduplicated students. Additional professional development will allow unduplicated students to have more positive interactions with adults on campus, school leadership teams, non-based school staff, and family members.

*(Continuing and Determined, effective as expected as over 300 RUSD administrators engaged in training provided by EPOCH Learning for cultural proficiency from fall 2019 through spring 2021 and disseminated information to certificated and classified staff on demonstrating empathy and eliminating bias in the classroom especially for our unduplicated students.)*

We expect the outcome to be a combined total of over 2000 teachers/administrators and classified school staff to be trained on cultural proficiency, MTSS and equity/leadership by 2024. We also expect school suspensions to decrease by 1% to 3% for unduplicated students and students of color each year through 2024.

(Action 1.3b) The Professional Growth Systems (PGS) department serves the needs, and conditions of our unduplicated students by ensuring that school site leadership (credentialed) is prepared to utilize the most effective strategies when assisting our Foster Youth, Low-income students and English learners with academic achievement support and positive behavior at school. PGS is designed not only to provide professional development strategies through training in the Danielson Framework, but also to provide quality coaching and induction for new teachers, as well as support for seasoned teachers as needed.

*(Continuing and Determined, effective as expected in that the results from an evaluation conducted by the California Teacher Credential Commission demonstrated that the RUSD Induction program is “successful”. Data on teachers/administrators attending Danielson training exceeded 1000 participants during the last LCAP cycle, and retention of teachers who participated in PGS was successful as only one teacher in the district at the end of school year 2021 was non re-elected to return to RUSD. This stability in certificated staffing is advantageous to unduplicated pupils who thrive in more stable environments.)*

We expect the outcome to be 80% retention of teachers each year by those who participated in PGS through 2024 to provide stability of instruction for unduplicated students.

(Action 1.3c) Riverside will address the need for equity across our campuses by ensuring all unduplicated students and their families experience access to campus administrators, staff and programs in a meaningful way. RUSD Professional Growth Systems (PGS) will provide support for new principals on equitable leadership via the RUSD Equity Tenants, The RUSD Guide for Instructional Direction, and the California Administrator Performance Expectations. PGS will also provide coaching for any seasoned principals in need of additional support.

*(Continuing and Determined, effective as expected in that the results from the evaluation conducted by the California Teacher Credential Commission demonstrated that the RUSD Induction program is “successful.” Stability in school site leadership is advantageous for unduplicated pupils and families who appreciate and need a welcoming and accepting atmosphere at the school site)*

We expect the outcome to be 75% retention of principals who have been trained in PGS through 2024 to provide stability of school sites for unduplicated students.

(Action 1.3d) RUSD will also be continuing the design for a new program in the Professional Growth Systems to support classified staff to ensure that all adults who interact with our unduplicated/disadvantaged students act equitably and continually take into consideration their needs, conditions and circumstances when making decisions, and when implementing programs.

*(Continuing and Determined, effective as expected, Phase 3 of PGS implementation is for support structures to improve the professional practice for members of the classified bargaining unit. Design work has been collaborative in nature, between RUSD and CSEA. Design work was delayed due to the school closures related. Highly qualified classified staff is advantageous for our unduplicated youth who build relationships with site staff members throughout their school experience.)*

We expect the outcome to be 80% retention of classified staff trained by PGS through 2024 to provide stability in instructional assistance and campus safety for unduplicated students.

(Action 1.3e) The needs, conditions and circumstances of our unduplicated students reveal that chronic absenteeism rates and suspension rates are much higher for Foster Youth, Low-income and English learners (particularly students of color) as compared to other students, and the disproportionality is not being addressed with substantive programs and services. A Multi-tiered Systems of Support (MTSS) approach that provides first best instruction and focused intervention is planned to move the dial for our unduplicated students on achievement and behavior. Within the MTSS infrastructure, RUSD will integrate culturally responsive instruction training, Restorative Practices, Social Emotional Learning, Positive Behavior Intervention Supports, and trauma informed practices to positively impact our Foster Youth, Low-income students and English learners.

*(Continuing and Determined, effective as expected in that over 400 teachers/administrators have been training in Restorative Practices, suspension rates for African American students have been slightly decreased, 30 administrators have been training in Universal Design for Learning to eliminate bias in school policy and curriculum that negatively affects unduplicated students, and over 300 administrators have been training in culturally responsive leadership practices with EPOCH Education.)*

We expect the outcome to be an additional 1500 teachers/classified staff to be trained in Restorative Practices and Cultural Proficiency, and other components of MTSS, with an additional 100 administrators/instructional specialists to be trained in Universal Design for Learning and a reduction in suspension rates reporting only 2.9% for English learners, 7.9% for Foster Youth and down to 3.3% for all remaining unduplicated students by 2024.

(Action 1.3i) Because RUSD's unduplicated students demonstrate higher rates of chronic absenteeism and more disproportionate suspension rates than other students as based on metrics from the California Dashboard, the school sites where there are noticeably higher suspension rates will receive immediate access to teacher trainings, and program implementation. RUSD will provide professional development opportunities for teachers on Restorative Practices, Multi-Tiered Systems of Support and trauma informed practices.

*(Continuing and Determined, effective as expected, due to the over 800 teacher participants' completion in virtual cultural proficiency training during school closures, and their post-training survey results revealed the participants would like the district to also offer this training to all families - specifically targeting unduplicated students.)*

We expect the outcome to be a reduction in suspension rates reporting only 2.9% for English learners, 7.9% for Foster Youth and down to 3.3% for all remaining unduplicated students by 2024. We expect an additional 500 teachers/classified staff trained on cultural proficiency, Restorative Practices, trauma informed practices, and other MTSS components by 2024. We expect chronic absenteeism to drop to 8.1% for English learners, down to 9.0% for Low-income and 12.7% for Foster Youth by 2024.

(Action 1.3j) The district will also conduct professional development for classified campus staff and substitute teachers on Multi-Tiered Systems of Support components such as the implementation of cultural proficiency and (Tier 2 and 3) intensive intervention programs in reading and math for Foster Youth, English Learners and Low-income students. This will help classified and temporarily-hired employees to



better address the needs of our unduplicated students who have discipline issues in the classroom and need additional support to mitigate learning loss and/or credit deficiencies.

*(Continuing and Determined, effective as expected due to the current high retention of experienced substitutes in the district which will provide for seamless structures and classroom routines for English learners, Foster Youth and Low income students when teachers are out of the classroom, and the current high participation rates for classified staff in Restorative Practices has set a standard for expectations.)*

We expect the outcome to be 75% participation in the professional development by temporary-hires and substitute teachers in the district, and up to 80% classified staff by 2024. We expect the outcome for unduplicated youth to be a reduction in suspension rates reporting only 2.9% for English learners, 7.9% for Foster Youth and down to 3.3% for all remaining unduplicated students by 2024. We expect chronic absenteeism to drop to 8.1% for English learners, down to 9.0% for Low-income and 12.7% for Foster Youth by 2024.

(Action 1.4a) The learning gaps for our unduplicated elementary students revealed that Early Literacy in grades kindergarten to grade three have stayed fairly stagnant for the past five years. For example, metrics from the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) MOY 3<sup>rd</sup> Grade - All Students (2019-20, Benchmark or Above) 66.8%; Low Income 59.9%; English Learner 37.1%; Foster Youth 66.7% are only slightly different from 2018 and 2017 scores. In grades 4 thru 12 the 2019 English Language Arts CAASPP scores show English Learners (EL) are not moving past orange (-52), Foster Youth (FY) are staying at Yellow (-30.7), and Low-income (LI) students are stuck at Yellow (-22.9) as well. Math scores for our unduplicated students have remained at the orange level for several years with EL's at (-84.8), FY at (-82.1) and LI at (-63.8) respectively. In order to improve these scores, RUSD will build teacher capacity around the implementation of Common Core State Standards. Trainings will include research-proven instructional strategies for increasing early numeracy, conceptual understanding in math, Document Based Questions, Foundations of Literacy through our Gateway Program, and publisher-created tools such as Wonders, WonderWorks, Eureka, StudySync, CPM and Amplify.

*(Continuing and Determined effective as expected, prior to COVID school closures, annual summative assessments in English Language Arts and Mathematics (CAASPP), as well as indicators from the CA Dashboard (Career/College and Graduation Indicators) all indicated RUSD unduplicated students were making some moderate growth in core content areas. The professional learning areas indicated in the action will build upon that growth and assist RUSD in meeting it's annual targets in ELA, mathematics, college, career and world readiness for unduplicated student populations.)*

We expect the outcomes to be a 4% to 6 % increase across all unduplicated students assessed on DIBELS over the next three years. We expect student gains in Math to be a move up to 72.8pts. below standard (Yellow) for English Learners; a move up to 51.8pts. below standard (Yellow) for Low-income; and a move up to 70.4 pts. below standard (Yellow) for Foster Youth. Student gains in Language Arts are expected to be a move up to 40pts. below standard, (Yellow) for English learners; a move up to 10.9pts. below standard,(Yellow) for Low-Income; and a move up to 18.7pts. below standard (Yellow) for Foster Youth by 2024.

(Action 1.4b) Foster Youth, English learners, and Low income students using adaptive software tools showed strong improvement in math and English language arts during virtual learning in 2020-2021. Training for teachers to increase the integration of technology into their daily teaching and learning in-person is also important in helping our unduplicated students increase early numeracy and literacy skills, coding, and digital literacy and citizenship. Software platforms will also be used for the delivery and evaluation of professional learning for employees in RUSD to determine effectiveness of its implementation on unduplicated students.

*(Continuing and Determined effective as expected, prior to COVID school closures, annual summative assessments in English Language Arts and Mathematics (CAASPP), as well as indicators from the CA Dashboard (Career/College and Graduation Indicators) all indicated RUSD unduplicated students were making growth in core content areas. The professional learning supports areas indicated in the action will build upon that growth and assist RUSD in meeting it's annual targets in ELA, mathematics, college, career and world readiness for Foster Youth, English learners and Low income students.)* We expect the outcomes to be student gains in Math to be a move up to 72.8pts. below standard (Yellow) for English Learners; a move up to 51.8pts. below standard (Yellow) for Low-income; and a move up to 70.4 pts. below

standard (Yellow) for Foster Youth. Student gains in Language Arts are expected to be a move up to 40pts. below standard, (Yellow) for English learners; a move up to 10.9pts. below standard, (Yellow) for Low-Income; and a move up to 18.7pts. below standard (Yellow) for Foster Youth by 2024. We expect all professional development evaluations in RUSD to be conducted using a software program by 2024.

(Action 1.4d) The majority of our Foster Youth, Low income students, and English learners come from diverse backgrounds and experiences, and the district needs to provide better conditions and circumstances for cultural understanding. Their stories, families and personal journeys must be seen as assets that they bring to the classroom. To meet this necessity, RUSD will provide ongoing training for teachers and other employees who are responsible for assisting and implementing Ethnic Studies courses in the district. The new courses will meet new state requirements and increase cultural proficiency in our unduplicated students.

*(New action, RUSD endeavors to increase student engagement and connection to the curriculum for unduplicated pupils by expanding its offering of Ethnic Studies courses throughout the instructional program.)*

We expect 100% of history/social science teachers to be trained in the implementation of the new Ethnic Studies courses along with necessary paraprofessionals, and the outcome will be full implementation of Ethnic Studies courses available to all unduplicated students across all high schools by 2024.

(Action 1.4e) Increasing teacher/counselor knowledge of the College and Career Index (CCI) will help unduplicated students navigate their schooling experience and plan for their future. Because the percentage of A-G requirements met are lower for unduplicated students by 15% or more when compared to All Students, and the CCI percentages for English learners are currently 18.7%, 39.7% for Low-income and 21.9% for Foster Youth, RUSD will provide new, updated training on the College and Career Indicator for teachers and counselors to better advise Foster Youth, English Learners and Low-income students.

*(Continuing and Determined, effective as expected as RUSD unduplicated students have made significant growth on the CCI indicator on the CA Dashboard from 2018-19 to 2019-20 (+3.4%). Further improvement can be accomplished by increasing counselors' knowledge of the CCI, allowing them to more effectively support, advise and intervene for students.)*

We expect the outcomes to be all Pupil Services counselors trained on the College and Career Index, and unduplicated student gains on the CCI reporting at a move up to 43.0% for English learners, a move up to 45.7% for Low income students and a move up to 43.0% Foster Youth by 2024.

(Action 1.4f) Foster Youth, English learners and Low-income students need to be represented more equitably in Career Technical Education. On average, only 9.1% of our unduplicated students complete a CTE pathway. Support for the RUSD Career Technical Education (CTE) plan and additional areas of professional development to be offered to educators around CTE will broaden curriculum options for unduplicated students and provide greater opportunities for school engagement. *(Continuing and Determined, effective over four years RUSD has increased the number of CTE pathways offered to 42 out of 45 possible pathways of which all are available to Foster Youth, Low income students and English learners.)* We expect the outcomes to be 13.2% of English learners completing a CTE pathway, 11.3% for Low-income, and 13.1% for Foster Youth by 2024.

(Action 1.5c) RUSD will meet the needs, conditions and services of unduplicated students regarding 1:1 devices and internet access by increasing equitable digital integration in the instructional setting. RUSD must ensure a reliable tech infrastructure including internet connectivity, digital devices, and content management for all Foster Youth, Low income students and English learners. Technology use can be a struggle for unduplicated students due to unstable living conditions and/or access issues; this action will keep connectivity at the highest quality so network systems do not shut down and disrupt learning

*(Continuing and Determined, effective as expected due to the dissemination of 33,000 Chromebooks, and over 2200 hotspots to students/families during school closures, with targeted supports for technical assistance provided to unduplicated students and*

families, along with an updated plan to refresh all devices on an ongoing cycle.) We expect the outcomes to be continuing a 1:1 technology ratio, and all unduplicated students having high quality connectivity at home (up to 24,000 students) through district sponsored devices by 2024.

(Action 1.5d) To ensure that unduplicated students are accurately represented in district data and the reporting on their progress is correct, RUSD will improve the accuracy and quality of student demographic and assessment information in the district. This will be done by developing up-to-date learning management systems to facilitate data-driven decisions to increase student outcomes leading to college, career and world readiness.

*(Continuing and Determined, effective as expected as data quality technicians were hired and provided more accurate student data, resulting in decrease in fatal errors in CALPADS reporting and contributing to increases realized for unduplicated students in the CCI and Graduation Rates on the CA Dashboard.)*

We expect the outcomes to be a dramatic decrease in fatal errors to less than 3% on the RUSD CALPADS report; increases on the College and Career Indicator rates reporting at 43.0% for English learners, 45.7% for Low income students and 43.0% Foster Youth; and Graduation Rates increasing to 96.1% for English learners, 97% for Low-income and 90.9% for Foster Youth by 2024.

(Action1.5e) RUSD identifies that Foster Youth, Low-income students and English learners should be provided with equitable resources in all areas of the curriculum as well as extracurricular activities. Securing additional funding for programs such as McKinney Vento, 1st Century Learning Communities, Career Technical Education, National Science Foundation, Visual and Performing Arts, English learning and other subject matter areas of need is essential. Training site personnel on how to apply for localized funding for specific neighborhoods and schools will increase opportunities for partnerships, sponsorships and small project-based grants.

*(Continuing and Determined, effective as expected in that over \$6 million in grants specifically targeting services for unduplicated students was procured in the last LCAP cycle.)*

We expect the outcomes to be RUSD maintaining a full-time grant writer who procures \$500,000 or more in grant funding per year to support programs for unduplicated students through 2024.

(Action1.5h) Because our unduplicated students have lower rates of A-G requirement met and and lower graduation rates as compared to “All Students”, RUSD will continue to support opportunities for high graduation expectations. In order to best meet the needs for Foster Youth, English learners and Low-income students who are high school seniors, RUSD will continue to promote college and career expectations and ensure an equitable graduation experience for unduplicated students.

*(Continuing and Determined, effective as expected as all RUSD students (including unduplicated as a priority) were equitably provided with caps/gowns for graduation activities.)*

We expect the outcomes to be graduation rates for unduplicated students increasing to 96.1% for English learners, 97% for Low-income and 90.9% for Foster Youth by 2024

## **Goal 2 - Provide student choices that prepare them for college and career pathway**

In Goal Two, RUSD will address the needs, conditions and circumstances of our unduplicated students by eliminating barriers they may encounter as they prepare for college and career choices. Compared to the “All RUSD Students” average of 44.5% on the College and Career Index, our English learners represent at 18.7% prepared, Foster Youth are at 21.9% and our Low income students are at 39.7%. This data reveals that increased and improved services are necessary to ensure our unduplicated students receive the needed support to raise up their level of preparedness as they enter life after high school.

(Action 2.1a) Taking into consideration the needs, conditions and circumstances of our Foster Youth, Low income and English Learners, this action will provide for Tier 1 (universal) instructional materials and educational programs for unduplicated students. Unduplicated students in the district have chronically underperformed on the CAASPP in both math and language arts for the last three years. To ensure that instructional materials are appropriately targeted for unduplicated students, RUSD adopted universal screener tools for English language arts, mathematics, and social-emotional learning. Implementation of the screener process for unduplicated students will begin with grades TK-6 and eventually phasing to the secondary level. The screener will help direct and plan for instruction to meet students' specific needs by closing learning gaps, and accelerating or extending their learning.

*(Continuing and Determined, effective as expected in that RUSD has initial evidence from 2018 thru 2020, when the district conducted a small scale universal screening program for unduplicated students in TK-6, 3 times per year. This action enhances those efforts by adding social emotional & behavioral screening to TK-6 grade students Year 1 and adds secondary screening in Reading, math and social emotional/behaviors in years 2 and 3. These strategies are consistent with research on mitigating learning loss and accelerating learning for Foster Youth English learners and Low income students.)*

We expect the outcomes to be 80% of RUSD students meeting or exceeding end of year learning goals (measured by Rate of Improvement growth) in English language arts and 80% of RUSD students meeting or exceeding end of year learning goals (measured by Rate of Improvement growth) for math by 2024. We expect the outcomes on the CA Dashboard to show student gains in Math to be a move up to 72.8pts. below standard (Yellow) for English Learners; a move up to 51.8pts. below standard (Yellow) for Low-income; and a move up to 70.4 pts. below standard (Yellow) for Foster Youth. Student gains in Language Arts on the CA Dashboard are expected to be a move up to 40pts. below standard, (Yellow) for English learners; a move up to 10.9pts. below standard,(Yellow) for Low-Income; and a move up to 18.7pts. below standard (Yellow) for Foster Youth by 2024.

(Action 2.1c) A timely and vital implementation of a comprehensive Ethnic Studies Plan will provide the needed diversity in the history/social science curriculum as well as provide multiple racial/ethnic perspectives in other subject-matter disciplines for Foster Youth, Low income and English learners. To do this, RUSD will provide an updated rigorous history-social science curriculum that aligns to the state framework and includes current, accurate, and age-appropriate racial/ethnic perspectives, in addition a distinct repository for supplemental resources will be created for district teachers and there will be increased library media offerings with diverse authors, characters, and points of view.

*(New action, RUSD endeavors to increase student engagement and connection to the curriculum for unduplicated pupils by expanding its offering of Ethnic Studies courses throughout the instructional program.)*

We expect the outcome to be to be full implementation of Ethnic Studies courses available to unduplicated students across all high schools by 2024.

(Action 2.1d) High quality STEM activities and curriculum provide increased access for all unduplicated student groups. Overall, women, low income and persons of color are not well represented in the STEM professions in the US, often dropping out of STEM majors due to lack of access and preparation during their secondary/early post secondary years (SWE, 2018). By providing robust and connected Science, Technology, Engineering, and Math opportunities for Foster Youth, Low income and English learners, RUSD will broaden access to careers fields and opportunities in which our unduplicated students are currently underrepresented. The district STEM department will continue to hold the STEM conference during the summer, the Inspire Her Mind event, and more course offerings in computer science at the high school level, and STEAM curriculum activities in our afterschool and summer school programs.

*(Continuing and Determined, effective as expected as demonstrated via the STEM LEAPs conference (over 300 unduplicated students participating), Inspire Her Mind event (over 300 unduplicated students attending), the Google grant opportunity for teachers (25) to enroll in a Computer Science Credentialing program to better served unduplicated students in STEM, and the creation of CTE middle school career pathways in health sciences (over 100 unduplicated students enrolled.)*

We expect the outcomes to be the continuation and expansion of the STEM LEAPs conference and Inspire Her Mind by up to 20 students each year, increasing the number of teachers trained in Computer Science instruction by 5 teachers per year and increasing the middle school health science pathway by 15 students per year, all by 2024.

(Action 2.1e) Because of the low percentages of unduplicated students demonstrating preparedness on the College and Career Indicator, training for the implementation of the Next Generation Science Standards (NGSS) will provide high quality teachers who can better advance science opportunities for unduplicated pupils that are essential for college and career readiness. The Next Generation Science Standards are the foundation for lessons on relevant real-world topics and local phenomena and subsequently increase stronger engagement in science by Foster Youth, Low-income students and English learners.

*(Continuing and Determined, effective as expected in years prior to Covid 19 in which science TOSA's engaged over 100 teachers in NGSS training to serve up to 5,000 unduplicated TK-12 students in STEM learning)*

We expect the outcomes to be increased on the College and Career Indicator rates reporting at a move up to 43.0% for English learners, a move up to 45.7% for Low income students and a move up to 43.0% Foster Youth; and Graduation Rates increasing to 96.1% for English learners, 97% for Low-income and 90.9% for Foster Youth by 2024.

(Action 2.1g) Arts Integration has a proven impact on Linguistic, Cognitive, and Affective engagement in schooling (Anderson, 2015), making it of high value for our unduplicated students at RUSD. The district will continue to implement the board-adopted Arts Plan, which includes "Arts-to-Go Lessons," provided by the Riverside Arts Museum. These lessons, taught by expert docents in partnership with classroom teachers, offer diverse Arts education for Foster Youth, English learners, and Low-income students in PreK through 12th grade.

*Continuing and Determined, effective as expected in that 100% of VAPA staffing (specialist, itinerant teachers, and teachers on special assignment) have continued to provide meaningful content to unduplicated pupils across all school sites throughout the pandemic. Due to the digital delivery opportunity, Art to Go lessons were increased to 136 annually for unduplicated students in grades TK-6.*

We expect the outcomes to be a continuation of the Arts-to-Go Lessons through 2024 and all unduplicated students reporting 73% or better (agree or strongly agree) on the Student Climate Survey regarding "Student Engagement/Connectedness to School" report by 2024.

(Action 2.1h) Social-emotional support services and counseling guidance from school sites across the district will help to improve Foster Youth, Low income and English learner students' transition from high school to college enrollment. Current A-G fulfillment percentages include: Foster Youth at 32.1%, Low-income at 43.7% and English learners at 27%. All of our unduplicated groups are below the "All Student" average in the district which is 51.6%. To address the issue of unduplicated students not reaching their A-G requirements, RUSD will provide students with academic, career, and social-emotional support services from our Student Assistance Program which provides licensed clinicians on campuses, and high school counselors who conduct college readiness workshops for unduplicated secondary students. Supports will also address helping Foster Youth, Low-income and English learners navigate the transition from high school to college enrollment.

*(Continuing and Determined, not effective as expected, particularly due to COVID school closures; there was a decrease in attendance throughout all college workshops due to school closure and limits in counting actual attendees using one device for participation by many individuals. Challenges included limited access to virtual platforms such as Zoom and inability to provide translation using district issued chromebooks. In the new action, among other improvements, communication to families advertising events will be modified to include multi layered approaches to better serve and target Foster Youth, Low income students and English learners.)*

We expect the outcomes to be an increase in student enrollment in college by the fall immediately following high school graduation, along with increased student A-G completion rates from 27% to 30% for English learners, from 43.7% to 46.7% for Low-income and 32.1% to 35.1% over the next three years respectively.

(Action 2.1j) There is strong evidence that dual enrollment improves college transitions, persistence, and completion especially for students traditionally underrepresented in higher education (College in High School Alliance, 2020). Therefore, RUSD will increase Dual Enrollment course opportunities to provide Foster Youth, Low income and English learner high school students with access to gain post-secondary credits prior to their freshman year in college. This is also a proven way to increase student confidence in applying for college. RUSD currently supports over 150 unduplicated students that annually participate in dual enrollment courses with Riverside Community College through our Career Technical Education (CTE) programs. The CTE department provides enrollment assistance to unduplicated pupils as needed.

*(Continuing and Determined, effective as expected in that Dual Enrollment course completion increased by 5.5% from 2018-19 to 2019-20 with approximately 50% of students participating being unduplicated pupils.)*

We expect the outcomes to be an increase in dual enrollment for unduplicated youth by 20 students per year over the next three years and graduation rates increasing to 96.1% for English learners, 97% for Low-income and 90.9% for Foster Youth by 2024.

(Action 2.1k) RUSD promotes real-world learning experiences for Foster Youth, Low income and English learners via our Career Technical Education (CTE) programs. When addressing the needs, conditions and circumstances of persistence and positive attendance in school, RUSD notes that the Brookings Institute report (2021) states that, "CTE can motivate students to attend school more frequently and be more engaged, and therefore improve core academic skills." Currently unduplicated students completing a CTE pathway by the end of 12<sup>th</sup> grade in RUSD are only: 10.2% of English Learners, 8.3% of Low-income students, and Foster Youth data is not available. To ensure that Foster Youth, Low-income students and English Learners are able to enroll in CTE, the district will continue to design and expand Career Technical Education (CTE) Programs to promote college, career, and world readiness through the ongoing partnership with Riverside County Office of Education. RUSD plans to offer additional class sections, real-world experiences, and foster student leadership over the next three years. The district also plans to continue the implementation of Project Lead the Way engineering and biomedical programs which are course electives built on foundational scientific principles and enhance learning with hands-on activities and virtual learning experiences at the elementary and secondary levels.

*(Continuing and Determined, effective as expected as over four years RUSD has increased the number of CTE pathways offered to 42 out of 45 possible pathways which are open to all unduplicated youth and include targeted support for Foster Youth and English learners as needed.)*

We expect the outcomes to be an increase of 2 additional pathways and an increase of 5% of student enrollment in CTE and a 3% to 4% increase of unduplicated students completing a CTE Pathway by 2024.

(Action 2.1l) English learners in RUSD continue to score below other student groups in academic areas (-84.8 in math and -52.3 in English language arts). As we strive to build upon the assets that English learners bring to the classroom, we will promote the benefits of bilingualism and biliteracy for our students as it pertains to core academics. Foster Youth and Low-income students attend Dual Language schools in RUSD and by expanding the Dual Language Immersion program the district will increase students' progress on the Idea Proficiency test and languages assessments due to instruction offered in both Spanish and English at these sites. Students earning the Seal of Biliteracy from the State of California also have increased opportunities for college scholarships and college enrollment opportunities; this provides even greater opportunity for English learners who come to school with the asset of already speaking another language. By expanding the DLI program to promote bilingualism/biliteracy skills, and monitoring student academics and language progress utilizing District Formative Assessments, the Idea Proficiency Test (IPT) and state exams, RUSD will improve its bilingual opportunities.

*(Continuing and Determined, effective as expected in that student retention for unduplicated pupils is increasing with matriculation between grade spans as per the district plan.)*

We expect the outcomes to be an expansion of 2 new schools becoming Dual Language Immersion by 2024 that may serve up to 600 unduplicated students combined.

(Action 2.2a) RUSD will Provide Tier 2 and 3 supports that meet students at their current levels and promote their growth. Because Foster Youth, Low-income and English learners score below the “All Students” average in math and language arts on the CAASPP test, it is essential that RUSD expand after-school and summer learning programs for unduplicated and at-risk students. Additional instructional time for unduplicated students will help build and strengthen foundational skills in literacy and math through small group and one-on-one tutoring. Expanding learning time for elementary, middle, and high school students can also accelerate progress, and/or close learning gaps will help to increase achievement scores as well as student social emotional health.

*(New Action - will specifically target unduplicated pupils)*

We expect the outcomes to be an increase in small group and one-on-one tutoring included in afterschool program sites by 30%, and by 40% during summer learning programs to assist students with learning loss. We anticipate summer school to double in size for summer 2021 and summer 2022 and enroll 50% or more of unduplicated students. All 26 after school programs will include a social emotional learning curriculum in their weekly routines to build on community circles and Restorative Practices by 2022.

(Action 2.2b) Unduplicated students enrolled in the district’s AVID programs have shown increased persistence and high graduation rates. The district’s current graduation rates for Foster Youth are 87.9%, Low-income students 95.9% and English Learners 93.1%. These positive scores motivate RUSD to continue to implement the AVID program at the elementary and secondary levels to provide unduplicated students with targeted educational support in core academics, life skills, increasing A-G attainment and staying on the path to graduation.

*(Continuing and Determined, partially effective as expected due to COVID school closures; student enrollment for unduplicated youth in AVID courses in grades 7-12 decreased by 16 students. AVID teachers continue to provide and implement educational pedagogy necessary to close opportunity gaps and improve college and career readiness for high school and middle school students, especially those traditionally underrepresented in higher education such as Foster Youth, English learners and Low income.)*

We expect the outcomes to be increased student A-G completion rates from 27% to 30% for English learners, from 43.7% to 46.7% for Low-income and 32.1% to 35.1% over the next three years respectively, and graduation rates increasing to 96.1% for English learners, 97% for Low-income and 90.9% for Foster Youth by 2024.

(Action 2.2c) RUSD will Provide Tier 2 *Strategic*, and Tier 3 *Intensive* intervention at secondary schools to close the achievement gap for unduplicated students who are underperforming. The A-G attainment for our Foster Youth, Low-income, and English learners is far below the “All Student” average of 51.6%. In order to provide better support, and to increase opportunities for unduplicated students at each comprehensive high school, additional credit recovery courses will be offered, and more one-to-one tutoring will be provided for unduplicated students to stay on track for graduation.

*(New Action - includes specific targets for unduplicated pupils)*

We expect the outcomes to be increased student A-G completion rates from 27% to 30% for English learners, from 43.7% to 46.7% for Low-income and 32.1% to 35.1% over the next three years respectively, and graduation rates increasing to 96.1% for English learners, 97% for Low-income and 90.9% for Foster Youth by 2024.

(Action 2.2d) Foster Youth, Low-income students and English learners are notably underrepresented in Advanced Placement (AP) courses in RUSD. Foster Youth and English learners particularly struggle to meet the prerequisites for AP. The district will address this disproportionality by decreasing the opportunity gap, and increasing college credit eligibility for unduplicated student groups by providing additional support in Advanced Placement courses. More entries into advanced Placement courses will also provide greater equity and increased college preparation for Foster Youth, English learners and Low income students across all high schools.

*(Continuing and Determined, effective as expected as the percentage of unduplicated students scoring a 3 or greater on their AP exams increased by 7.9% from 2018-19 to 2019-20.)*

We expect the outcomes to be an 8% or better increase in the number of unduplicated students scoring a 3 or greater on their AP exam each year, over the next 3 years.

(Action 2.2e) Maintaining targeted student support programs such as the Heritage Program for African American Students, the Legacy Program for English learners, and Puente Program for LatinX students will continue to improve A-G attainment throughout the district. Unduplicated students make up the majority of the students served by these programs. The district will therefore maintain, and equitably distribute these student support programs (via staffing and targeted activities) to provide underrepresented and unduplicated students in grades 10-12 with targeted educational and social-emotional support, leading to increased A-G attainment, and college and career preparedness.

*(Continuing and Determined, partially effective as expected; due to COVID school closures and the accompanying challenges Distance Learning presented to student learning, more Heritage, Legacy and Puente students earned failing grades than expected. Student supports for unduplicated students have been implemented for summer extended learning and recruitment efforts will be focused on these students.)*  
We expect the outcomes to be an increase in A-G attainment by African American students from 47.2% to 50.3%, and from 46.3% to 40.3% by LatinX students. The goal for English Learners is to increase from 27% to 30% and for all other unduplicated students enrolled in these programs a 3 percentage point gain in A-G attainment is expected over the next 3 years.

(Action 2.2h) Foster Youth, Low-income students and English Learners make up a largest portion of the student population enrolled in Special Education in RUSD. To better serve these students it is necessary to increase collaboration among staff who support our unduplicated students in special education, and their general education colleagues to ensure inclusive and accessible learning environments for students and families are the norm in RUSD. Inclusionary practices breakdown stigmas around Students with Disabilities, implicit biases, and improves acceptance among all groups. Given our overrepresentation of English learners in Special Education, this framework will provide an additional layer of support for ELs, and simultaneously address the needs of Foster Youth and Low-income students in special education.

*(New Action - will specifically target unduplicated students in special education)*

We expect the outcomes to be quarterly collaboration meetings between regular ed teachers and special education teachers, either by site or districtwide to exchange information regarding unduplicated successes and challenges in their respective programs. A monthly newsletter and/or website information will be updated frequently for general education teachers to better understand the issues of concern in the special education community especially regarding Foster Youth, Low-income students and English learners.

(Action 2.2i) Unduplicated student populations often start out behind in their schooling due to the absence of a preschool experience (Calif. Dept. of Ed, 2009). For our most vulnerable youth who are ages four and five, RUSD will provide these unduplicated students with increased and expanded preschool opportunities to build a strong academic and social-emotional foundation. This includes Spanish preschool for English learners to increase primary language proficiency.

*(Determined, effective as expected in that 25 RUSD families with unduplicated pupils who would not have qualified to enroll their children in Preschool did so under the funds provided by this action.)*

We expect the outcomes to be increases in language acquisition for preschool Spanish speakers by 3% to 5% on district assessments, and a 3% average or better growth on scores for unduplicated students that will measure from preschool entry to incoming kindergarten skills including inventories/assessments for social emotional health and literacy and numeracy.

(Action 2.3a) Providing additional allocations to sites is essential in supporting the learning and well-being of unduplicated students. By doing so, schools in RUSD can meet the needs, conditions and circumstances of our Foster Youth, Low-income and English learners based



on their unique academic, social-emotional and behavioral data. RUSD can better customize and provide services such as additional academic interventions, supports for addressing barriers to improved student attendance, additional language support for English learners and peer counseling.

Site allocations are strategically and thoughtfully used to address the academic and social emotional needs of unduplicated students and provide them with differentiated support and services to increase achievement and well-being at the local level.

*(Determined effective as expected as site allocations were directed towards the learning and well-being of unduplicated students by providing social-emotional counseling to students via the RUSD Student Assistance Plan, and additional academic supports for online schooling such as Paper Tutoring, Dreambox, Lexia and Imagine Espanol.)*

We expect the outcomes to be individual school sites improving math and English language arts CAASPP scores for unduplicated students by up to 3 percentage points or better per year through 2024, English learner reclassification rates increasing from 19.1% to 26.6% over three years, and attendance rates increasing each year to meet or exceed 96.6% each year for English Learners, Low-income and Foster Youth.

### **Goal 3: Involve the whole family and community in student learning and well-being**

In Goal Three, RUSD will address the needs, conditions and circumstances of our unduplicated students by providing opportunities to assist parents in supporting their students to become successful in school and life. Our Foster Youth, Low-income students and English learners comprise 69.48% of our students in the district, which makes Increasing student engagement and connectedness to school and community paramount. Riverside Unified has listened to feedback from all parent stakeholder groups, student surveys and our certificated and classified employee bargaining units, and there is overwhelming evidence that safe schools, social emotional learning/wellbeing of children, and support for families are top priorities for Riverside Unified.

(Action 3.1a) In order to better understand the needs, conditions and circumstances of our unduplicated students, five Town Hall meetings were held in RUSD during spring of 2021. These meetings were held in addition to our regular LCAP Committee, District English Learner Parent Advisory Committee, PTA, and African American Parent Advisory Committee meetings. The data/feedback from parents attending these public meetings demonstrated overwhelming support for the district's Family Resource Center. In order to continue to support student learning and healthy development (at home and at school) for our Foster Youth, Low-income students and English Learners, RUSD believes in establishing and strengthening partnerships with families and community members. By providing individualized services and resources for our unduplicated population through the Family Resource Center, RUSD ensures that the respect and value of the diversity of families is honored daily.

*(Continuing and Determined, effective as expected; The Family Resource Center (FRC) has developed trusting relationships with families of unduplicated students to bridge services and communication between home and school; Coordination of personalized and comprehensive family strengthening services during distance learning include connections to district services and access to community supports such as meals, utility and rental assistance, childcare connections, tutoring support, counseling, and trauma and crisis assistance such as domestic violence and loss of a loved one.)*

We expect the outcome to be a continuation of individualized services and resources for our unduplicated students being offered by the Family Resource Center to unduplicated students and their families - ultimately serving 8000+ parent participants each year, for three years. In addition we expect to see a score of 78% or higher (agree/strongly agree) on the parent/school climate survey for "Perception of Involvement and Participation" in the school district each year through 2024.

(Action 3.1b) Parents of unduplicated students have voiced their need for inclusive and accessible family engagement programming that allows them to fully participate in the education of their child(ren). By enhancing their parenting capacity, and increasing connections to school/community RUSD can further promote parent leadership development. The Family Resource Center serves over 3100 "unique

families” per year. To continue to increase this number of families served, Riverside Unified will offer parent workshops based on “Family Wellbeing” and “Families as Learners.”

*(Continuing and Determined, effective as expected as the RUSD Family Resource Center works with both district departments and community agencies to provide families of unduplicated students parent-focused, simple and practical strategies to support families with learning and social emotional support. Over 8403 adult family members attended these workshop in the 2019-20 school year)*

We expect the outcome to be a continuation of individualized services and resources for our unduplicated students and their families by serving 8000+ parent participants each year, for three years. In addition we expect to see a score of 78% or higher (agree/strongly agree) on the parent climate survey for “Perception of Involvement and Participation” in the school district by parents of unduplicated students each year through 2024.

(Action 3.1c) During the pandemic, RUSD expanded its daily communications to families by adding multiple platforms including social media, texting, phone calls, videos, mailers and school site-based outreach. In order to continue strengthening our communications approach for unduplicated and underserved students and their families, RUSD has determined it is vital to implement a strategic communications plan. This will increase two-way communication between the Board of Education, administration, staff, and Foster Youth, Low-income students, English learners and their parents in the RUSD community.

*(Determined, effective as expected; RUSD continued to strategize and execute communications to support District stakeholders and target families with Foster Youth, English learners and Low income students. Social media followership grew substantially on all platforms (in some cases more than double). RUSD increased frequency of communication to families of unduplicated students by producing more videos/emails with relevant updates. RUSD expanded communications tools through SMS texts to families and added more communication content in Spanish. RUSD continued to conduct public business virtually by adapting the meeting format to be facilitated online. In an effort to make board meeting updates more accessible, RUSD streams board of education meetings both in English and Spanish.)*

We expect the outcomes to be a continued frequency of communication to families of unduplicated pupils through a variety of media tools and mail. We also expect to see a score of 78% or higher (agree/strongly agree) on the parent Climate Survey for “Perception of Involvement and Participation” in the school district by parents of unduplicated students through 2024.

(Action 3.2a) Translation and interpretation services will be continued and expanded in RUSD to increase parents of unduplicated students' access to the school community and to Individualized Education Plans as necessary. All outgoing communications from RUSD are also translated into Spanish which requires maintaining a robust staff to carry out this action as needed by Foster Youth, Low-income students and English learner families.

*(Continuing and Determined, effective as expected; RUSD employed 22 school site interpreter-translator positions in 2020-21. Many of the interpreter-translators are shared between two schools. They provided interpretation (verbal interpretation in English / Spanish) services for unduplicated students involved in IEPs, parent conferences, SST meetings, community meetings, parent meetings (ELAC, SSC,) and school events, thereby increasing parents' access to engage in these vital district functions.)*

We expect the outcomes to be the addition of 2 new interpreters/translators in the district in 2021-22, and increased parent access to district events by way of positive feedback from the District English Learner Advisory Committee meetings and their attendance rosters, positive feedback and attendance from parents attending district Town Hall meetings, positive feedback on the annual LCAP parent survey, and parents of unduplicated students scoring 78% (agree/strongly agree) on the school climate survey regarding “Perception of Involvement and Participation” each year for through 2024.

(Action 3.2b) Foster Youth, English learners and Low-income students are not equitably represented at the current STEM Academy program in RUSD. In order to mitigate this issue, RUSD will continue to conduct district-wide outreach and recruitment efforts as well as

modify/enhance the Riverside STEM Academy lottery process to increase equity and access to unduplicated and underrepresented students.

*(Continuing and Determined, partially effective as expected; Diversity of student ethnic groups and students of low socioeconomic status is approaching district parity, but the progress is slow movement toward the district average. However, English learners, Foster Youth, Low income and females continue to be underrepresented at the RUSD STEM Academy. Recruitment efforts for 21-22 were a challenge due to COVID. This action has been modified to include more robust recruitment efforts to target unduplicated pupils as well as continued adjustments to the STEM lottery process to increase equity.)*

We expect the outcomes to be an annual yearly increase of 3% to 5% for enrollment in the STEM academy by Foster Youth, Low-income, English learners and females through 2024.

(Action 3.3a) Feedback from unduplicated students and parents is essential as it informs the district LCAP and other funded programs. RUSD will identify and implement a comprehensive culture and climate tool that will annually survey students, staff and families in RUSD. District leadership will use the survey results to increase student resiliency and connectedness, and family involvement for Foster Youth, English learners and Low-income students. The culture and climate tool will also gauge staff morale and wellness in an effort to increase teacher/classified staff capacity for servicing unduplicated students.

*(New Action - designed to serve unduplicated pupils and families)*

We expect the outcomes to be scores of 78% (agree/strongly agree) from parents of unduplicated students on the climate survey concerning "Perception of Involvement and Participation," and "Sense of Safety" each year through 2024.

(Action 3.3b) By implementing a district wide Social-Emotional Learning Curriculum in all schools across the district all unduplicated students will be served. Foster Youth, English learners and Low-income students will benefit from programs such as daily Community Building meetings, mental health checklists, and Mindfulness activities to help them stay engaged and feel emotionally safe at school.

*(New Action - designed to specifically target and serve unduplicated pupils)*

We expect the outcomes to be reported positive behavior for unduplicated students at school sites, suspension rates for Foster Youth, Low-income students, English learners and unduplicated students of color to fall 1% to 3% 3% each year through 2024, increased access to Student Assistance Program counselors who will serve up to 3800+ unduplicated students per year across all schools.

(Action 3.3d) Considering the needs, conditions and circumstances of our unduplicated students, RUSD will continue to provide Child Welfare and Attendance support to students, families, and staff. Increasing wellness and positive school climate at RUSD sites will increase student engagement and improve student wellbeing for Foster Youth, English learners and Low-income students. Community Circles and Restorative Practices will be used in classrooms as prevention and intervention strategies, along with teachers using pro social skills through Positive Behavior Interventions and Supports (PBIS). Improvements in attendance and behaviors for unduplicated students will increase as the district will train site personnel on alternative options for disciplinary infractions, how to use Aeries Analytics to inform the reduction of disproportionate suspensions, when to provide home visit check-ins and how to best promote positive attendance initiatives for Foster Youth, English learners, Low income students and families.

*(Continuing and Determined, effective as expected; over 700 interventions have been provided for the 20-21 year, which makes it possible for RUSD to build systems to identify needs of unduplicated students, and support homeless youth, as well as continue to develop systems that support students and families with homeless identification. The introduction of Aeries Analytics will provide sites with improved identification of homeless youth.)*

We expect the outcomes to be individual school sites improving unduplicated students' math and English language arts CAASPP scores for unduplicated students by up to 3 percentage points per year, through 2024, attendance rates increasing each year to meet or exceed 96.6% each year for English Learners, Low-income and Foster Youth, and suspension rates for Foster Youth, Low-income students, English

learners and unduplicated students of color to fall 1% to 3% each year through 2024. We expect up to 100 principals and assistant principals to be trained to use Aeries Analytics and up to 1400 home visits to be made by Pupil Services and school personnel over the next 3 years.

(Action 3.3e) Through organized activities, students learn the importance of persistence and motivation, and how accomplishing a goal requires focus and hard work (Fredricks, 2011). Providing co-curricular and extracurricular activities to connect our unduplicated middle and high school students to school and school-sponsored events is a crucial component to school success. Since current research has proven that Low income, Foster Youth and English learner students can benefit from multiple means of engagement, RUSD will monitor the participation of our Foster Youth, Low-income and English learners in school-sponsored events as part of the district's "School+2 initiative." *(Continuing and Determined, effective as expected; Even during the pandemic, high school sites were able to continue to do their best to coordinate to support programs that connected unduplicated students to school. These activities include purchasing materials and incentives to support spirit weeks, introduction and expansion of clubs and activities focused on building positive school culture and enhancing the appreciation and understanding of other students' cultures.)*

We expect the outcomes to be up to 70% of RUSD unduplicated students participating in the School +2 initiative each year over three year, as tracked using Aeries Analytics.

(Action 3.3f) The Pew Research Center reported that only 59% of children from lower income families participate in organized sports as compared to 84% from higher income families. To provide equity across the district's schools, and ensure that Foster Youth, English learners and Low income students have fair access to school sports programs, RUSD will continue to implement the middle school sports programs, freshman and sophomore athletics, as well as varsity level athletics. This wide range of offering will allow more opportunities and options for unduplicated students to engage in team competition.

*(Continuing and Determined, not as effective as expected due to COVID school closures. Before the school closures, middle and high school athletics flourished in RUSD, giving unduplicated students extended opportunities to be involved in extracurricular activities. This should resume back to normal in the 2021-22 school year.)*

We expect the outcomes to be up to 70% or more of unduplicated middle school students participating in school sports, and up to 70% or more of unduplicated high school students participating in school sports across all schools over the next three years, as tracked using Aeries Analytics.

(Action 3.4a) The RUSD SAP program provided over 2400 mental health/risk assessments and over 3500 social emotional therapy sessions for unduplicated students in 2020-21. With improved social emotional support including individual and group counseling, individual observations, intervention and monitoring by the RUSD Student Assistance Program (SAP) who are licensed clinicians, Foster Youth, English learners and Low-income students can feel safe and productive in a school environment. The district will continue to provide social and emotional support including individual and group counseling, check-ins and classroom lessons through the implementation and monitoring of the Student Assistance Program.

*(Continuing and Determined, effective as expected; the Student Assistance Program Counselors provided 2,424 check-ins and 3,594 counseling sessions primarily targeting services for unduplicated students. They also provided training to school staff and facilitated Parent Webinars. A virtual wellness center was developed in response to COVID-19 and has had 2891 views.)*

We expect the outcomes to be 2800+ mental health/risk assessments conducted each year and 3800+ social emotional therapy sessions conducted each year in RUSD by our Student Assistance Program counselors through 2024; continuation of the virtual wellness center, and unduplicated student and parents responding at 78% (agree/strongly agree) on their "Sense of Safety Perception" for the annual school climate survey.

(Action 3.4b) The RUSD SAP program provides behavioral support to students and school sites by assigning behavioral assistants to work with Foster Youth, Low-income and English learners who need interventions to help de-escalate situations at school that may be disruptive. Riverside Unified will continue to provide behavioral support in this manner which will also include observations and risk assessments for unduplicated students that may lead to referrals for counseling.

*(Continuing and Determined, effective as expected; the Student Assistance Program Counselors provided 2,424 check-ins and 3,594 counseling sessions primarily targeting services for unduplicated students. They also provided training to school staff and facilitated Parent Webinars. A virtual wellness center was developed in response to COVID-19 and has had 2891 views.)*

We expect the outcomes to be 2000+ teacher/classified staff training on Restorative Practices and other components of Multi-Tiered Systems of Support over the next three years, 2800+ mental health/risk assessment conducted each year, and 3800+ social emotional therapy sessions conducted each year by our Student Assistance Program counselors through 2024. We also expect attendance rates increasing each year to meet or exceed 96.6% each year for English Learners, Low-income and Foster Youth, and suspension rates for Foster Youth, Low-income students, English learners and unduplicated students of color to fall below 3% each year through 2024.

*A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.*

Riverside Unified School District (RUSD) estimates that the level of Unduplicated Pupils for the LCAP year 2021-22 will be 69.48%, therefore funding for the LCFF Supplemental and Concentration in the 2021-2022 LCAP year is estimated to be \$73,927,452. As stated earlier, this equates to a Minimum Proportionality Percentage rate of the total base of 21.14%.

These funds are budgeted for expenditures to improve and/or increase services for Low income, Foster Youth and English learners. This funding affords a significant opportunity to improve the educational outcomes of these students and reduce the achievement/service gap by improving and/or increasing instructional programs, and student support programs that ensure the elimination of barriers to student success.

Programs and services are funded at schools with higher numbers and concentrations of unduplicated students. 5,775,999 in Supplemental and Concentration funding will be allocated across school sites in RUSD based on their "Unduplicated Pupil Counts" of English learner, Low income and Foster Youth. Funds will allow schools to meet the needs, conditions and circumstances of these specific student groups in a meaningful and relevant way through intervention programs that target academics, language acquisition college and career preparedness, and social emotional health.

Stakeholder feedback from the LCAP advisory, District African-American Parent Advisory Committee, District English Learner Parent Advisory Committee and the RUSD bargaining unit membership is collected throughout each year to help guide the selection of resources and interventions for unduplicated students, as well as assist in progress monitoring to determine if services for our Foster Youth, English Learner and Low income students are being increase or improved.

RUSD has determined the following areas of need to be specifically targeted for our unduplicated pupils:

- Mathematics performance for Foster youth, Students with Disabilities and English Learners
- African American and Native American students on the suspension indicator, and overall school suspensions

## -English learner progress towards reclassification

To meet and/or eliminate the needs mentioned above, the School Plan for Student Achievement (SPSA) development process at each school site in the district also focuses on site goals/actions in a manner consistent with the District Local Control Accountability Plan. These actions at our school sites provide supplementary materials and activities, targeted interventions for reading, math, and language support, focused extension opportunities before/afterschool and during the summer, as well as parent involvement and special engagement events for our unduplicated pupils that support closing the opportunity and achievement gaps.

An approval protocol and monitoring process is in place for all school sites and when utilizing LCFF funding for purchases to serve unduplicated pupils, the principals must ensure they are aligned to SPSA goals and actions and are principally directed to increase or improve services to unduplicated students.

The Riverside Unified School District team engages in data analysis and the review of best practices with a focus on systematizing services at all schools in the district. Increased and improved services for our unduplicated students (Foster Youth, English learners, and Low income students) are the district's top priority. On a regular basis, the LCAP actions/services are discussed in monitoring meetings, thereby measuring the actions with the purpose of making corrections along the way. If the data on unduplicated students shows no or little progress then alternative resources and interventions are sought. During Board Study Sessions, presentations utilizing data and research are made to inform the community of overall District progress, and progress of our Fostery Youth, Low-income students and English learners.

At regular leadership meetings, such as principal meetings, district management meetings and assistant principal meetings, discussion of the LCAP actions/services are engaged in with a school site and department perspective. It is critical that support departments actively engage with LCAP actions/services, as the contributions of all stakeholders can make a difference in closing opportunity and achievement gaps, especially for our unduplicated students. These discussions then inform our practice, as well as allow for improvement in implementation. As stated earlier, services for our unduplicated students will be increased and improved upon through systematic implementation of services, ongoing data monitoring, and course corrections when necessary. RUSD follows the steps in the Cycle of Inquiry: a systematic way by which we elevate our practices and make continuous improvement.

Stated below are Goals and Actions limited to only unduplicated students to increase and/or improve services by the percentage required:

(Action 1.4c) RUSD will provide professional learning and support to teachers, English learner contacts and site administrators on Integrated and Designated English Language Development, goal setting and progress monitoring to ensure English learners are making growth in their language proficiency in the four domains of language: reading, writing, listening and speaking. This action will improve services by the percentage required through relevant and updated professional development, and increased progress monitoring by our English learner contacts and site administrators.

*(Continuing and Determined, effective as expected; Throughout the 20-21 school year, the EL team, with the input and feedback from stakeholder groups, focused on four areas of work to support and increase the engagement of English learners - training in the EL Roadmap, ELD, and the RUSD Guide for Educating English Learners, creation of professional learning modules for teachers, implementation of quarterly EL Community Walks, identification of local ELD assessments to monitor student acquisition of language.)*

The expected outcome for this action is for up to 800 elementary and middle school teachers/administrators to be trained on Integrated and Designated English Language Development (ELD) and goal setting over the next three years; and we expect growth for our English learners on the English Learner Progress Indicator to move from 40.9% to 53% by 2024, and we expect an increase in our Reclassification rate to move from 19.1% to 26.6% by 2024.

(Action 2.1f) RUSD will provide English learners daily Integrated and Designated ELD in all grades, with additional support offered at the high school level to increase language proficiency and academic performance. The district will use the Ellevation platform to monitor the reclassification progress of English learners (EL) and monitor the progress of Redesignated Fluent English Proficient students.

*(Continuing and Determined, effective as expected; Throughout the 20-21 school year, the EL team, with the input and feedback from stakeholder groups, focused on four areas of work to support and increase the engagement of English learners - training in the EL Roadmap, ELD, and the RUSD Guide for Educating English Learners, creation of professional learning modules for teachers, implementation of quarterly EL Community Walks, identification of local ELD assessments to monitor student acquisition of language.)*

The expected outcome is ongoing Integrated and Designated ELD implemented at all grade levels across all schools, including training for high school teachers, and progress monitoring by school and district administration over the next three years. The expected outcome is growth for our English learners on the English Learner Progress Indicator from 40.9% to 53% by 2024, and an increase in our Reclassification rate from 19.1% to 26.6% by 2024.

(Action 2.1i) Provide a challenging IB program to 10th-12th grade students, consisting of personalized counseling, mentorship, tutoring, and other additional supports for IB diploma program track students.

*(Continuing and Determined, effective as expected; Of the 270 unduplicated Junior and Senior IB students at J.W. North High School, unduplicated students are enrolled in 697 courses for the 20-21 school year; 90.55% of IB students received a grade of C or higher in their semester 1 core classes.)*

The expected outcome is ongoing enrollment of up to, or exceeding 300 unduplicated students in the IB diploma program track program, of which 92% or more will receive a grade of "C" or better in their semester courses each year. We expect the IB program A-G attainment goals to align with the district goals of increased student A-G completion rates from 27% to 30% for English learners, from 43.7% to 46.7% for Low-income and 32.1% to 35.1% over the next three years respectively; and we expect to see graduation rates increasing up to or exceeding 96.1% for English learners, up to or exceeding 97% for Low-income and up to or exceeding 90.9% for Foster Youth by 2024.

(Action 2.2f ) RUSD will provide Tier II (Strategic) and Tier III (Intensive) support services for newcomer English learners and English learners not making progress to increase the acquisition of the English language, including expanded learning opportunities can meet and may exceed the percentage required through the district's Multi-Tiered Systems of Support which is equipped to provide teacher training and customized support for English learners via one-to-one and small group tutoring and after school and summer school targeted interventions.

*(Continuing and Determined, effective as expected; Elementary EL Newcomers were supported with the online language program Rosetta Stone English, and the EL Newcomer program contained in the District's Wonder's curriculum. Secondary EL Newcomers were supported with the online language program Rosetta Stone Foundations, StudySync and National Geographic/Cengage Newcomer curriculum to supplement student's core ELD and ELA program.)*

We expect outcomes of up to 11% of the 16% of English learners in RUSD to participate in intensive interventions including after school and summer school programs. We also expect outcomes for growth for English learners on the English Learner Progress Indicator from 40.9% to 53% by 2024, and an increase in our Reclassification rate from 19.1% to 26.6% by 2024.

(Action 2.2g) RUSD will provide coordinated case management services in collaboration with site administrator, guidance counselor, Foster Youth and Education Rights Holder to meet the academic, socio-emotional, and college/career needs of Foster Youth in RUSD is a top priority for RUSD. Personalized case management for Foster Youth meets the required threshold for services as case managers can offer detailed data and progress monitoring for individual Foster Youth that is more comprehensive and can better inform the district of needed intervention services.

*(Continuing and Determined, effective as expected; The Case Manager has completed 329 direct interventions year to date which has increased from 194 in 19/20. Having a case manager that can track the transfer of records, attend child family team meetings/best interest determination meetings, credit completion, AB 216 Evaluations and attendance has been effective.)*

We expect the outcomes to be up to 350 direct interventions per year for Foster Youth as needed. In addition we expect graduation rates for Foster Youth to be at 90.9% by 2024, school attendance for Foster Youth to meet or exceed 96.6% each year over the next three years, and a response score by Foster Youth of 78% or better (agree/strongly agree) for "Student Engagement" on the annual school climate survey.

(Action 3.4c) Continue to remove barriers for Foster and Homeless youth in order to access school, and graduate prepared for college and career through outreach and additional resources such as tutoring, transportation, school supplies field trips, social-emotional supports.

*(Continuing and Determined, effective as expected; The Case Manager has completed 329 direct interventions year to date which has increased from 194 in 19/20. Having a case manager that can track the transfer of records, attend child family team meetings/best interest determination meetings, credit completion, AB 216 Evaluations and attendance has been effective.)*

We expect the case manager to complete 350 or more direct interventions, and we expect to see an increased graduation rate for Foster Youth and Homeless students to be at 90.0% by 2024, and an increase on the College and Career Indicator reaching 43.0% or better for Foster Youth and Homeless students.

Districtwide investments that are principally directed to, and effective in meeting the needs for unduplicated students also address our LCAP Goals:

Goal 1) Engage students in high-quality learning by a diverse, highly qualified staff - the actions and services provided in this goal will work to increase/improve student outcomes for unduplicated pupils by providing professional learning for employees who work with unduplicated students to implement social emotional learning lessons and strategies, English Language Development for teachers and paraprofessionals, and Multi-Tiered System of support frameworks for all school and district staff. In addition, RUSD will serve unduplicated students through this goal by providing highly developed school leaders, teachers who practice equity and cultural proficiency in the classroom, as well as teachers and paraprofessionals who have instructional expertise in Common Core State Standards and utilize technology integration into the curricula.

Goal 2) Provide students choices that prepare them for college and career pathways - the actions and services provided in this goal will work to increase/improve student outcomes for unduplicated pupils by providing universal screener tools, introducing an ethnic studies plan across the district, providing a high quality TK-12 STEM program, continuing the RUSD Arts plan for visual and performing arts, growing Career Technical Education programs and Dual enrollment opportunities in community college courses for unduplicated students. This goal also includes the provisions for dual language immersion, AVID, and athletic programs and school clubs accessible to all Foster Youth, Low income students and English learners. Expanded before/after school and summer programs will also reduce barriers for students in this goal, along with added credit recovery and tutoring, and access to Student Assistance Program counselors who can provide on campus clinical therapy to unduplicated students in need.

Goal 3) Involve the whole family and community in student learning and well being - the actions and services provided in this goal will work to increase/improve student outcomes for unduplicated pupils by providing the Family Resource Center which regularly offers individualized services and programs to families to help them navigate the systems within the school district and community. In addition to vital translation and interpretation services which are provided by this goal, the inclusion of wellness and social emotional curriculum being built into school initiatives will help to improve student access and achievement. Increased services in Child Welfare and Attendance will also specifically



target our unduplicated students to ensure that suspension rates are being lowered, and academic achievement and language acquisition is increasing.

RUSD's local assessments, stakeholder feedback, and evidence-based research are the guiding factors by which the district determines to utilize principally directed strategies that have proven to be effective in meeting our goals for unduplicated students. The district is committed to increasing and/or improving services and outcomes for Foster Youth, English learners and Low income students by focusing on multiple strategies and resources encapsulated in the following tenets:

- 1) A Multi-Tiered System of Support - including Universal Screeners and Universal Core Instruction, with more intensive strategies used for students with higher needs and specific targets for Foster youth, English learners and Foster Youth.
- 2) An Equity lens to guide the implementation of all interventions to ensure curriculum and activities are accessible to unduplicated students.
- 3) Culturally relevant pedagogy that provides a diverse curriculum with racial and ethnic perspectives equally represented to provide an inclusive environment for unduplicate youth in RUSD.
- 4) Research based, effective strategies that close achievement and opportunity gaps for unduplicated students, and provide opportunities such as credit recovery, literacy and language acquisition, mathematical understanding, and writing skills.
- 5) Well being for unduplicated students via social emotional curriculum, one-to-one counseling and/or group counseling, and mindfulness activities to help alleviate stressors from school and work.

The RUSD LCAP for 2021-2024 will provide these strategies in all of our Actions And Services to ensure our unduplicated students along with all RUD students receive the highest quality education they deserve.

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Stakeholder Engagement

### Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

### Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

#### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection

- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### ***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).



Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

| Metric  | Baseline  | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for Year 3 (2023-24)  |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for <b>2021–22</b> . | Enter information in this box when completing the LCAP for <b>2021–22</b> . | Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2021–22</b> . |

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

**Goal Analysis:**

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students**

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55%:*** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55%:*** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

#### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.



# Total Expenditures Table

| Totals | LCFF Funds    | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|---------------|-------------------|-------------|---------------|-------------|-----------------|---------------------|
| Totals | \$ 78,684,734 | \$ 1,621,768      | \$ -        | \$ 4,199,622  | 84,506,124  | \$ 63,856,159   | \$ 20,649,965       |

| Goal # | Action # | Action Title                                    | Student Group(s) | LCFF Funds    | Other State Funds | Local Funds | Federal Funds | Total Funds   |
|--------|----------|---|------------------|---------------|-------------------|-------------|---------------|---------------|
| 1      | 1.1a     | Attract,recruit, develop highly qualified teach | All              |               | \$ -              | \$ -        | \$ 50,000     | \$ 50,000     |
| 1      | 1.2a     | Additional 30 min. time for teacher planning    | All              | \$ 12,565,506 | \$ -              | \$ -        | \$ -          | \$ 12,565,506 |
| 1      | 1.2b     | Assistant Principals to increase support        | All              | \$ 9,291,117  | \$ -              | \$ -        | \$ -          | \$ 9,291,117  |
| 1      | 1.3a     | Professional Learning for Cutlurally Respon     | All              | \$ 30,000     | \$ -              | \$ -        | \$ -          | \$ 30,000     |
| 1      | 1.3b     | Professional Growth Systems-Teachers            | All              | \$ 1,595,104  | \$ -              | \$ -        | \$ 355,471    | \$ 1,950,575  |
| 1      | 1.3c     | Professional Growth Systems-Principals          | All              | \$ 13,001     | \$ -              | \$ -        | \$ 184,063    | \$ 197,064    |
| 1      | 1.3d     | PGS Classified Staff                            | All              | \$ 27,656     | \$ -              | \$ -        | \$ -          | \$ 27,656     |
| 1      | 1.3e     | Multi-Tiered Systems of Support-Staff Traini    | All              | \$ 80,000     | \$ -              | \$ -        | \$ 37,500     | \$ 117,500    |
| 1      | 1.3f     | Multi-Tiered Systems of Support-SiteTrainin     | All              | \$ -          | \$ -              | \$ -        | \$ 653,672    | \$ 653,672    |
| 1      | 1.3g     | Multi-Tiered Systems of Support-Admin Trai      | All              | \$ -          | \$ 730,000        | \$ -        | \$ -          | \$ 730,000    |
| 1      | 1.3h     | Pre-School Professional Development             | Pre-School       | \$ -          | \$ -              | \$ -        | \$ 176,976    | \$ 176,976    |
| 1      | 1.3i     | Culturally Proficiency Coaching and PD          | All              | \$ 774,603    | \$ -              | \$ -        | \$ -          | \$ 774,603    |
| 1      | 1.3j     | Culturally Prof. Training for Substitute Teach  | All              | \$ 20,001     | \$ -              | \$ -        | \$ -          | \$ 20,001     |
| 1      | 1.4a     | Common Core State Standards PD                  | All              | \$ 878,499    | \$ -              | \$ -        | \$ 41,909     | \$ 920,408    |
| 1      | 1.4b     | Technology Professional Development             | All              | \$ 956,920    | \$ -              | \$ -        | \$ 250,000    | \$ 1,206,920  |
| 1      | 1.4c     | English Learner PD                              | English Learners | \$ -          | \$ -              | \$ -        | \$ 80,000     | \$ 80,000     |
| 1      | 1.4d     | Ethnic Studies                                  | All              | \$ 24,525     | \$ -              | \$ -        | \$ -          | \$ 24,525     |
| 1      | 1.4e     | PD for Counselors on College and Career         | All              | \$ 137,469    | \$ -              | \$ -        | \$ 105,823    | \$ 243,292    |
| 1      | 1.4f     | PD for Career Tech Education                    | All              | \$ 113,226    | \$ -              | \$ -        | \$ -          | \$ 113,226    |
| 1      | 1.5a     | Safe Learning Environments                      | All              | \$ 551,655    | \$ -              | \$ -        | \$ 150,000    | \$ 701,655    |
| 1      | 1.5b     | Internet Safety                                 | All              | \$ 275,000    | \$ -              | \$ -        | \$ -          | \$ 275,000    |
| 1      | 1.5c     | Digital Inclusion                               | All              | \$ 1,970,962  | \$ -              | \$ -        | \$ 170,000    | \$ 2,140,962  |
| 1      | 1.5d     | Student Demographic & College Readiness         | All              | \$ 553,457    | \$ -              | \$ -        | \$ -          | \$ 553,457    |
| 1      | 1.5e     | Grant Writer                                    | All              | \$ 159,047    | \$ -              | \$ -        | \$ -          | \$ 159,047    |
| 1      | 1.5f     | Prevenative Maintenance for Classrooms          | All              | \$ 92,489     | \$ -              | \$ -        | \$ -          | \$ 92,489     |
| 1      | 1.5g     | Maintain and Support Facilities                 | All              | \$ 1,537,808  | \$ -              | \$ -        | \$ -          | \$ 1,537,808  |
| 1      | 1.5h     | Caps and Gown for Graduates                     | All              | \$ 66,068     | \$ -              | \$ -        | \$ -          | \$ 66,068     |
| 2      | 2.1a     | Universal Screeners                             | All              | \$ 220,655    | \$ -              | \$ -        | \$ -          | \$ 220,655    |
| 2      | 2.1b     | Textbook and Core Instructional Materials       | All              | \$ 2,000,000  | \$ -              | \$ -        | \$ -          | \$ 2,000,000  |
| 2      | 2.1c     | Ethnic Studies                                  | All              | \$ 54,475     | \$ -              | \$ -        | \$ -          | \$ 54,475     |
| 2      | 2.1d     | STEM Opportunities for All Students             | All              | \$ 275,911    | \$ -              | \$ -        | \$ -          | \$ 275,911    |
| 2      | 2.1e     | Next Generation Science Standards               | All              | \$ 388,169    | \$ -              | \$ -        | \$ -          | \$ 388,169    |
| 2      | 2.1f     | English Learner Designated ELD                  | English Learners | \$ 770,231    | \$ -              | \$ -        | \$ -          | \$ 770,231    |
| 2      | 2.1g     | VAPA for all students                           | All              | \$ 2,396,966  | \$ -              | \$ -        | \$ -          | \$ 2,396,966  |
| 2      | 2.1h     | Academic, Career, and Social-Emotional Su       | All              | \$ 1,222,922  | \$ -              | \$ -        | \$ -          | \$ 1,222,922  |



# Contributing Expenditure Table

| Totals by Type           | Total LCFF Funds | Total Funds   |
|--------------------------|------------------|---------------|
| <b>Total:</b>            | \$ 74,100,239    | \$ 77,620,551 |
| <b>LEA-wide Total:</b>   | \$ 72,739,551    | \$ 75,731,002 |
| <b>Limited Total:</b>    | \$ 1,360,688     | \$ 1,889,549  |
| <b>Schoolwide Total:</b> | \$ -             | \$ -          |

| Goal # | Action # | Action Title                                    | Scope    | Unduplicated Student Group(s) | Location     | LCFF Funds    | Total Funds   | Contributing to Increased or Improved Services? |
|--------|----------|---|----------|-------------------------------|--------------|---------------|---------------|---|
| 1      | 1.1a     | Attract,recruit, develop highly qualified teach | LEA-wide |                               | All          |               | \$ 50,000     | No  |
| 1      | 1.2a     | Additional 30 min. time for teacher planning    | LEA-wide | All                           | All          | \$ 12,565,506 | \$ 12,565,506 | Yes   |
| 1      | 1.2b     | Assistant Principals to increase support        | LEA-wide | All                           | All          | \$ 9,291,117  | \$ 9,291,117  | Yes   |
| 1      | 1.3a     | Professional Learning for Cutlurally Respon     | LEA-wide | All                           | All          | \$ 30,000     | \$ 30,000     | Yes   |
| 1      | 1.3b     | Professional Growth Systems-Teachers            | LEA-wide | All                           | All          | \$ 1,595,104  | \$ 1,950,575  | Yes   |
| 1      | 1.3c     | Professional Growth Systems-Principals          | LEA-wide | All                           | All          | \$ 13,001     | \$ 197,064    | Yes   |
| 1      | 1.3d     | PGS Classified Staff                            | LEA-wide | All                           | All          | \$ 27,656     | \$ 27,656     | Yes   |
| 1      | 1.3e     | Multi-Tiered Systems of Support-Staff Traini    | LEA-wide | All                           | All          | \$ 80,000     | \$ 117,500    | Yes   |
| 1      | 1.3f     | Multi-Tiered Systems of Support-SiteTrainin     | LEA-wide |                               | All          | \$ -          | \$ 653,672    | No  |
| 1      | 1.3g     | Multi-Tiered Systems of Support-Admin Trai      | LEA-wide |                               | All          | \$ -          | \$ 730,000    | No  |
| 1      | 1.3h     | Pre-School Professional Development             | LEA-wide |                               | School Sites | \$ -          | \$ 176,976    | No  |
| 1      | 1.3i     | Culturally Proficiency Coaching and PD          | LEA-wide | All                           | All          | \$ 774,603    | \$ 774,603    | Yes   |
| 1      | 1.3j     | Culturally Prof. Training for Substitute Teach  | LEA-wide | All                           | All          | \$ 20,001     | \$ 20,001     | Yes   |
| 1      | 1.4a     | Common Core State Standards PD                  | LEA-wide | All                           | All          | \$ 878,499    | \$ 920,408    | Yes   |
| 1      | 1.4b     | Technology Professional Development             | LEA-wide | All                           | All          | \$ 956,920    | \$ 1,206,920  | Yes   |
| 1      | 1.4c     | English Learner PD                              | Limited  |                               | All          | \$ -          | \$ 80,000     | No  |
| 1      | 1.4d     | Ethnic Studies                                  | LEA-wide | All                           | Secondary    | \$ 24,525     | \$ 24,525     | Yes   |
| 1      | 1.4e     | PD for Counselors on College and Career         | LEA-wide | All                           | Secondary    | \$ 137,469    | \$ 243,292    | Yes   |
| 1      | 1.4f     | PD for Career Tech Education                    | LEA-wide | All                           | Secondary    | \$ 113,226    | \$ 113,226    | Yes   |
| 1      | 1.5a     | Safe Learning Environments                      | LEA-wide |                               | All          | \$ 551,655    | \$ 701,655    | No  |
| 1      | 1.5b     | Internet Safety                                 | LEA-wide |                               | All          | \$ 275,000    | \$ 275,000    | No  |
| 1      | 1.5c     | Digital Inclusion                               | LEA-wide | All                           | All          | \$ 1,970,962  | \$ 2,140,962  | Yes   |
| 1      | 1.5d     | Student Demographic & College Readiness         | LEA-wide | All                           | All          | \$ 553,457    | \$ 553,457    | Yes   |
| 1      | 1.5e     | Grant Writer                                    | LEA-wide | All                           | All          | \$ 159,047    | \$ 159,047    | Yes   |
| 1      | 1.5f     | Prevenative Maintenance for Classrooms          | LEA-wide |                               | All          | \$ 92,489     | \$ 92,489     | No  |
| 1      | 1.5g     | Maintain and Support Facilities                 | LEA-wide |                               | All          | \$ 1,537,808  | \$ 1,537,808  | No  |
| 1      | 1.5h     | Caps and Gown for Graduates                     | LEA-wide | All                           | Secondary    | \$ 66,068     | \$ 66,068     | Yes   |
| 2      | 2.1a     | Universal Screeners                             | LEA-wide | All                           | All          | \$ 220,655    | \$ 220,655    | Yes   |
| 2      | 2.1b     | Textbook and Core Instructional Materials       | LEA-wide |                               | All          | \$ 2,000,000  | \$ 2,000,000  | No  |
| 2      | 2.1c     | Ethnic Studies                                  | LEA-wide | All                           | Secondary    | \$ 54,475     | \$ 54,475     | Yes   |
| 2      | 2.1d     | STEM Opportunities for All Students             | LEA-wide | All                           | All          | \$ 275,911    | \$ 275,911    | Yes   |
| 2      | 2.1e     | Next Generation Science Standards               | LEA-wide | All                           | All          | \$ 388,169    | \$ 388,169    | Yes   |
| 2      | 2.1f     | English Learner Designated ELD                  | Limited  | English Learner               | All          | \$ 770,231    | \$ 770,231    | Yes   |
| 2      | 2.1g     | VAPA for all students                           | LEA-wide | All                           | All          | \$ 2,396,966  | \$ 2,396,966  | Yes   |

