Local Control 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
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Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

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

The Rialto Unified School District is located in the San Bernardino Valley and includes the City of Rialto and portions of the cities of San Bernardino, Colton and Fontana. Rialto has an ethnically rich and diverse community. The student population is approximately 85% Latino, 9% African-American, 3% Caucasian and 3% other groups. In addition, according to data reported for the 2020-21 school year, approximately 44.39% or parents report that a language other than English is spoken at home; this percentage as reported in DataQuest, is higher than San Bernardino County and the State of California. In regards to students of low income, approximately 88% was reported during the winter 2020-21 submission of the Consolidated Application. With this data in mind, the District's leadership is committed to promoting continued increased student achievement, fiscal responsibility and solvency, and a safe learning and working environment for enrichment and support of all students, staff and communities. The preschool through adult aged students and community are served through 19 elementary schools, 5 middle schools, 3 comprehensive high schools, 1 continuation high school and 1 independent study program as well as both state and district preschool programs and adult education.

During the 2019-20 school year, Rialto Unified began work to review past LCAP goals and actions for the new LCAP for the 2020-2023 school year through engagement of various stakeholder and community groups. However, in March 2020 - along with the rest of the world - the COVID 19 pandemic created a change in our school programs and instructional model of delivery.

In the fall of the 2020-21 school year, the District created the Learning Continuity Plan (LCP) in response to SB 98 and the District's response to the world pandemic. At this time, the LCAP for the 2020-23 was put on pause for one year. Items addressed in the Learning Continuity Plan included models for Distance Learning as well as hybrid, in person Instruction, as well as how the District would support student's potential learning loss as well as social and emotional needs. With additional stressors such as unemployment, isolation, and illness, the District saw that the percentage, overall, of students from families reporting as qualifying for free or reduced lunches increased to 88%. Moreover, several families, in response to the pandemic, found themselves struggling with employment and displacement from homes. Therefore, in the plans created during the 2020-21 school year, including the LCP and the Extended Learning Opportunities plan (ELO) addressed resource inequities that included actions such as tutoring to address student learning loss as well as a systematic plan to address students' literacy and numeracy needs. These plans have been extended and supported by actions included in the 2021-2024 LCAP.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

While some elements of the District's CA Dashboard reports have been on hold due to the pause of CAASPP testing and other elements as allowed by SB 98, the District's report for Graduation Rate for 2019-20 continues to show a percentage above 90 (specifically 92%) - a percentage that is higher than reported for the state of California. In addition, in regards to the College and Career Indicator, data reported during 2018 noted that 44.7% of students were not prepared while 55.3% were approaching to be prepared or were prepared based on the various pathways to make progress in this Dashboard area while in 2020, 40.9% were not prepared while 59.1% were approaching to be prepared or were prepared.

For the Local Dashboard Indicators, for 2019, the District reported "Standards Met" in all areas.

In regards to Williams Inspections for materials, teacher credentials, and facilities, the District passed all inspections for the 2019-20 and 2020-21 school years.

During the 2019-20 school year, in May 2020, the District completed an online Federal Program Monitoring review. Because of March 2020 and stay at home orders due to the pandemic, the review lasted approximately a month and the areas of Compensatory Education, Early Childhood, and English Learners, no findings were reported for any reviewed area.

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.

As there was not a public release of the CA Dashboard, the Fall of 2020, the following areas were reported as red or orange or yellow at the time of the Fall 2019 release:
- In the area of Chronic Absenteeism, the District was in "red" at 16.8% with groups of African American, Student with Disabilities, English Learners, Foster Youth, Hispanic, Homeless, Socioeconomically Disadvantaged, Two or More Races, and White reporting in "red" as well; Asian and Pacific Islander students were reported as "orange".
- In the area of Suspensions, the District was in "orange" with 4.6% students reported as being suspended at least once. The following groups of students were reported as "red" in this area: Foster Youth, Two or More Races, and Pacific Islander; African American, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and White were identified as "orange".
- Although in the area of English Language Arts, the District was reported as "yellow" with 37.4 points below standards, the following groups were reported as "orange" in this area: American Indian, Two or More Races, Students with Disabilities, and White.
- Although the area of Mathematics the district was rated as "yellow" with 78 points reported below standard. African American students were reported as "red"; American Indian, Foster Youth, Two or More Races, Students with Disabilities, and White groups were rated as "orange".

- As English Learner Progress is still not fully integrated into the CA Dashboard, 46% of assessed students were reported as making progress towards English language proficiency.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

With a new LCAP, came a new process of gathering stakeholder feedback and the need to reorganize and reshape the outline of this plan. Therefore, each goal was shaped to include actions to a particular area of the 8 State Priorities. Goal 1 focuses on actions directly impacting students and student outcomes. Goal 2 focuses on actions that impact conditions of learning, specifically the training and collaboration that occurs amongst all staff at the school site or in the District. Finally, Goal 3 addresses the engagement of the greater community, wellness of the whole child, and inclusion of parents and community.

The actions in this plan were derived from analyzing student data and engaging with stakeholders to identify the needs of all students and more specific needs of low income, English learners and foster youth.

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.

During January 2020, the following schools were identified as CSI (Comprehensive Support and Improvement): Fitzgerald Elementary, Preston Elementary, Werner Elementary, Frisbie Middle School, and Zupanic High School (Independent Study). It is anticipated that Zupanic, a newly qualified DASS (Dashboard Alternative School Status) during the 2020-21 school year, will exit CSI program due to improved graduation rate. However, as the overall California Dashboard was put on pause during the fall of 2020 due the pandemic, the same schools that were identified in January 2020 were applied for CSI funding in January 2021 as identification for this status remains static due to lack of academic CAASPP data.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Once schools were identified as CSI in January 2020, the Academic Agent for Special Programs, sent an email to the eligible school principals. In addition, this information was reviewed with members of Education Services in order to prepare appropriate content support to the identified schools. Before the funding application was completed, the Academic Agent met with school administrators in a small group setting to review dashboard data and to review areas that led to identification. In addition, she shared with principals templates of presentations and letters that could be used to explain the CSI process with stakeholders - including parents, teachers, and other staff.

Each principal took the lead on sharing this information with his/her stakeholders, holding parent meetings or sharing during existing, schedule times as well. As this notification was prior to March 2020 and the world pandemic, most of the sessions were in a face-to-face format. Each site also shared information with staff in regards to the data and identification as well as what the process would be for the following months.   In addition, Ms. Mehochko attended staff meetings, when asked, to support the principal when sharing the CSI status and related process. Moreover, CSI items of notification and information shared was monitored during FPM (Federal Program Monitoring) in May 2020 with Kolb Middle school (identified in 2018-19) as an example and all documentation was found to be satisfactory.

At the start of the 2020-21 school year, with the District's response to COVID-19, Rialto Unified began the year with distance learning as the instructional model. The Academic Agent for Special Programs, the facilitator of the school plan process, planned four virtual sessions for CSI schools, in particular, to focus on the creation of school improvement plans. Each session had a focus on a particular step of the plan writing process, including creating a robust needs assessment, using data outside of the dashboard to target underserved students, and creating actions to focus on underserved students as well as address pupil learning loss. During this session, a process was modeled by the Academic Agent as to how to review data and complete a comprehensive needs assessment. The data that was reviewed included iReady assessments given in 2019-20 school year in mathematics and reading, ELPAC scores for English learners, and local information as well as local data such as suspension and attendance pattern. This data and analysis was memorialized in each plan's Needs Assessment as well as tied to each goal and related actions. To facilitate cross site and grade level collaboration, identified schools had opportunities to write their plans in collaborative format through follow up Google Meets. During these conversations and beyond, sites identified evidenced based practices to include in plan actions. For example, at the elementary sites, a couple of sites had purchased structured guided reading programs and supplemental books to increase students' outcomes in literacy. Other sites looked at ways to improve student engagement with practices to target a group of students and increase social emotional outcomes for students. These practices included use of "Leader in Me" program that has had results and improvement in data at other sites in the district. Following, Ms. Mehochko hosted a session on budget and funding planning to incorporate the CSI funds above and beyond site Title I monies. This conversation also included identifying resource inequities that would help to improve student outcomes. CSI dollars were used for materials and activities - excluding full time staff - including purchases of one time training or supplemental materials to address areas of need. School Plans were reviewed by the Academic Agent for Special Programs and feedback was submitted for site's consideration and revision. Fitzgerald, Preston, Werner, and Frisbie's School Plans were Board approved October 21, 2020; Zupanic's School Plan was approved on November 18, 2020. (Due to District's malware issue in August 2020, high schools had delayed instruction and device clearance and the board date was adjusted for secondary schools to reflect this delay.)

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Within the Document Tracking System - the system site leaders use to enter School Plans - a progress monitoring section was added during the 2018-19 school year.

After each quarter (secondary) or trimester (elementary), each site leader will review data with School Site Council, teachers, and staff as to the actions that are showing improved outcomes for students and those areas that may need additional support. Using the Plan, Do, Study,

Act process, principals will work with stakeholders to review actions and expenditures and make modifications, when needed. While working with consultants from Innovate Ed during the 2018-19 and 2019-20 schools years, site leaders and support staff were trained and coached on the cycle of improvement model. Ms. Mehochko will review these sections in Document Tracking once complete and will provide feedback each quarter/trimester. In addition, CSI school principals will participate in a virtual meeting quarterly, to share successes and challenges, with fellow CSI sites. Moreover, before any purchase is completed, the requisitions and other requests follow a path similar to the routing of Title I monies and Ms. Mehochko, the Academic Agent for Special Programs, ensures that actions are included in the site school improvement plan. This ongoing monitoring and support will continue. Along with each site's School Site Council, district leads in curriculum and instructional will follow up and monitor to ensure implementation has moved from installation to full implementation. Feedback will be provided and adjustments will be made at that time.

Finally, district support from the content area experts in Education Services will provide ongoing technical assistance and training to these schools throughout the CSI identification.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Based on feedback from various staff and stakeholders during the creation of the LCP (Learning Continuity Plan) in August 2020, the process to create the LCAP locally and gather stakeholder feedback was revised.

Beginning in December 2020, a LCAP Planning Committee met. This planning committee was comprised of over 20 stakeholders from various backgrounds, representing parents, staff, teachers, administrators, and members of both certificated and classified bargaining units. The main goal of this committee was to review the most recent Dashboard or local data and the previous version of the LCAP to identify gaps and areas of need. Following, in January, over the course of five weeks, LCAP Action teams were created and met, focusing on one particular LCAP goal. Three LCAP Action Teams were comprised of 56 stakeholders similar to the LCAP Planning Team. Included were parents from three LCAP groups, including Low Income students, English learners, and Foster Youth. The composition of Action Teams included district and site administrators, members of District Equity Teams, teachers and classified staff, as well as parents and community members. Collaboratively, the action teams worked to review data and create suggestions of actions to keep, change, or add. As with the LCAP Planning Committee, the LCAP Action Teams were comprised by various stakeholders that included representatives of students groups such as English learners, Foster Youth, students who receive Special Education services, Socioeconomically Disadvantaged students, and, African American students.

During the same time frame of December 2020 through February 2021, LCAP surveys were available for the community members in both English and Spanish. Specifically, members for the PAC (Parent Advisory Committee) that included DAC (District Advisory Committee), DELAC (District English Learner Advisory Committee), and DAAPAC (District African American Parent Advisory Council) also had this survey and related information shared during their regularly scheduled meetings. Approximately 600 individuals completed this online Google Form.

In addition, Equity Action Teams for the following students groups - African American Students, English learners, and Students receiving Special Education Services provided feedback on actions from the 2017-20 LCAP as well as suggestions for new or revised actions for the 2021-24 LCAP.

Specific to feedback from English learner parents, members of DELAC (District English Learner Advisory Committee) created a subcommittee that addressed ideas to provide specific feedback in regards to each goal of the LCAP. This information was shared with all members during regularly scheduled DELAC meetings. In addition, representatives participated in LCAP Action and Planning Team. Representatives also had numerous opportunities to respond to the LCAP Parent/Community Surveys.

Information from Low Income students' parents and families came directly from the District Advisory Committee (DAC). During regularly scheduled meetings, parents provided feedback; in addition, representatives participated in LCAP Action and Planning Team. Representatives also had numerous opportunities to respond to the LCAP Parent/Community Surveys.

In regards to students, a survey was sent out to each school site in January 2021, targeting students in grades 4-12. Teachers included this survey as links in their Google Classrooms and responses were recorded up to the initial writing of the draft of the LCAP in April 2021. While engaged in Distance Learning, approximately 2000 students responded to this survey, answering questions about their perceptions in relation to the eight state priorities.

Each site has access to the associated MS Excel spreadsheet that was used to gather data. This data will be used by sites in the development of their School Plans, particularly in the Needs Assessment section.
As with past versions of the LCAP, Community Meetings were held at various times and were open to all those who were interested. Attendees included parents, community members, and staff - both certificated and classified. Times were varied between evenings and late afternoon in hopes of meeting the needs of all those who wanted to attend and provide input. Those dates included February 25th, March 3rd (2 sessions), March 4th, and March 16th for guardians or caretakers of Foster Youth.

Finally, consultation with the local SELPA (Special Education Local Plan Area) occurred virtually two times between Carol Mehochko, coordinator of the LCAP, and Patty Methany, Administrator from East Valley SELPA. Feedback from SELPA director was shared on current actions as they related to students with special needs.

Feedback and data from various stakeholder groups was reviewed and compiled by Education Services before writing a draft of the 2021-2024 LCAP. This draft will be shared, again, with the LCAP Planning Committee and the PAC (Parent Advisory Committee) in May 2021. Following, on June 9, 2021, there will be a public presentation of this information as well as a public hearing of a final draft of the 2021-2024 LCAP. Before that time, the draft of this LCAP will be viewable online from June 2-9, 2021 for general viewing of the content and a time when public comment via a Google form will be available. Final local approval of the 2021-2024 LCAP will be June 23, 2021.

A summary of the feedback provided by specific stakeholder groups.

Consultation with East Valley SELPA -

Administrator, Patty Methany, reviewed all goals and actions and approved what had been included for students with disabilities; final consultation occurred on May 2, 2021.

DELAC/English Learner Equity Team (English Learner Parent Advisory Committee)

The English Learner Equity Team was formed with parents from DELAC, teachers, administrators and classified staff to study the root cause of inequities existing within our school district that have led to lower performance levels for English Learners in state testing, class/course grades and district assessments. In addition to the EL Equity team, a subcommittee of additional DELAC parents, made up of 12 members, was formed to provide deeper input in the area of parent engagement and the rest of the identified action areas. Actions addressing 5 umbrella areas were developed by the EL Equity Team and the DELAC Parent subcommittee over the 20-21 school year. The EL Equity team met 14 times and the DELAC Parent subcommittee met 11 times. Input was also gathered from the Annual English Learner Parent Survey from the 19-20 and 20-21 school year.

Items recommended by DELAC and the EL Equity Team to improve outcomes for English Learners include:
- Create programs and opportunities to develop primary language and develop a world language program at the Middle School and Elementary
- Implement a district-wide professional development program to ensure that all teachers have a common understanding of equity, rigor and accountability for student learning
- Create actions with the intent to Increase the reclassification rate of English Learners
- Develop actions to address parent engagement at the school and district level
- Parents should feel welcomed at the school site
- Provide professional development to teachers that emphasizes the conceptual understanding of Math
- Create opportunities for parents to learn how to infuse math for their children in everyday activities

DAAPAC (District African American Parent Advisory Council)/African American Equity Action Team

The African American Equity Action Team was comprised of parents from DAAPAC, teachers, administrators and classified staff to to study the root causes of inequities existing within our school district that have led to lower performance levels for African American students in class/course grading, district assessments and state testing, as well as the root causes of inequities that have led to higher instances of classroom disciplinary actions, suspensions and expulsions of African American students. In addition to the African American Equity Action Team, the District African American Parent Advisory Council (DAAPAC) suggested actions that would benefit African American students and families. DAAPAC's suggested actions include implementing Culturally and Linguistically Responsive Teaching and Learning (CLRT), providing diverse curriculum and instructional materials that accurately reflect African American experiences, history and contributions to society.

The LCAP Actions Teams, each who focused on a different goal, provided the following feedback:

- Provide additional support for student engagement activities
- Provide positive, safe, and engaging learning environments that are student and parent centered
- Provide additional Social Emotional Supports for students at all grade levels
- Provide Parent and Family Development through the Parent Center in preferred format
- Provide a clear line of communication for parents and the community
- Provide students with academic supports and wellbeing supports
- Professional Development sessions centered around equitable practices, culturally and linguistically responsive teaching, implicit and explicit bias, inclusive practices, trauma awareness, etc.
- Conceptual Math adoption and implementation that addresses language and culture
- Fund mentors, peers, cross-age tutors
- Provide Community Circles at high schools, continue Community Circles at middle schools and to develop alternative responses to student actions/behaviors and focus on the root causes of the actions
- Provide Parent Liaison positions for specific parent contact and resources as well as provide asynchronous parent trainings that could be accessed at times convenient to parents

- Continue to provide a virtual option for IEPs and Parent/Teacher Conferences for parents and care-givers who cannot attend in person

588 parents responded to the LCAP Community Survey that was available in both English or Spanish.

Parents' concerns focused around the following areas of improvement for the district:

- 148 Preparing Students for graduation
- 182 Preparing students for college and career readiness
- 180 Supporting student academic success
- 283 Supporting struggling students
- 177 Improving student attendance
- 133 Increasing Parent engagement
- 166 Improving campus safety

In review of a sampling of student surveys (approximately 700) before the LCAP draft writing process, the following were trends that were categorized, based upon students open ended response to the question, "How can your school help you learn?":
- 86 suggested increasing teacher training so teachers better understood their content, and their ability to create relationships
- 40 mentioned needing additional support in math
- 24 mentioned wanting additional science instruction
- 24 mentioned needing extra support in reading or English language arts instruction

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Several items in Goals 1, 2 and 3 were heavily influenced by input from DELAC and English Learner Equity Team. Both teams began their LCAP journey with a review of three guiding documents; the English Learner Roadmap, the World Language Standards and the Edge Initiative. Through study of these documents both groups came to an understanding of assets based education. Actions recommended by DELAC and the English Learner Equity Team center around the creation of assets based programs and meeting the goals set forth in the guiding documents mentioned afore. Native language development and support for learning a second language were high on the priority list for parents which led to actions for further supporting the Dual Language Immersion. These groups also focused on the need for equity throughout the Rialto Educational system. Actions recommended include a focus on the needs of English Learners within instruction in particular math, professional development and supplemental services. These groups also suggested several actions regarding Parent and Family Engagement that are reflected in the LCAP that support bilingual efforts such as translation and specific workshops to be guided by Multilingual Programs for parents of English Learners.

LCAP Action Teams and Equity Teams feedback let to specific creation of Culturally Responsive Teaching and Learning actions in Goals 1 and 2 (specifically 1.4 for Diversified Curriculum and 2..3 and 2.4 for Culturally Responsive Teaching and Learning and Equity and Implicit Bias Training). With 44% of our students coming to our schools with a language other than English spoken at home and with an 88% low income rate, we know that Rialto Unified also has a substantial number of Standard English learners. Therefore, training in these strategies as well as related support materials are needed.

Stakeholder feedback from LCAP Action Teams as well as parent and student feedback supported the inclusion of actions that support the Literacy and Numeracy Initiatives. Beginning with initial support and planning through the Extended Learning Opportunities grant, specific actions in Goals 1 and 2. (Specifically Action 1.22 for Literacy and Numeracy and 2.8 and 2.10 which are actions that provide training for K-12 Teachers).

LCAP Action Teams and Equity Teams also provided feedback in support of the district supporting the "whole child" with Goal 3 actions to include students engagement with extra curricular activities as well as Wellness Centers at the Middle and High Schools.

Goals and Actions

Goal

Goal #	Description
1	All Rialto USD students will succeed at every grade level and graduate high school demonstrating readiness for higher education, career, and life in the 21st Century

An explanation of why the LEA has developed this goal.

This goal was developed as a broad goal as it includes a connection to the 2017-20 LCAP goals; in addition, it incorporates State Priorities 4 and 8 and provides a focus to those actions that are focused at the student desk level. Stakeholder groups, including the LCAP Planning and Action teams appreciated the consistency with the LCAP goal from the 2017-20 LCAP. With the focus on this goal on student outcomes, the data that will be reviewed and monitored will include all academic achievement data, in particular to CAASPP items in addition to iReady assessments for grades K-8 in the areas of English Language Arts and Math. In addition English learner progress monitoring data is also included.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percentage of students meeting A-G requirements as reported by DataQuest	2019-2020: 48% of students met A-G.				Increase the number of students meeting A-G by 10%.
Increase the overall performance of students meeting the College/Career Indicator as reported by the California School Dashboard	2018-2019: 37.5% Prepared				Increase the number of students who are Prepared by 15%.
English Learner Redesignation Rate	2019-2020: 7.16%				Increase the district reclassification rate to 16%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
AP Scores	2019-2020: 40% of AP exams with a score of 3 or better				Increase the number of students with an AP score of 3 or better by 10%
Increase the Current Status – Average Distance from Level 3 for all students in grades 3 – 8 on the ELA CAASPP as reported by the California School Dashboard	2019 Dashboard: -37.4 points below standard (Yellow)				Decrease distance from standard met by 15 point to -22 points below standard.
Increase the Current Status – Average Distance from Level 3 for all students in grades 3 – 8 on the Math CAASPP as reported by the California School Dashboard	2019 Dashboard: -78 points below standard (Yellow)				Decrease distance from standard met by 15 point to -63 points below standard.
Increase the number of students scoring At or Above grade level for all students in grades 3-8 on iReady Reading	2021 Spring Reading Diagnostic: 3-5th grade: 37% overall, 60% AA, 20% EL, 9% Sped, 22% Foster, and 29% McKinney-Vento 6-8th grade: 33% overall, 30% AA, 6% EL, 4% Sped, 23%				Increase iReady percentage rates by a minimum of 5% for overall and underserved populations

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Foster, and 26% McKinney-Vento				
Increase the number of students scoring At or Above grade level for all students in grades 3-8 on iReady Math	2021 Spring Math Diagnostic: 3-5th grade: 25.1% overall, 17.9% AA, 12% EL, 7% Sped, 10.6% Foster, and 16.3% McKinney-Vento 6-8th grade: 27.1% overall, 21.4% AA, 5.7% EL, 3.1% Sped, 13.3% Foster, and 18.3% McKinney-Vento				Increase iReady percentage rates by a minimum of 5% for overall and underserved populations
Increase overall Career Technical Education pathway completion rates.	2019-2020: An average of 18% of students that started a pathway completed the pathway				Increase average pathway completion by a minimum of 10% for overall and historically underserved populations
Increase the Current Status of students meeting or exceeding the standard- on the Science CaST as reported by the California School Dashboard	2018-2019: 5th 19.58% Met or Exceeded 8th 13.85% Met or Exceeded 12th 15.20% Met or Exceeded				Increase CaST percentage rates by a minimum of 5% for overall and underserved populations

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implement End of Course Exams for all 9th-11th grade science courses and increase the number of students scoring at or above 70%	N/A				After full implementation, at least 50% overall with less than a 10% difference for historcially underserved populations
English Learner Progress Indicator on the CA Dashboard	For the 2018-2019 school year the English Learner Progress Indicator was 46%				Increase the English Learner Progress Indicator to 55%.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Dual Language Immersion	Based on feedback from parent advisory committees as well as success of students in achievement of the grade level content standards, the District will continue to implement Dual Language Immersion (DLI) at 4 elementary, 1 middle and 1 high school. (Boyd, Kelley, Morris, Garcia, Jehue and Rialto High School) and will be expanded to 5 additional elementary schools with a pathway to 1 middle school and 1 high school in 2021-2022 (Bemis, Curtis, Dunn, Trapp, Werner Elementary, Rialto Middle School and Eisenhower High School) This action sets in motion the staffing needed for current program funding as well as the new DLI classroom at Bemis, Curtis, Dunn, Trapp and Werner Elementary Schools. • Administrators, teachers and BIA's will collaborate (Title III) to ensure continuous improvement of the DLI program (Title III). • The Administrator for Multilingual Programs will continue to monitor and support this program.	$584,697.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Dual Language Immersion - Materials	In support of the current and new classes for Dual Language Immersion, instructional materials for the core content areas in Spanish/English Language Arts, Math, Social Studies and Science as well as supplemental instructional materials in Spanish.	$80,100.00	Yes
3	Dual Language Immersion - Targeted Instructional Assistants	Based on feedback from review of programs and from DELAC (District English Learner Advisory Committee), an additional 25 instructional assistants will be hired to support Dual Language Immersion students in grades kindergarten through second grade. The purpose of these assistants will be to allow for small group configuration for additional oral and written language practice.	$85,000.00	Yes
4	Seal of Biliteracy and Golden State Merit Seal	The District will continue implementing the Seal of Biliteracy, providing recognition of biliteracy on the diplomas of qualifying high school seniors. Allocation is for Medallion of Biliteracy awarded to eligible High School Seniors. In addition Allocation is for Language Testing of students needing to qualify for the Seal of Biliteracy. Multilingual awards will be expanded to other grade levels to promote multilingualism at Elementary and Middle School. The District will continue to implement the Golden State Merit Seal (GSMS), providing recognition of outstanding academic accomplishment on diplomas of qualifying high school seniors. Allocation is for GSMS Medallion to Seniors that have met requirements.	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	VAPA Teachers and Music Teachers	Based on feedback from stakeholders that include teachers, administrator, parents and community members provided during community meetings, the District will maintain 5 Elementary Music Specialists and 11 Elementary VAPA teachers to provide instruction in Visual and Performing Arts to provide grade 1st - 5th grade with lessons in the areas of art, drama, music. In addition, this action allows for necessary materials to support the Elementary Music and VAPA programs as a way to support students' well rounded education. The Lead Academic Agent for Liberal Studies will supervise these activities and monitor progress.	$2,676,344.00	Yes
6	Diversified Curriculum	Supplemental materials/diversified curriculum that represents different cultures and histories of various student ethnicities is needed for all K-12 students. • To begin, increase the titles of diverse, multicultural books for site libraries. • Supplemental curriculum and materials will be purchased to support Culturally and Linguistically Relevant Teaching and Learning (CLR). • Curriculum and support materials for new high school courses such as Ethnic Studies, Multicultural Literature, U.S. History: Race & Gender, and Women's Studies. • Supplemental materials need to be purchased to put an effective numeracy program in place at elementary school. • Supplemental materials need to be purchased for secondary science classrooms to develop students' identity as a scientifically literate and environmentally literate global citizen.	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		• Process will be created to review new adoptions or supplemental materials in all subject areas to ensure representation of all members of the Rialto community.		
7	CCR (College Career Readiness)	The district will provide Career Technical Education (CTE) pathways at high schools • The district will provide transportation to CTE courses available at the Chavez/ Huerta Center from the high schools. • Supplemental classroom instructional materials that ensure access to CTE courses and opportunities for industry certification and success of all students. The District will expand Early College Credit programs and support program branding, provide college course textbooks and transportation between each of the high schools. The District will support expanded career awareness in middle and elementary schools by providing opportunities to personalize learning for students' strengths, needs, personal passions, and academic interests. Middle schools will implement interest profilers and create exploratory career courses. District will support expanded K-8 awareness and recruitment opportunities after school and over calendared breaks through creation of curriculum that aligns to high school CTE pathways. Resources will be provided for programs such as: 1. STEM RoCS- STEM in Robotics and Computer Science 2. STEM PHAN- STEM in Public Health and Nutrition 3. STEM I AM- STEM in Industry and Advanced Manufacturing 4. STEM LEAPS- STEM in Law Enforcement and Public Safety 5. STEM CARES- STEM Cultivates Active Responsible Environmental Stewards	$4,618,418.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	Naviance	In support of the College and Career Indicator, various supports were researched and reviewed during the 2020-21 school year. Stakeholder feedback from LCAP Planning and Action Teams was also in support of product such as Naviance to support secondary students. Naviance is a comprehensive 6-12th grade college and career readiness solution that helps districts and schools align student strengths and interests to postsecondary education. Naviance helps students choose coursework and meet state-mandated requirements. The platform provides all students with equitable access to information about colleges and careers so that they can make informed choices. In addition to helping students achieve college and career objectives, Naviance helps students build the social emotional, interpersonal, and transition skills they need for lifelong success. In addition to helping students achieve college and career objectives, Naviance helps students build the social emotional, interpersonal, and transition skills they need for lifelong success. Implementation will be trained and monitored by the Lead Academic Agent Secondary Innovation, Lead District Counselor, and the STEM and College and Career Pathways Coordinator.	$130,000.00	Yes
9	Online SST (Student Study Team) Process	Based on feedback from teachers and administrators, a uniform process for the Student Study Team will be put in place with an online tool. This will allow for consistent use across schools and grade levels when students are referred and met/discussed during SST meetings. Implementation will be trained and monitored by the Lead Academic Agent Elementary and Secondary Innovation.		

Action #	Title	Description	Total Funds	Contributing
10	Special Education - Transition Services and Curriculum	For students who are identified with qualifying need, VirtualJobShadow.com will empower individuals to discover, plan and purse their dreams with a unique video-based career planning platform. It's an interactive tool to assist students develop career paths based on choice, not change. Supports post-secondary education via job and college searches, career and interest assessments and lesson plans with career and workforce preparation activities. In addition, Job Ready & Life Ready Curriculum is a comprehensive career education, job preparation, and life skills program for grades 6-12+ and will be purchased for those student requiring this curriculum. Finally, TeachTown Curriculum will provide Social Skills and Independent Living Skills curriculum for students who receive special education services. Implementation will be trained and monitored by the Lead Special Services Agent.	$123,933.00	No
11	GoalBook - Tool for Teachers	The District will continue to provide Goalbook to assist educators working with special education students to vary their level of support through this articulated standards document. Implementation will be trained and monitored by the Lead Special Services Agent.	$89,000.00	No
12	Technology Devices and Instructional Technology Assistants	The District will continue to provide Instructional Technology Assistants (ITAs) at all elementary and middle schools as well as the continuation high school. The ITAs will increase student use of technology by providing technology support using the Common Core	$23,452,320.00	No

Action #	Title	Description	Total Funds	Contributing
		State Standards K-12 Technology Skills Scope and Sequence, Keyboarding and Digital Citizenship. The District will continue to support Education Technology by maintaining 1:1 devices for student classroom use and the required infrastructure. The District will continue to provide access to internet service upon request. Implementation will be trained and monitored by the Agent: Academic Technology.		
13	Math Intervention	As a District, in grades 6-8 specifically, approximately 75% of students report to be one to three (or more) levels below grade level on the Spring administration of the iReady assessment. Therefore, the District will continue to provide a math intervention program (ALEKS) for all students in grades 6- 12. Pre and post tests will be administered to inform instruction and students' readiness and gaps in mathematics. For elementary, students, interventions provided are site-level decisions, based on need. The District will also explore a uniform intervention program for elementary schools to address readiness and gaps in mathematics. Implementation will be trained and monitored by the Lead Academic Agent Math, Science, and College and Career.	$255,000.00	Yes
14	College Entrance and AP(Advanced Placement)Testing	With a district percentage of 88% of families qualifying for free or reduced lunches for their students, the District will provide for universal testing for the PSAT 8/9 for all 8th grade students, PSAT/NMSQT for all 10th grade students and the SAT School Day for all 11th grade students to increase students opportunities to access these college preparation and entrance tests without families incurring the cost.	$350,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		In addition, the District will pay the AP (Advance Placement) testing fees for all eligible students. To support instruction, the District will provide the opportunity for secondary AP teachers to attend training offered through the College Board to ensure that they are providing instruction to meet the students' needs who are enrolled in AP classes and will take College Board assessments. Implementation will be trained and monitored by the Agent: Academic Technology and Lead Academic Agent Secondary Innovation.		
15	Adaptive Diagnostic Testing	Based on the need to provided a consistent, adaptive diagnostic, the District will continue implementation of an adaptive diagnostic assessment, iReady, as was implemented since the 2017-18 school year. iReady Diagnostic will be administered to students in grades K-8 and intervention classes in grades 9-12 three times a school year to provide a customized evaluation of each student and to track student growth over time. During the 2020-21 school year, this diagnostic was used in place of CAASPP assessments in English Language Arts and Mathematics for grades 3rd-8th and this local data will be used ongoing to support instruction and will be monitored in the LCAP. Implementation will be trained and monitored by the Agent: Academic Technology.	$256,798.00	Yes
16	Data Analysis Platform	From stakeholder input at LCAP planning and action team meetings as well as feedback from district and site leaders, the District will purchase a data analytics platform (Hoonuit & Synergy Data Warehouse) to bring in multiple data points into a single dashboard to	$210,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		easily track overall student, school, and district performance. This data system will allow for live data to be easily retrieved, reviewed, and monitored. Implementation of these new interfaces will be monitored at the district level in regards to usage as well as survey data from users on feedback of the two programs. Implementation will be trained and monitored by the Agent: Academic Technology.		

17	Course Credit Recovery for Secondary Students	The APEX High School Coordinators and teachers will be trained on APEX (the credit recovery program) implementation and updates and in implementation of an APEX common credit recovery model across the high schools during the school day and after school.
		
		APEX will continue to be purchased and implemented in all high schools and the continuation high school.
		   • The District will summer school for high school students that were credit deficient in a traditional setting as well as through APEX online learning.
		   • The District will provide a summer school intervention class for incoming 9th graders that needed support in ELA and Math and prevent the need for additional credit recovery.
		
		Implementation will be trained and monitored by the Lead Academic Agent Secondary Innovation.
			$976,619.00	Yes

18	Reading Specialists for Inclusion	Currently, 7-8 Reading Specialists have been trained and are in place at sites that are implementing an inclusion model. These specialists along with teachers at the site are trained in inclusive practices. In addition, these specialists are trained through Neuhaus Education Center with the latest research-based strategies and materials to	$1,094,693.00	Yes

Action #	Title	Description	Total Funds	Contributing
		teach reading, writing, and spelling to all students, including those with dyslexia. (Cost of training has been included in Goal 1 Action 22). Based on program expansion of other sites moving towards a full inclusion model, additional staff will be hired. Implementation will be trained and monitored by the Lead Academic Agent Elementary Innovation.		
19	K-12 Independent Study	The District will expand independent study to serve a greater number of students in grades K-8 after transitioning from a Distance Learning model during the 2020-21 school year; this program will be site based for elementary (at Henry Elementary) in addition to supports through Student Services and Zupanic (Secondary Independent School). Implementation will be trained and monitored by the Lead Student Services Agent.	$442,340.00	Yes
20	Early Learning and Care Program	The District provides early learning and care services for all children ages 3 years of age to 5 years of age. These programs provide an educational component that is developmentally, culturally, and linguistically appropriate for all children served. The programs also provide meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. • The District will offer six Rialto preschool programs that support innovative instructional offerings such as inclusion, social emotional learning, STEM and early literacy. These classrooms have been created and will be maintained for parents who do not meet the necessary qualifications for State Preschool classes.	$1,108,725.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• This action was carried over from the 2017-20 LCAP as enrollment has continued at capacity for those classrooms. Implementation will be trained and monitored by the Agent Early Education.		
21	Bilingual Instructional Assistants for Primary Language Support	The District will maintain 64 bilingual instructional assistants to support the primary language needs of English Learners at the beginning levels of English proficiency through classroom support. These Instructional Assistants will be assigned to classes with the highest number of English learners at the lower proficiency levels. Implementation will be trained and monitored by the Agent Multilingual Programs.	$862,006.00	Yes
22	Literacy & Numeracy	All nineteen (19) elementary schools for grades 1-3 will focus entirely on literacy and numeracy foundation for every student. Up to nineteen (19) first grade classrooms will have co-teachers composed of two credentialed teachers as teachers of record (hire up to nineteen (19) first grade teachers). In addition, hire a minimum of one (1) Reading Specialist will support every 1st-3rd grade level team of teachers at all elementary schools (approximately 45 teachers). The Reading Specialists will push into each non co-teacher classroom grades 1st-3rd to provide additional timely, differentiated support to students with academic literacy and numeracy needs. Implementation will be trained and monitored by the Lead Academic Agent Elementary Innovation and Lead Academic Agent Math, Science, and College and Career.	$8,607,906.00	Yes

Action #	Title	Description	Total Funds	Contributing
23	Literacy and Numeracy - District Support	In addition, the District will hire five (5) District TOSA's (Teachers on Special Assignment)with expertise in literacy (2) & numeracy (3) to support and train teachers and parents in foundational literacy & numeracy at all elementary schools. These TOSA's will be centralized at the district level; however, they will provide centralized support and training as well as will regularly collaborate with site Reading Specialists, elementary site strategists, and secondary coaches for English language arts and Math. Implementation will be trained and monitored by the Lead Academic Agent Elementary Innovation and Lead Academic Agent Math, Science, and College and Career.	$530,444.00	Yes
24	Literacy and Numeracy at the Secondary Sites	Based on feedback from teachers and other stakeholders, the Literacy and Numeracy initiative will be present at all levels, including grades 6-12. To begin, there will also be a total of nine (9) Reading Specialists, one for each middle and high school to work with students that are reading far below grade level as identified through CAASPP and District Benchmark. These Reading Specialists will teach classes utilizing differentiated curriculum to meet academic needs. Secondary schools will develop a schoolwide literacy instructional focus. At our secondary schools literacy strategies are incorporated in all disciplines. • To support this work our secondary schools will work with Innovate Ed in a cycle of inquiry and implementation. (Action in Goal 2) • To monitor and increase accountability sites will develop a walkthrough protocol tool and instructional rounds.	$1,167,048.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• To monitor and increase accountability, all secondary sites will use the state Interim Assessments Blocks All secondary schools will select and implement a reading intervention program for the sites 5% of students with the lowest reading level; curriculum will be purchased and trained using site based funds. Implementation will be trained and monitored by the Lead Academic Agent Secondary Innovation and Lead Academic Agent Math, Science, and College and Career.		

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Rialto USD will ensure all students are provided with access and opportunities to support learning with highly qualified teachers and professional learning communities that promote a culture of continuous improvement for student achievement.

An explanation of why the LEA has developed this goal.

This goal was developed as a broad goal as it includes a connection to the 2017-20 LCAP goals; in addition, it incorporates State Priorities 1, 2, and 7 and provides a focus to those actions that are highlighted beyond the student desk level. Stakeholder groups, including the LCAP Planning and Action teams, appreciated the consistency with the LCAP goal from the 2017-20 LCAP. The data on conditions of learning will be closely monitored and will include feedback on professional development and how it relates to professional learning and collaboration.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The District will meet the requirements of the Williams Annual Inspection related to Teacher Assignment	For the 2019-2020 school year, the District maintained an annual status of Met for the Williams Annual Inspection related to Teacher Assignment.				The District will meet the requirements of the Williams Annual Inspection related to Teacher Assignment
The District will meet the requirements of the Williams Annual Inspection related to Materials	For the 2019-2020 school year the District maintained an annual status of Met for the Williams Annual Inspection related to Materials.				The District will meet the requirements of the Williams Annual Inspection related to Materials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The District's progress in aligning instructional materials to the academic standards	The District will adopt a new textbook for K-8 Science.				The District will adopt a new textbook for K-8 Science.
Increase frequency of science instruction in grades TK-5, as evidenced by an elementary teacher self-evaluation survey about frequency of science instruction.	N/A Baseline data will be collected in 21-22.				At least 60% of teaching staff self reporting science instruction is occurring 2-4 times per week.
Increase frequency of hands-on labs occurring in science courses in grades 6-8, as evidenced by middle school science teachers self-evaluation survey.	N/A Baseline data will be collected in 21-22.				At least 60% of teaching staff self reporting science labs are occurring 1-2 times per week.
Increase the frequency of differentiation strategies addressing the needs of English Learners being implemented in the classroom.	N/A. Baseline data will be collected in 21-22.				An increase in differentiation strategies being implemented over the 3 year LCAP by 20%.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher Induction - Core Service for Induction Teachers	The Rialto Unified School District continues to provide its Induction Program for new teachers to clear General Education and Education Specialist teaching credentials. In accordance to Induction Standards, the Rialto Induction Program will: • Provide a stipend for two Lead Induction and Teacher Support Mentors to implement the day-to-day responsibilities of managing Induction with reduced caseload of no more than five (5) Participating Teachers • Provide mentoring support to Participating Teachers through Induction Mentors • Provide additional Induction Mentors, as needed based on an Induction Mentor/Participating Teacher ratio of 1/20 • Provide Participating Teachers job embedded professional development options that meet their professional growth needs Implementation will be trained and monitored by the Lead Academic Agent for Professional Learning and Induction.	$1,127,786.00	Yes
2	Teacher Induction - Professional Development	In support of the Induction Program for new teachers, the following Professional Development will be coordinated by the Lead Agent for Professional Learning and Induction will be available for participating teachers and mentors: • Participating Teachers will receive district-level New Teacher training in core areas (ELA, Math, Science, History/SS, World Languages). Induction will provide support for the teachers with the implementation of new learnings • Ongoing professional development will be provided to Induction Mentors • Substitute coverage for Participating Teachers to participate in peer observations of master teacher classrooms or participate in professional development	$335,421.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• The Induction Program will partner with Multilingual Programs to provide professional development in Student Shadowing to Year 2 Induction Participating Teachers • Focus on instructional strategies and equitable classroom practices to support African American students, Foster Youth, Students with Special Needs and English Learners Implementation will be trained and monitored by the Lead Academic Agent for Professional Learning and Induction.		
3	Emerging Linguist Specialist and Site English Learner Facilitators	Based on stakeholder feedback to increase site support and develop understanding of English learner needs, all elementary, all middle school and the continuation/independent study will be provided a stipend to implement a Site English Learner Facilitator (SELF) position. The SELF will be trained by Multilingual Programs to support site administrators and teachers to implement an effective site English Learner program. This position was created in the Fall of 2020 with the implementation of the Learning Continuity Plan and many sites reported positive feedback of this position as the site communicator on EL needs in addition to administration and support staff. At the high school an Emerging Linguist Specialist (ELS) will provide intervention services to English Learners during the school day. Services will include tracking student progress and recommending resources to ensure student academic success. The ELS will support site administrators and teachers to implement an effective English Learner program. Implementation will be trained and monitored by the Agent Multilingual Programs.	$481,714.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Culturally Responsive Teaching and Learning	Tiered Professional Development Supports for teachers, administrators and instructional support staff will be provided through the 2021-2024 LCAP. This action was included based on student performance data and gaps noted of underserved students as well as input received from Equity Action Teams. • During the 2021-22 school year, training of all Educational Services and Site administrators in all aspects related to Culturally Responsive Teaching and Learning (CLR) will occur. This will allow for the needed classroom support and progress monitoring to be properly provided. • During the 2022-23 school year, initial training will include a specific overview to build foundation for all teachers (and other participants). During the 2023-24 school year, the following will occur: • Follow up support to include site based training as well as the inclusion of CLR in all instructional and content area training. • Follow up coaching to support the application and implementation of instructional strategies that would focus on building students' brainpower and helping them build upon their existing knowledge. • Follow up training and support in differentiated lesson design that is inclusive of culturally relevant practices and culturally relevant and diverse instructional materials in all subject areas. African American students, Latino Students, Lower Socioeconomic Students will be the focus. Implementation will be trained and monitored by the Lead Academic Agent for Professional Learning and Induction.	$296,335.00	Yes
5	Equity and Implicit Bias Training	Initial training will include a specific overview to build foundation for all teachers and follow up to include site based training as well as	$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
		inclusion in subject area training. During the 2021-22 school year, the focus of training with be site and district leadership, creating a foundation that subsequent LCAP years will focus on implementation with certificated and classified staff. Ongoing monitoring will occur within the Education Services Department where student dashboard data will be reviewed as well as training feedback from participants. Implementation will be trained and monitored by the Lead Academic Agent for Professional Learning and Induction.		Yes
6	Williams Teacher Requirement	The District will continue to meet the Williams requirement and ensure that 100% of the instructional staff are fully credentialed and highly qualified to teach the subjects/courses/grade levels they are appropriately assigned. Implementation will be trained and monitored by the Agent Early Education and Lead Academic Agent Elementary Innovation.	$183,320,643.00	No
7	Williams Textbook Requirement	The District will continue to meet the Williams requirements and ensure that all students, in all schools, are provided a ratio of 1:1 textbooks and instructional materials in all core subject areas. • The District plans to complete a textbook adoption for Science (TK-12) and World Languages (6-12) during the 2021-22 school year. Implementation will be trained and monitored by the Agent Early Education and Lead Academic Agent Elementary Innovation.	$5,461,027.00	Yes
8	Elementary Strategists	The District will maintain 20 elementary site based Instructional Support Teachers/ Teacher on Special Assignments to support the	$2,803,907.00	Yes

Action #	Title	Description	Total Funds	Contributing
		elementary schools (1 for each of the 19 elementary schools) who will model effective instructional strategies through professional development and coaching for all classroom teachers, provide intervention for students in academic need, and train parents. Specifically, for the 2020-21 school year, elementary strategists will support grades 4th - 5th with the implementation of the Literacy and Numeracy Initiatives. For a portion of their work day, they will work with a small group of intensive students based on a review of local data, including iReady Diagnostic. This action was carried over from the 2017-20 LCAP and was requested and supported through feedback of LCAP action teams as well as site administration.

Implementation will be trained and monitored by the Lead Academic Agent Elementary Innovation and Lead Academic Agent Math. | | |
| **9** | Literacy Training | For the 2021-22 school year, tiered professional development supports for K-12 Teachers will occur as follows:
• Language Essentials for Teachers of Reading and Spelling (LETRS) training provided to all 1st - 3rd grad teachers to support Foundational Literacy.
• Writing across the curriculum supporting the work of all sites around RACE and CER structures (RACE: R=Restate the Question. The first step is to change the question into a statement. A = Answer the Question. C = Cite Text Evidence. E = Explain What it Means. CER- Claim, Evidence, Reasoning.) will be provided to all teachers in grades 6-12. Training will be provided to ensure these practices are embedded in all subject matters. Additionally, this support will happen through our Innovate Ed collaborative professional development.

Targeted Tier 2 Professional Development Supports (for Reading Specialists, Secondary Coaches and Elementary Strategists) will include:
• Specialized training to support foundational literacy for Reading Specialists (for example, LETRS or Neuhaus). | $947,338.00 | Yes |

Action #	Title	Description	Total Funds	Contributing
		• Co-teaching best practices training will be provided annually for the Reading Specialists. • Intensive training in Literacy for Elementary Strategists (for example, LETRS or Neuhaus). • Training in RACE and CER writing strategies for secondary coaches. Targeted Tier 3 Professional Development Supports (for individual teachers, parents, and students) will include: • Based on feedback from teachers and staff, the Reading and Literacy Authorization courses will be available to all K-12 teachers and will be in collaboration with the University of Southern California. Over the course of this funding, this opportunity will be provided to any interested teacher. Enrollment and textbook will be paid for by the District for up to 100 teachers each academic year. This authorization will increase teachers' understanding of the foundations and theory of teaching reading to students at an age level. Implementation will be trained and monitored by the Lead Academic Agent Elementary Innovation and Lead Academic Agent for Professional Learning and Induction.		
10	School Site Strategic Planning	Since the 2016-17 school year, the District has worked to create a District Strategic Plan and completed a revision to this district plan during the 2019-20 school year. In turn, each school site has previously developed and will refine a its own site Strategic Plan during the 2021-22 school year. The District will provide Professional Development support to individual schools as they implement their site Strategic Plans. A district created a video series on strategic thinking and social class to be facilitated by principals to share with staff. All district sites will create new two year strategic action plans. A consultant will provide strategic thinking and social class training to new administrators.	$193,478.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Implementation will be trained and monitored by the Lead Academic Agent Elementary Innovation and Lead Strategic Agent Strategics, Congruence, and Social Justice.		
11	Numeracy (Math) Training	For the 2021-22 school year, Tier 1 Professional Development Supports (for all elementary teachers and all secondary math teachers) will include an introductory professional development for all elementary teachers on math routines that support diverse learners. Ongoing professional development for all 6th -8th grade math teachers will have a different focus each school year as follows: • The 21/22 foci will be 6th grade math concepts and Standards for Mathematical Practices (SMPs) in a compacted curriculum toolkit. • Foci for 22/23 will be 7th grade math concepts and SMPs in a compacted curriculum. • Foci for 23/24 will be 8th grade and Math 1 concepts and SMPs in a compacted curriculum. Ongoing professional development for all 9th-12th grade math teachers will be using visual models during specific course instruction. • The annual foci will be: Math 1 in 21/22, Math 2 in 22/23, and Math 3 in 23/24. Provide teachers with professional development on Digital Notebooks and note taking strategies for students. • Tiered 2 Provide professional development for numeracy specialists/Instructional Support Strategists (elementary) and math coaches (secondary) Professional development book studies utilizing "Elementary and Middle School Mathematics Teaching Developmentally" and "Singapore Method: Using the Singapore Bar Models to Solve Problems." The district will support this effort by purchasing these books for math lead teachers, strategists (at the elementary sites), and	$984,669.00	Yes

Action #	Title	Description	Total Funds	Contributing
		coaches (at the secondary sites). Professional development book studies utilizing "Routines for Reasoning" and "2023 California Draft Mathematics Framework." The district will support this effort by purchasing these books for math lead teachers, strategists, and coaches. Tiered 3 Professional Development Supports (for individual teachers and/or parents) Create at least 1 "model" enrichment kit for grades K-3. These kits will include: lessons, materials and supplies that can be easily acquired and support foundational numeracy standards. Optional professional development will be offered on the lessons within the kit as well as directions for how to replicate the kits for teachers and parents. Optional ongoing professional development for individual elementary and secondary math teachers with the Silicon Valley Math Initiative (SVMI) on utilizing performance tasks to inform instruction. Optional professional development will be offered on how to utilize instructional technology (like Desmos) in secondary math classes. Implementation will be trained and monitored by the Lead Academic Agent Math.		
12	Special Education (Equity and Inclusion)	Training for district and site administration will include: • Leading Inclusive Education; Addressing Disproportionality in Special Education and Discipline, Scheduling with Inclusion in Mind; Supervision Co-Teaching; IEP Training; each training will be provided and monitored by the Department of Special Services. Training for Education Specialists, General Education Teachers, Paraprofessional Trainings will include (based on individual site or program need): • Differentiation and Universal Design for Learning; IEP Process Training, Co-Teaching Training for Teachers;	$355,695.00	No

Action #	Title	Description	Total Funds	Contributing
		Specialized Academic Instruction; Tiered Interventions (reading/encoding strategies; comprehension strategies, metacognitive strategies) Supporting Inclusive Practices, PECKS, Smart Boards, iPads, Writing Tools, FBA/BIP, Professional Crisis Management (PCM), Family Engagement; Applied Behavioral Analysis (ABA) Methodology and Services; Least Restrictive Environment/Inclusive Practices Guidelines; Transition Services (Virtual Video Shadowing); INTELLIKEYS - Access for All. Implementation will be trained and monitored by the Lead Special Services Agent.		
13	Multilingual Programs Professional Development	The Multilingual (ML) Programs Office will provide training and implementation support teachers in the following areas: • Instructional strategies to implement in the classroom with RFEPs who are not making academic progress. • Strategies to use with students who are at risk of becoming Long Term English Learners • Small group instruction during designated and integrated ELD Professional Development and Ongoing Collaboration will be provided to teachers at each Dual Language Immersion Site. SIOP (Sheltered Instruction Observation Protocol) - The District will continue to SIOP train teachers in teams for schools who voluntarily choose to implement this strategy at their school site. SIOP Materials will be purchased for all teachers participating in SIOP training. Professional Development for Bilingual Instructional Assistants will be provided at least 3 times per year. Topics will include SIOP strategies and ways to best support students in their acquisition of language and content area subject matter. Collaboration amongst teachers of English Learners: ML Programs will coordinate collaboration time for teachers to align support classes for	$199,310.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English Learners with core classes at the secondary level using strategies appropriate for English Learners. Implementation will be trained and monitored by the Agent Multilingual Programs.		
14	Social Emotional Learning (SEL) Professional Development	Based on needs identified during the pandemic and previous years through surveys such as those provided through Panorama Education, training will be provided district wide on tiered components of Social Emotional Learning (SEL) to include instruction around CASEL (The Collaborative for Academic, Social, and Emotional Learning) 5 Competencies, Restorative Practices, and other prevention & intervention training. • Each school will implement Tier 1 schoolwide SEL instruction and curriculum and will be purchased with site funds and trained and monitored at each site, based on curriculum/program selection.. • All RUSD school administrators will be Restorative Practices certified by the fall of 2021. Implementation will be trained and monitored by the Lead Student Services Agent.	$430,343.00	No Yes
15	Assessment, Grading and Data Training	Training will be provided for new student data management programs such as Hoonuit and Synergy Assessment as well as follow up training for existing programs such as iReady Diagnostic and IABs This training will be up to two to four hours per teacher at school site, based on schedule created and maintained by the Agent for Technology. Recordings of trainings will also be available on demand for teachers and administrators to view at their own convenience.	$61,478.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Implementation will be trained and monitored by the Agent Academic Technology.		
16	Alternative Curriculum for non-diploma track students	The District will continue to purchase the Unique curriculum for the Special education students in moderate/severe classrooms. Unique will include the curriculum and training for mod/severe teachers to implement this program successfully. Implementation will be trained and monitored by the Lead Special Services Agent.	$31,000.00	No
17	PAR (Peer Assistance and Review Program) for Tenured Teachers	The District will continue implementing the Peer Assistance and Review Program (PAR) according to the guidelines outlined in the certificated collective bargaining agreement. The PAR Program will: • Provide eight (8) part-time PAR Consulting Teachers, who can each support up to two permanent teachers. • Provide additional PAR Consulting Teachers to the program, as needed. • Provide a governing PAR Joint Panel of 4 certificated teachers, selected by REA, and 3 administrators, selected by the superintendent's designee. • Provide ongoing professional development to the PAR Consulting Teachers and PAR Joint Panel to enable them to effectively support teachers. In house professional development will be provided by the Lead Induction and Teacher Support Mentors. Implementation will be trained and monitored by the Lead Academic Agent Professional Learning and Induction.	$90,987.00	Yes

Action #	Title	Description	Total Funds	Contributing
18	STEM (Science Technology Engineer and Math) Training	For the 2020-21 school year, Tier 1 Professional Development Supports (for all elementary teachers and all secondary science teachers) will be provided as follows: • Introductory professional development on science textbook adoption materials for K-12 teachers will be planned, implemented, and monitored, based on the curriculum that may be piloted or selected. For specialized training, Tier 2 Professional Development Supports (for elementary specialists, all middle school science teachers, or all high school science teachers) will be provided on science related topics. Tier 3 Professional Development Supports (for individual STEM elective teachers at the secondary level and/or parents) • Introductory professional development will be provided with materials that may be piloted and later adopted. Implementation will be trained and monitored by the STEM and College and Career Pathways Coordinator.	$78,773.00	No Yes
19	Secondary ELA and Math Coaches	To support secondary content areas of English/Language Arts and Math, the District will maintain 19 Secondary Coaches to coach teachers on ELA and Math best practices, data analysis, and student support and monitoring. In addition, they will collaborate on a bi-monthly basis with content similar coaches and district leads to review current iReady and IAB data. Effectiveness will be monitored based upon coaching calendars and feedback from teachers after the delivery of professional development. Implementation will be trained and monitored by the Lead Academic Agent Elementary Innovation and Lead Academic Agent Math.	$2,297,355.00	Yes

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Rialto USD will create a positive, safe, and engaging learning environment that is student and parent centered.

An explanation of why the LEA has developed this goal.

This goal was developed as a broad goal as it includes a connection to the 2017-20 LCAP goals; in addition, it incorporates State Priorities 3,5 and 6 and provides a focus to those actions that are priorities beyond the school setting. Stakeholder groups, including the LCAP Planning and Action teams appreciated the consistency with the LCAP goal from the 2017-20 LCAP. With a focus on engagement with students, families, and communities, the data that will be monitored and used to measure progress will include suspension, drop out, graduation rate as well chronic absenteeism. To assist with ongoing monitoring of parental engagement, regular survey data will be reviewed and monitored.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The District will decrease the Chronic Absenteeism Rate as reported by the California School Dashboard	2018-2019: 16.8% as reported on the California Dashboard (Red)				Decrease the Chronic Absenteeism Rate by more than 5% from the 2018-2019 school year.
The District will decrease the High School Dropout Rate as reported through the Cohort Data Report through DataQuest	2019-2020: 2.3% reported through DataQuest				Decrease the rate by 1%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The District will increase the Graduation Rate as reported by the California School Dashboard	2019-2020: 92.9% as reported through DataQuest				Increase the Graduation Rate to 95%
The District will decrease the Suspension Rate as reported by the California School Dashboard	2019-2020: 3.5% as reported through DataQuest				Decrease the Suspension Rate by 1% from the 2019-2020 school year.
The District will maintain the Expulsion Rate as reported by DataQuest	2019-2020: 0.04% for a total of 12 students				Decrease the Expulsion Rate by 0.02% from the 2019-2020 school year.
The District will meet the requirements of the Williams Annual Inspection related to Facilities	For 2019-20, the District Met the Williams Annual Inspection related to facilities.				The District will meet the requirements of the Williams Annual Inspection related to Facilities
The District will increase the percentage of parents that report they feel welcome to participate at school as measured by the Title 1 Parent Survey	For 2020-2021, 95% of parents/guardians who answered the survey in English felt welcome at their child's school. 96.4% of parents/guardians who answered the survey in Spanish felt welcome at their child's school.				Continued survey responses will occur at 90% or greater in regards to parents feeling welcome at school.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Support for McKinney-Vento & Foster Youth - Staff Support	During the 2019-20 school year, approximately 1.1% of the student population were identified as Foster Youth and 7.7% were identified as homeless. Therefore, the data suggests the increase of an additional 12-month classified staff member to support McKinney-Vento/Homeless Youth instead of one position (provided in the 2017-20 LCAP) who supports both homeless and Foster Youth. Continue to have a Foster Youth Liaison who will be changed from 10-months to 12 month; McKinney-Vento/Homeless Youth Liaison will also be on a 12 month contract. Supervision of this program and these staff members will be the Lead Academic Agent for Student Services.	$155,851.00	Yes
2	Foster Youth and Homeless - Additional Supports	As originally outlined in the District's Learning Continuity Plan, Rialto Unified will contract with a Motel/Hotel to provide temporary housing for Rialto Unified families that are unsheltered due to economic hardship (McKinney-Vento). This support will continue for the 2021-22 school year as the community adjusts and returns to full functioning after the pandemic. In addition, the District will contract with a community service provider to administer case management for unsheltered McKinney-Vento families. This service will support families in transitioning to permanent housing and provide additional services. Identified students will also be provided support in the form of instructional supplies, food, and clothing. Supervision of this program and these staff members will be the Lead Academic Agent for Student Services.	$605,000.00	

Action #	Title	Description	Total Funds	Contributing
3	Engagement of students in extra curricular activities	The District will support high school extra curricular activities to support socioeconomically disadvantaged students as well as maintain a middle school sports program. Supervision of this program and these staff members will be the Lead Academic Agent for Student Services and Lead Academic Agent Secondary Innovation.	$874,966.00	Yes
4	Engagement of students during school day	Revision of some electives at the secondary level to align with interests of students will occur during the 2021-22 school year. Middle schools will have the option to add an eSports elective. The elective will focus on different modules to expose students to the different elements of eSports (video production, team building, etc.) District staff along with site leadership will research lunchtime activities and options after surveying students in regards of interest; support will be provided to school sites with implementation during the duration of the 2021-2024 LCAP. Middle schools will write new course descriptions of electives and align with staff or new staff (if needed). To support during the instructional day, additional training will be provided for all those supervising students (e.g. noon duty aides) during these activities. Supervision of this program and these staff members will be the Lead Academic Agent Secondary Innovation and Agent Academic Technology.	$1,018,500.00	Yes
5	Improve Dropout data	The District will continue to monitor students that are potentially identified as middle or high school dropouts based on coding in the student information system.		No

Action #	Title	Description	Total Funds	Contributing
		The District will provide annual training to all staff responsible for updating the dropout codes in the student information system to ensure that students are entered correctly. These trainings for staff will be provided during regular work hours. No additional costs incurred. Supervision of this program and these staff members will be the Lead Academic Agent for Student Services and Lead Academic Agent Secondary Innovation.		
6	Social Emotional Learning Professional Development	Every school will implement a social-emotional curriculum during the 2021-22 school year. This curriculum will be chosen by the individual sites based on stakeholder feedback. In addition, all site administrators will be trained in restorative practice and alternatives to suspensions by the National Council for Behavioral Health. Supervision of this program and these staff members will be the Lead Academic Agent for Student Services.	$457,000.00	Yes
7	Wellness Centers	Based on suspension and expulsion data since 2010, Rialto Unified supported the development of Wellness Centers at the secondary level were created, staffed, and implemented. The Wellness Center is an inclusive space that acknowledges the participatory relationship between place and people utilizing the unique structures in the regenerative space. The support staff of this regenerative place curates activities and levels of stimuli that regenerate a person's mental and physical energy to enrich and strengthen all the health benefits of being relaxed and happy.	$1,444,421.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Wellness Centers will be maintained and staffed at the 5 middle schools, 3 high schools, and 1 continuation school. This action will be supported and monitored by the Student Services Department. Supervision of this program and these staff members will be the Lead Academic Agent for Student Services and Lead Academic Agent Secondary Innovation.		
8	Social Emotional Learning/Educational Related Mental Health Services	The following staff and positions support the educational related mental health needs of all Rialto Unified School District: Therapeutic Behavioral Strategist (TBS) Therapeutic Behavioral Strategists (TBS) have Licensed Mental Health Clinician to consult regarding clinical programming and triaging for students to insure clinical best practice. • They monitor and support mental health and social and emotional well-being of pupil as well as provide Universal Supports to expose all students to Prevention and Intervention Social Emotional Learning. • Selective Supports will be utilized to provide targeted interventions for specific needs of students utilizing individual and group settings. Emotional Health Therapist (EHT) The EHT provide the following services: • Tier III Social-Emotional Supports will be provided by licensed clinicians. • Licensed Clinical Social Workers (LCSW)- • Licensed Marriage and Family Therapist (MFT) Targeted population for these supports and services are -	$2,664,451.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Educationally Related Mental Health Services (Must have an IEP - Individualized Education Program) • Crisis Intervention Services: methods used to offer immediate, short-term help to individuals who experience an event that produces emotional, mental, and behavioral distress or problems Tier III Services (Most intensive supports) • Clinical Case Management: assists students and their family in accessing mental health and social welfare related programs, facilitates coordination between the systems involved and links to community resources. • Case Consultations: a collaborative meeting or series of meetings to problem solve, develop, monitor, and or modify a comprehensive assessment or individualized treatment plan or to review services and progress towards objectives. • Educationally Related Mental Health Services: intensive therapeutic services that address a myriad of significant emotional and behavioral problems manifesting across settings for students who receive Special Education Services Supervision of this program and these staff members will be the Lead Academic Agent for Student Services.		
9	Safety Intervention and Support Services	The District will work with school site administration to provide prevention/intervention and other means of correction (i.e. counseling, family support, alternative placement, etc.) to reduce the expulsion rate. The Safety Intervention & Community Intervention Specialist will continue to modify the delivery of services with an emphasis on prevention and intervention. Safety Intervention Specialists will continue to be trained in One Circle and Restorative Practice to deliver PBIS Tier 1 and 2 interventions by the Safety Intervention & Community Intervention Specialist.	$72,499.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Supervision of this program and these staff members will be the Lead Academic Agent for Student Services.		
10	Student Services Support for Students and Families	The District will maintain 1 Positive Behavior Intervention and Support (PBIS) Teacher on Special Assignment (TOSA) to provide support and follow up in the implementation of PBIS at each cohort at school sites. This support will include trainings and support of Self Assessment Surveys. The District will continue to implement Positive Behavioral Interventions and Supports (PBIS) for cohort 1 and 2, and 3. • All Cohorts – Ongoing support provided by RUSD PBIS TOSA • The District and/or School Site will provide extra duty hours to PBIS team members in order to plan for training of site staff. • District will provide a stipend to a secondary counselor who has a Masters in Social Work to supervise university social worker interns. In addition, the district will maintain a Counselor on Special Assignment (COSA)/Restorative Practices Coach. • The District will maintain 3 PBIS/At-Risk (At-Promise) High School Counselors whose caseloads will consist of all high school foster and McKinney-Vento Youth as well as middle school and elementary school foster youth. They will monitor attendance, discipline, grades and credits. Supervision of this program and these staff members will be the Lead Academic Agent for Student Services and Lead Academic Agent Secondary Innovation.	$791,584.00	Yes
11	Family Engagement	The District will maintain a District Parent Center - The Curtis T. Winton Parent Institute - to provide parent classes and training on all preschool - 12th Grade programs and curriculum.	$847,173.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Parent Center staff will inform adult students of the course offerings at the Parent Center and related resources. Moreover, the district will provide a variety of delivery modalities for parent classes and training available through the parent center, publishing a monthly calendar of events that will be placed on the district's web page. The Multilingual Programs Office and each school site will maintain an English Learner Plan which outlines the steps that will be taken when a new family arrives to the district and school site. • Training at the district and school site level will be provided to parents in the area of reclassification, attendance, ELPAC, the EL Roadmap, and other areas of interest identified by parents at Coffee with the Principal and Coffee with the Multilingual Programs Agent. The District will improve services to parents whose first language is not English by continuing to provide 7 interpreters. Supervision of this program and these staff members will be the Lead Academic Agent Professional Learning and Induction.		
12	Communication with Parents and Community	Based on feedback from parent equity groups and parent participants in the LCAP Planning and Action Teams, Education Services will work to streamline communication to parents at the district level; school site support providers will work with school sites to ensure that sites work to improve their communication to families using applications coordinated at the District level to include Blackboard, Inc. and Remind. Supervision of this program and these staff members will be the Agent Academic Technology, Academic Agent Special Programs, and Lead Academic Agent Professional Learning and Induction.	$227,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
13	Website and Online Presence	Based on feedback from staff and parents who participated in LCAP Planning and Action teams, the District, during the 2021-22 school year, will work to streamline communication for all stakeholders. Specifically, Education Services will pay extra duty for a staff member to improve web presence of Curtis T. Winton Parent Institute and related district pages to ensure that the pages are easy for parents to navigate. For trainings that have occurred virtually or in person, recordings will be posted online for on demand viewing. Supervision of this program and these staff members will be the Lead Academic Agent Professional Learning and Induction.	$615.00	No
14	Student and Community Engagement	Marketing of schools and district brands will be enhanced to better communicate with the community. The District will contract with local business marquees throughout the community to publicize events and celebrate accomplishments. School sites will purchase signage, murals, banners and other products that promote their brand of emphasis tied to their site strategic plan. In an effort to improve student engagement and school climate, spirit wear will be allowed up to $35 per employee. Staff will use spirit wear on designated dates. Supervision of this program and these staff members will be the Lead Academic Agent Secondary Innovation, Lead Academic Agent Elementary Innovation, and Agent Communication/Media Services.	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
15	Chronic Absenteeism	As an area of past District Differentiated Assistance, this data and related factors remains a focus area. To support the District and school sites, Rialto Unified will maintain a District centralized home visitation team including a District Prevention/Intervention Specialist provided by the San Bernardino County Probation Department, a District McKinney- Vento Liaison, a Foster Youth Liaison, and Attendance Liaison Aide. The district will provide attendance intervention through Student Truancy Reduction and Intervention Team (STRAIT). (Cost of District McKinney- Vento Youth Liaison included in Action 3-1) Supervision of this data and these staff members will be the Lead Academic Agent for Student Services and Agent Child Welfare and Attendance.	$420,353.00	Yes
16	Equity and Cultural Community Engagement	In response to the various races and ethnicities present in the greater Rialto Unified community, the district will promote school sites to celebrate academic, and world-wide cultural, and historical events, celebrating the historical contributions to society contributed by various cultures, races, and ethnicities throughout history. Examples of these activities include Latino Heritage month, Black History Celebration, District Music Festival, District Art Fair, and the District Science and Engineering Fair. In addition, the District will support academic events that focus on instruction in the classroom, growth in academics, and reclassification of English Learners. Supervision of these events will be the Agents in Education Services.	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
17	Rialto Equity Council	Beginning in the 2018-19 school year, the district established a Rialto Equity Council with group specific councils and teams, representing African American students, English learners, and students receiving Special Education services. Therefore, the District will maintain a stakeholder group made up of students, parents, teachers, administrators, board of education and community members to continue to address the needs of the underserved students. The Council will: • Review and shape policy and procedures • Build collective awareness and capacity in equity • Recognize best equity practices. Costs include training materials, printing and refreshments. Supervision of this council will be the Lead Strategic Agent: Strategics, Congruence, and Social Justice and Lead Innovation Agent.	$30,000.00	Yes
18	Family Engagement - Part 2 - District Committees	Rialto Unified will maintain a committee of parents representing lower socioeconomic students, English learners, Latino students, and African American students and community stakeholders' representative of the District's student population for the evaluation and development of the annual review of the LCAP. All schools and the District will ensure that they have full parent representation and participation on their schools' SSC, ELAC, and AAPAC as well as the Districts' DAC, DELAC, DAAPAC, and Alianza Latina meetings throughout the year. • Specifically, the District will maintain a District African American Parent Advisory Council (DAAPAC). DAAPAC parents will be provided learning opportunities, such as conferences, workshops and guest consultants. In addition, DAAPAC will plan an annual, districtwide Black History Celebration	$36,134.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• LCAP input will be sought at least twice per year at district parent committees: DAC, DELAC, DAAPAC, and Alianza Latina parent meetings. The District will continue to sponsor the Annual Parent Summit to connect parents and families with school, district, and community services. This action will specifically be monitored and support by the Lead Academic Agent for Professional Development and Induction, the Academic Agent for Special Programs, and the Agent for Multilingual Programs. Costs will include refreshments, materials, duplicating, and cost of consultants, as needed, to support these district level committees. Supervision of these councils will be the Agents of Education Services.		

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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 [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
34.15%	$75,095,032

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.

Dual Language Immersion - Based on feedback from parent advisory committees as well as success of students in achievement of the grade level content standards, the District will continue to implement Dual Language Immersion (DLI) at 4 elementary, 1 middle and 1 high school. (Boyd, Kelley, Morris, Garcia, Jehue and Rialto High School) and will be expanded to 5 additional elementary schools with a pathway to 1 middle school and 1 high school in 2021-2022 (Bemis, Curtis, Dunn, Trapp, Werner Elementary, Rialto Middle School and Eisenhower High School. This action directly impacts English learners as it allows students to develop both primary and target languages.

Seal of Biliteracy and Golden State Merit Seal - The District will continue implementing the Seal of Biliteracy, providing recognition of biliteracy on the diplomas of qualifying high school seniors. This action directly provides support to English learners who have been able to maintain academic proficiency in Spanish as well as English.

VAPA Teachers and Music Teachers - As a way of providing a well rounded education to students and to give them access to the arts that may be limited due to status of language acquisition, Foster Youth placement or low or limited income. Therefore, the District will maintain 5 Elementary Music Specialists and 11 Elementary VAPA teachers to provide instruction in Visual and Performing Arts to provide grade 1st - 5th grade with lessons in the areas of art, drama, music

Diversified Curriculum - Supplemental materials/diversified curriculum that represents different cultures and histories of various student ethnicities is needed for all K-12 students and is necessary to support English learners, Foster Youth, and Low Income.

Reading Specialists for Inclusion - Currently, 7-8 Reading Specialists have been trained and are in place at sites that are implementing an inclusion model. These specialists along with teachers at the site are trained in inclusive practices. The goal of these specialist is to support the reading progress of all students, especially those who are identified as English Learner, Foster Youth, and Low Income.

Bilingual Instructional Assistants for Primary Language Support - The District will maintain 64 bilingual instructional assistants to support the primary language needs of English Learners at the beginning levels of English proficiency through classroom support. This action a specific, direct support to English Learners.

Literacy & Numeracy - All nineteen (19) elementary schools for grades 1-3 will focus entirely on literacy and numeracy foundation for every student. Up to nineteen (19) first grade classrooms will have co-teachers composed of two credentialed teachers as teachers of record (hire up to nineteen (19) first grade teachers). This action is necessary given low proficiency rates in reading for grades K-5, specifically with English learners, Foster Youth, and Low Income students.

Literacy and Numeracy at the Secondary Sites - To begin, there will also be a total of nine (9) Reading Specialists, one for each middle and high school to work with students that are reading far below grade level as identified through CAASPP and District Benchmark. These Reading Specialists will teach classes utilizing differentiated curriculum to meet academic needs. This action is crucial to all students, however, in particular with English Learners, Foster Youth, and Low Income students who struggle in English language arts and Math in grades 6-12.

Emerging Linguist Specialist and Site English Learner Facilitators - Based on stakeholder feedback to increase site support and develop understanding of English learner needs, all elementary, all middle school and the continuation/independent study will be provided a stipend to implement a Site English Learner Facilitator (SELF) position. At the high school an Emerging Linguist Specialist (ELS) will provide intervention services to English Learners during the school day. This is targeted support specifically for English learners.

Culturally Responsive Teaching and Learning -
- During the 2021-22 school year, training of all Educational Services and Site administrators in all aspects related to Culturally Responsive Teaching and Learning (CLR) will occur. This will allow for the needed classroom support and progress monitoring to be properly provided.
- During the 2022-23 school year, initial training will include a specific overview to build foundation for all teachers (and other participants).

This training, in particular, is needed to assist teachers and staff to meet the needs of English learners, Foster Youth, and Low Income students.

Equity and Implicit Bias Training - nitial training will include a specific overview to build foundation for all teachers and follow up to include site based training as well as inclusion in subject area training. This training will assist staff in developing an understanding of the diverse needs of our English learners, Foster Youth, and Low Income students.

Elementary Strategists- The District will maintain 20 elementary site based Instructional Support Teachers/ Teacher on Special Assignments to support the elementary schools (1 for each of the 19 elementary schools) who will model effective instructional strategies through professional development and coaching for all classroom teachers, provide intervention for students in academic need, and train parents. This additional support is necessary to support the high needs - both academically and social/emotionally of our low income students.

Literacy Training - For the 2021-22 school year, tiered professional development supports for K-12 Teachers will occur as follows:
- Language Essentials for Teachers of Reading and Spelling (LETRS) training provided to all 1st - 3rd grad teachers to support Foundational Literacy.
- Writing across the curriculum supporting the work of all sites around RACE and CER structures

This training is crucial for K-12 teachers to understand the academic literacy needs of low income students and English learners.

Numeracy (Math) Training - For the 2021-22 school year, Tier 1 Professional Development Supports (for all elementary teachers and all secondary math teachers) will include an introductory professional development for all elementary teachers on math routines that support diverse learners.

Multilingual Programs Professional Development - The Multilingual (ML) Programs Office will provide training and implementation support teachers in the following areas:

- Instructional strategies to implement in the classroom with RFEPs who are not making academic progress.
- Strategies to use with students who are at risk of becoming Long Term English Learners
- Small group instruction during designated and integrated ELD

This training will specifically target the needs of English learners.

Secondary ELA and Math Coaches - To support secondary content areas of English/Language Arts and Math, the District will maintain 19 Secondary Coaches to coach teachers on ELA and Math best practices, data analysis, and student support and monitoring. Because of the high academic needs of low income students, this is a crucial support needed for those most at risk.

Staff Support for McKinney-Vento and Foster Youth - two staff members will be hired to support Foster Youth and Homeless families. These supports directly correlate with low income students as well as Foster Youth.

Engagement of students in extra curricular activities- The District will support high school extra curricular activities to support socioeconomically disadvantaged students as well as maintain a middle school sports program.

Social Emotional Learning Professional Development - Every school will implement a social-emotional curriculum during the 2021-22 school year. This curriculum will be chosen by the individual sites based on stakeholder feedback. In addition, all site administrators will be trained in restorative practice and alternatives to suspensions by the National Council for Behavioral Health. THis action is contributing as it focuses on helping staff with understanding of the high needs of the most at risk students, including low income, Foster Youth, and English learners.

Wellness Centers - Wellness Centers will be maintained and staffed at the 5 middle schools, 3 high schools, and 1 continuation school. This action will be supported and monitored by the Student Services Department. This action specifically supports the social emotional needs of low income students and Foster Youth.

Social Emotional Learning/Educational Related Mental Health Services -

Social Emotional Learning/Educational Related Mental Health Services - The following staff and positions support the educational related mental health needs of all Rialto Unified School District:Therapeutic Behavioral Strategist (TBS) and Emotional Health Therapist (EHT). These support

Student Services Support for Students and Families - The District will maintain 1 Positive Behavior Intervention and Support (PBIS) Teacher on Special Assignment (TOSA) to provide support and follow
up in the implementation of PBIS at each cohort at school sites. These supports directly impact low income students and Foster Youth.

Family Engagement - The District will maintain a District Parent Center - The Curtis T. Winton Parent Institute - to provide parent classes and training on all preschool - 12th Grade programs and curriculum. This support is additional outreach that is needed to build and maintain relationships with parents or guardians of Low Income students, Foster Youth, and English learners.

Rialto Equity Council - Beginning in the 2018-19 school year, the district established a Rialto Equity Council with group specific councils and teams, representing African American students, English learners, and students receiving Special Education services. As this council focuses on the needs of the most underserved students in the district, these efforts include those who work for the improvement of support in regards to Low Income students and English learners.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

For English learners, targeted support is provided through the expansion of the Dual Immersion program as well as the various professional development offerings that will be provided to increase teachers' understanding of the needs of students who are learning language and the content at the same time. In addition, increase monitoring is occurring with the addition of time from support staff. In addition, parent trainings specifically targeting the parents of English learners assist with their understanding of the education process as well as how they can best support their children. In regards to Foster Youth, the PBIS counselors who are mentioned in Goal 3 work specifically with Foster Youth students, monitoring academic progress and connecting the students and their guardians with resources and supports within the school district and the community. In addition, specific liaisons work in the Student Services department to support parents and guardians when addition resources are needed. Finally, low income students are receiving increase supports with the various academic and social emotional need actions that are addressed in the 2021-24 LCAP. These actions include the Numeracy and Literacy Initiative as well as the various academic interventions in math and reading language arts. In addition, Goal 3 includes specific actions that are related to students' social and emotional needs that result from living in poverty.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$195,341,459.00	$35,529,205.00		$26,238,533.00	$257,109,197.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$217,529,424.00	$39,579,773.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Low Income	Dual Language Immersion	$531,825.00			$52,872.00	$584,697.00
1	2	English Learners Low Income	Dual Language Immersion - Materials		$50,000.00		$30,100.00	$80,100.00
1	3	English Learners Low Income	Dual Language Immersion - Targeted Instructional Assistants	$50,000.00			$35,000.00	$85,000.00
1	4	English Learners Low Income	Seal of Biliteracy and Golden State Merit Seal	$15,000.00				$15,000.00
1	5	English Learners Foster Youth Low Income	VAPA Teachers and Music Teachers	$2,676,344.00				$2,676,344.00
1	6	All African American, Latino students, English learners	Diversified Curriculum	$50,000.00				$50,000.00
1	7	Low Income	CCR (College Career Readiness)	$3,055,752.00	$1,327,942.00		$234,724.00	$4,618,418.00
1	8	English Learners Foster Youth Low Income	Naviance		$130,000.00			$130,000.00
1	9		Online SST (Student Study Team) Process					
1	10	Students with Disabilities	Special Education - Transition Services and Curriculum		$123,933.00			$123,933.00
1	11	Students with Disabilities	GoalBook - Tool for Teachers		$89,000.00			$89,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	12	All	Technology Devices and Instructional Technology Assistants	$6,522,320.00			$16,930,000.00	$23,452,320.00
1	13		Math Intervention	$255,000.00				$255,000.00
1	14	Low Income	College Entrance and AP(Advanced Placement)Testing	$350,000.00				$350,000.00
1	15	English Learners Foster Youth Low Income	Adaptive Diagnostic Testing				$256,798.00	$256,798.00
1	16	English Learners Foster Youth Low Income	Data Analysis Platform				$210,000.00	$210,000.00
1	17	English Learners Foster Youth Low Income	Course Credit Recovery for Secondary Students	$655,465.00	$233,600.00		$87,554.00	$976,619.00
1	18	Low Income	Reading Specialists for Inclusion		$1,094,693.00			$1,094,693.00
1	19	Low Income	K-12 Independent Study	$442,340.00				$442,340.00
1	20	Low Income	Early Learning and Care Program	$1,108,725.00				$1,108,725.00
1	21	English Learners	Bilingual Instructional Assistants for Primary Language Support	$862,006.00				$862,006.00
1	22	English Learners Foster Youth Low Income	Literacy & Numeracy		$8,607,906.00			$8,607,906.00
1	23	Low Income	Literacy and Numeracy - District Support		$530,444.00			$530,444.00
1	24	Low Income	Literacy and Numeracy at the Secondary Sites		$1,167,048.00			$1,167,048.00
2	1	Low Income	Teacher Induction - Core Service for Induction Teachers	$1,127,786.00				$1,127,786.00
2	2	Low Income	Teacher Induction - Professional Development	$335,421.00				$335,421.00
2	3	English Learners	Emerging Linguist Specialist and Site English Learner Facilitators	$481,714.00				$481,714.00
2	4	English Learners Foster Youth Low Income	Culturally Responsive Teaching and Learning	$260,023.00			$36,312.00	$296,335.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	5	English Learners Foster Youth Low Income African American students, Latino students, Lower socioeconomic students	Equity and Implicit Bias Training	$100,000.00				$100,000.00
2	6	All	Williams Teacher Requirement	$162,470,646.00	$16,336,902.00		$4,513,095.00	$183,320,643.00
2	7	Low Income	Williams Textbook Requirement	$2,067,284.00	$3,393,743.00			$5,461,027.00
2	8	Low Income	Elementary Strategists	$1,682,344.00			$1,121,563.00	$2,803,907.00
2	9	English Learners Low Income	Literacy Training		$947,338.00			$947,338.00
2	10	English Learners Foster Youth Low Income	School Site Strategic Planning	$193,478.00				$193,478.00
2	11	Low Income	Numeracy (Math) Training	$974,669.00	$10,000.00			$984,669.00
2	12	Students with Disabilities	Special Education (Equity and Inclusion)				$355,695.00	$355,695.00
2	13	English Learners	Multilingual Programs Professional Development	$16,000.00			$183,310.00	$199,310.00
2	14	All Foster Youth Low Income	Social Emotional Learning (SEL) Professional Development		$430,343.00			$430,343.00
2	15	Low Income	Assessment, Grading and Data Training				$61,478.00	$61,478.00
2	16	Students with Disabilities	Alternative Curriculum for non-diploma track students		$31,000.00			$31,000.00
2	17	Low Income	PAR (Peer Assistance and Review Program) for Tenured Teachers	$90,987.00				$90,987.00
2	18	All Low Income	STEM (Science Technology Engineer and Math) Training	$78,773.00				$78,773.00
2	19	Low Income	Secondary ELA and Math Coaches	$1,378,413.00			$918,942.00	$2,297,355.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	Foster Youth Low Income	Support for McKinney-Vento & Foster Youth - Staff Support	$155,851.00				$155,851.00
3	2		Foster Youth and Homeless - Additional Supports	$605,000.00				$605,000.00
3	3	Low Income	Engagement of students in extra curricular activities	$874,966.00				$874,966.00
3	4	Low Income	Engagement of students during school day	$1,000,000.00	$18,500.00			$1,018,500.00
3	5	All	Improve Dropout data					
3	6	Foster Youth Low Income	Social Emotional Learning Professional Development				$457,000.00	$457,000.00
3	7	Foster Youth Low Income	Wellness Centers	$437,608.00	$1,006,813.00			$1,444,421.00
3	8	Foster Youth Low Income	Social Emotional Learning/Educational Related Mental Health Services	$2,664,451.00				$2,664,451.00
3	9	Low Income	Safety Intervention and Support Services	$5,000.00			$67,499.00	$72,499.00
3	10	English Learners Foster Youth Low Income	Student Services Support for Students and Families	$465,002.00			$326,582.00	$791,584.00
3	11	English Learners Foster Youth Low Income	Family Engagement	$674,779.00			$172,394.00	$847,173.00
3	12	English Learners Foster Youth Low Income	Communication with Parents and Community	$40,000.00			$187,000.00	$227,000.00
3	13	All	Website and Online Presence				$615.00	$615.00
3	14	English Learners Foster Youth Low Income	Student and Community Engagement	$50,000.00				$50,000.00
3	15	English Learners Foster Youth Low Income	Chronic Absenteeism	$420,353.00				$420,353.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	16	English Learners Foster Youth Low Income	Equity and Cultural Community Engagement	$50,000.00				$50,000.00
3	17	English Learners Foster Youth Low Income	Rialto Equity Council	$30,000.00				$30,000.00
3	18	English Learners Low Income	Family Engagement - Part 2 - District Committees	$36,134.00				$36,134.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$25,693,493.00	$49,080,991.00
LEA-wide Total:	$24,100,034.00	$45,215,071.00
Limited Total:	$155,851.00	$155,851.00
Schoolwide Total:	$1,437,608.00	$3,710,069.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Dual Language Immersion	LEA-wide	English Learners Low Income	Specific Schools: Boyd Elementary, Kelley Elementary, Morris Elementary, Garcia Elementary, Bemis Elementary, Curtis Elementary, Dunn Elementary, Trapp Elementary, Werner Elementary, Jehue Middle School, Rialto Middle School, Eisenhower High School, Rialto High School	$531,825.00	$584,697.00
1	2	Dual Language Immersion - Materials	Schoolwide	English Learners Low Income	Specific Schools: Boyd Elementary, Kelley Elementary, Morris Elementary, Garcia Elementary, Bemis Elementary, Curtis Elementary, Dunn Elementary, Trapp Elementary, Werner Elementary, Jehue Middle School, Rialto Middle School,		$80,100.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
					Eisenhower High School, Rialto High School		
1	3	Dual Language Immersion - Targeted Instructional Assistants	LEA-wide	English Learners Low Income		$50,000.00	$85,000.00
1	4	Seal of Biliteracy and Golden State Merit Seal	LEA-wide	English Learners Low Income	All Schools	$15,000.00	$15,000.00
1	5	VAPA Teachers and Music Teachers	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools, Higher Emphasis at Henry Elementary Grades K-5	$2,676,344.00	$2,676,344.00
1	7	CCR (College Career Readiness)	LEA-wide	Low Income		$3,055,752.00	$4,618,418.00
1	8	Naviance	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Middle and High Schools 6-12		$130,000.00
1	13	Math Intervention	LEA-wide		Grades 6-12	$255,000.00	$255,000.00
1	14	College Entrance and AP(Advanced Placement)Testing	LEA-wide	Low Income	Specific Schools: Middle and High Schools 8-12	$350,000.00	$350,000.00
1	15	Adaptive Diagnostic Testing	LEA-wide	English Learners Foster Youth Low Income	All Schools		$256,798.00
1	16	Data Analysis Platform	LEA-wide	English Learners Foster Youth Low Income	All Schools		$210,000.00
1	17	Course Credit Recovery for Secondary Students	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Middle and High Schools Grades 6-8	$655,465.00	$976,619.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	18	Reading Specialists for Inclusion	LEA-wide	Low Income	All Schools		$1,094,693.00
1	19	K-12 Independent Study	LEA-wide	Low Income	Specific Schools: Henry Elementary/ Rialto Middle School	$442,340.00	$442,340.00
1	20	Early Learning and Care Program	LEA-wide	Low Income	All Schools	$1,108,725.00	$1,108,725.00
1	21	Bilingual Instructional Assistants for Primary Language Support	LEA-wide	English Learners		$862,006.00	$862,006.00
1	22	Literacy & Numeracy	LEA-wide	English Learners Foster Youth Low Income	All Schools		$8,607,906.00
1	23	Literacy and Numeracy - District Support	LEA-wide	Low Income	All Schools		$530,444.00
1	24	Literacy and Numeracy at the Secondary Sites	Schoolwide	Low Income	Grade 6- Grade 12		$1,167,048.00
2	1	Teacher Induction - Core Service for Induction Teachers	LEA-wide	Low Income	All Schools	$1,127,786.00	$1,127,786.00
2	2	Teacher Induction - Professional Development	LEA-wide	Low Income	All Schools	$335,421.00	$335,421.00
2	3	Emerging Linguist Specialist and Site English Learner Facilitators	LEA-wide	English Learners		$481,714.00	$481,714.00
2	4	Culturally Responsive Teaching and Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	$260,023.00	$296,335.00
2	5	Equity and Implicit Bias Training	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	$100,000.00
2	7	Williams Textbook Requirement	LEA-wide	Low Income	All Schools	$2,067,284.00	$5,461,027.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	8	Elementary Strategists	LEA-wide	Low Income	Specific Schools: Elementary Schools TK-5	$1,682,344.00	$2,803,907.00
2	9	Literacy Training	LEA-wide	English Learners Low Income	All Schools		$947,338.00
2	10	School Site Strategic Planning	LEA-wide	English Learners Foster Youth Low Income	All Schools	$193,478.00	$193,478.00
2	11	Numeracy (Math) Training	LEA-wide	Low Income	All Schools	$974,669.00	$984,669.00
2	13	Multilingual Programs Professional Development	LEA-wide	English Learners	All Schools	$16,000.00	$199,310.00
2	14	Social Emotional Learning (SEL) Professional Development	LEA-wide	Foster Youth Low Income	All Schools		$430,343.00
2	15	Assessment, Grading and Data Training	LEA-wide	Low Income	All Schools		$61,478.00
2	17	PAR (Peer Assistance and Review Program) for Tenured Teachers	LEA-wide	Low Income	All Schools	$90,987.00	$90,987.00
2	18	STEM (Science Technology Engineer and Math) Training	LEA-wide	Low Income	All Schools	$78,773.00	$78,773.00
2	19	Secondary ELA and Math Coaches	LEA-wide	Low Income	All Schools Specific Schools: Middle and High Schools Grades 8-12	$1,378,413.00	$2,297,355.00
3	1	Support for McKinney-Vento & Foster Youth - Staff Support	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$155,851.00	$155,851.00
3	3	Engagement of students in extra curricular activities	LEA-wide	Low Income	Grades 6-12	$874,966.00	$874,966.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	4	Engagement of students during school day	Schoolwide	Low Income	Specific Schools: Middle and High Schools 6-12	$1,000,000.00	$1,018,500.00
3	6	Social Emotional Learning Professional Development	LEA-wide	Foster Youth Low Income	All Schools		$457,000.00
3	7	Wellness Centers	Schoolwide	Foster Youth Low Income	Specific Schools: Middle and High Schools 6-12	$437,608.00	$1,444,421.00
3	8	Social Emotional Learning/Educational Related Mental Health Services	LEA-wide	Foster Youth Low Income	All Schools	$2,664,451.00	$2,664,451.00
3	9	Safety Intervention and Support Services	LEA-wide	Low Income	All Schools	$5,000.00	$72,499.00
3	10	Student Services Support for Students and Families	LEA-wide	English Learners Foster Youth Low Income	All Schools	$465,002.00	$791,584.00
3	11	Family Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$674,779.00	$847,173.00
3	12	Communication with Parents and Community	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	$227,000.00
3	14	Student and Community Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	$50,000.00
3	15	Chronic Absenteeism	LEA-wide	English Learners Foster Youth Low Income	All Schools	$420,353.00	$420,353.00
3	16	Equity and Cultural Community Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	$50,000.00
3	17	Rialto Equity Council	LEA-wide	English Learners	All Schools	$30,000.00	$30,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
3	18	Family Engagement - Part 2 - District Committees	LEA-wide	English Learners Low Income	All Schools	$36,134.00	$36,134.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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.

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)).

- o   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 **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

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:

- o **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.

- o **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.

- o **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:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **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.