Local Control Accountability Plan and Annual Update (LCAP) Template

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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

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 82% Latino, 11% African-American, 4% Caucasian and 3% other groups. The District is the 42nd largest among California's 1028 school districts. The District serves approximately 25,000 students, pre-school through grade 12. 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 our 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, one continuation high school and 1 independent study program as well as both state and district preschool programs and adult education.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

With the introduction of the new LCAP template during the 2017-18 school year, Rialto Unified School District continued to cluster various action items from the prior 3 year LCAP into similar items. The previous LCAP template found in the Annual Update contained 76 Expected Annual Measurable Outcomes and 117 specific Action Items. With the release of the California School Dashboard and with additional input from the county office of education, these have been reduced to 36 Expected Annual Measurable Outcomes and 46 Action Items, some of which contain multiple sub-actions. However, this refinement of the LCAP is designed to begin aligning with the Rialto Unified School District Strategic Plan. Some of the key features of the LCAP are:

- The district continues to provide for Instructional Technology Assistants at all of the elementary and middle schools. This additional technology support is designed to help students and teachers better utilize the technology resources available to prepare for the demands of the adaptive state assessments.
- The District continues to provide for universal College Board testing for all 8th grade students to take the PSAT 8/9, all 10th grade students to take the PSAT/NMSQT and all 11th grade students to take the SAT as part of the SAT School Day.
- The District implemented a new adaptive diagnostic and screening assessment program that can be administered to all students in grades 1 through 12. This program allows for identification of students needing additional intervention to maintain grade level achievement.
- The District is continuing to implement the Dual Language Immersion (DLI) program. This program is currently being implemented at 4 elementary schools in Kindergarten and is scheduled to expand to additional grades each year. During the 2017-18 school year, the District was asked to participate in a grant with CABE (California Associate for Bilingual Education) that provides training and other professional learning opportunities for DLI teachers and administrators.
- The District continues to provide an online intuitive program in mathematics for students in grades 6-12 which served both for intervention and an acceleration.
- The District continues to promote Literacy and STEAM initiatives.
- The District continues to provide for intervention programs and to provide a credit recovery program at the high school level.
- The District increased the number of Visual and Performing Arts teachers at the elementary school level. This increase in staff will allow for more students to consistently have access to the Arts as well as help provide planning time for teachers.
- The District will be providing additional curriculum to support Special Education students' access the state standards.
- The District continues to focus on the strategic planning process both at the district and individual school level.
- The District continues to provide support for PBIS implementation which continues to help improve our suspension and expulsion rates amongst all underserved students, including African American students, Foster Youth, English Learners, and Student with Special Needs.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Needs

A review of the LCFF Evaluation Rubrics indicate that the following areas are in the "Red" or "Orange" performance category according to the Fall 2017 Release as well as the **Fall 2018 Release**:

Graduation Rate:

Foster Youth; Red (30 students) with a rate of 53.3% and a decline of 4.6% **Yellow (23 students) with a rate of 78.3% and an increase of 22.7%.**

Homeless; Orange (198 students) with a rate of 74.7% and an increase of 3.5% **Orange (117 students) with a rate of 79.5% and a maintained rate of 0.5%.**

Students with Disabilities (186 students) with a rate of 71.5% and a significant increase of 9.8% **Orange (202 students) with a rate of 77.2% and a maintained rate of 0.8%.**

Suspension Rate:

All Students; Orange (27,639 students) with a rate of 6.3% and an increase of 0.8% **Green (27,610 students) 4.3% rate and a decline of 2%**

English Learners; Orange (7,929 students) with a rate of 5.1% and an increase of 0.7% **Green (7,747 students) 3.8% and a declined 1.3%**

Foster Youth; Orange (563 students) with a rate of 13.1% and a decline of 0.4% **Yellow (513 students) 8.6% rate and a declined 4.7%**

Homeless; Orange (1,785 students) with a rate of 6.9% and an increase of 0.6% **Yellow (1893 students) 6.3 % rate and a declined 0.6%**

Socioeconomically Disadvantaged; Orange (24,712 students) with a rate of 6.5% and an increase of 0.9% **Yellow (24,989 students) 4.6% rate and declined 2%**

Students with Disabilities; Orange (3,260 students) with a rate of 10% and a decline of 0.6% **Yellow (3453 students) 7.5% rate and a declined 2.5%**

African American; Red (2,902 students) with a rate of 12.6% and an increase of 1.1% **Yellow (2774 students) 10.5% and a declined 2.1%**

American Indian; Red (89 students) with a rate of 13.5% and an increase of 2.8% **Yellow (78 students) 7.7% rate and a declined 5.8%**

Asian; Orange (236 students) with a rate of 3.8% and an increase of 3% **Blue (208 students) 0.5% rate and a declined 3.3%**

Hispanic; Orange (22,863 students) with a rate of 5.4% and an increase of 0.8% **Green (23,098 students) 3.6% rate and a declined 1.8%**

Pacific Islander; Red (129 students) with a rate of 9.3% and an increase of 3.4% **Yellow (130 students) 4.6 % rate and a declined 4.5%**

Two or More Races; Red (272 students) with a rate of 9.9% and an increase of 0.5% **Orange (270 students) 8.5% rate and a decline of 1.4%**

White; Orange (1,018 students) with a rate of 6.7% and an increase of 0.9% **Green (927 students) 4.1% rate and a declined 2.7%**

English Language Arts Assessment Report

All Students; Orange (11,283 students) with a status of 55.5 points below level 3 and a decline of 6.7 points **Yellow (12,809 students) with a status of 43.9 points below level 3 and an increase of 7.1 points**

English Learners; Orange (4,849 students) with a status of 67.1 points below level 3 and a decline of 5.6 points **Yellow (5,112 students) with a status of 63.3 points below level 3 and an increase of 6.3 points**

Foster Youth; Red (94 students) with a status of 90.5 points below level 3 and a decline of 25.9 points **Orange (101 students) with a status of 75.5 points below level 3 and an increase of 17.7 points**

Homeless; Red (640 students) with a status of 70.2 points below level 3 and a decline of 8.7 points **Yellow (708 students) with a status of 60.4 points below level 3 and an increase of 7.7 points**

Socioeconomically Disadvantaged; Orange (10,239 students) with a status of 59.8 points below level 3 and a decline of 7.2 points **Yellow (11,621 students) with a status of 48.1 points below level 3 and an increase of 7.2 points**

Students with Disabilities; Red (1,548 students) with a status of 132.8 points below level 3 and a decline of 8.8 points **Orange (1,727 students) with a status of 125.4 points below level 3 and an increase of 8.7 points**

African American; Red (1,040 students) with a status of 70.6 points below level 3 and a decline of 5.9 points **Yellow (1,163 students) with a status of 59.2 points below level 3 and an increase of 5.5 points**

Hispanic; Orange (9,579 students) with a status of 55.9 points below level 3 and a decline of 6.8 points **Yellow (10,887 students) with a status of 44.1 points below level 3 and an increase of 7.4 points**

Pacific Islander; Orange (38 students) with a status of 59 points below level 3 and a decline of 26.4 points **Orange (54 students) with a status of 50.2 points below level 3 and a maintained rate of -1.1 points**

Two or More Races; Orange (98 students) with a status of 31.7 points below level 3 and a decline of 2.8 points **Orange (108 students) with a status of 31.6 points below level 3 and a decline of 6.7 points**

White; Orange (355 students) with a status of 35.5 points below level 3 and a decline of 8.7 points **Yellow (395 students) with a status of 22.3 points below level 3 and an increase of 11.4 points**

Greatest Progress

For the 2018-19 school year, the greatest progress for Rialto Unified School District remained with the graduation rate. Rialto Unified School District has continued to improve the overall graduation rate as reported on the California School Dashboard. For the 2017 Fall Release, which was based on the 2015-16 cohort data, Rialto USD increase by 3.8% to a total of 90.2%, which is reported as Green. Additionally, 5 out of the 9 student groups reported in the dashboard are also scoring in the Green area after reporting growth related to Graduation Rate. For the Fall 2018, the following student groups were in green for graduation rates: Lower socioeconomically disadvantaged and Latino students; moreover, African American students were blue on the CA Dashboard in the area of graduation rates. While English learners and Foster Youth groups experienced increases, they were still yellow on the CA Dashboard due to low graduation rates. Continued monitoring and support will remain in place for all of the student groups; however particular attention will be place with English learners and Foster Youth through individual conferencing with staff and counselor monitoring to ensure an increase with graduation rates.

An additional area of greatest progress is related to Suspension rates. Rialto Unified School District has continued to improve the overall suspension rate as reported on the California School Dashboard. For the 2018 Fall Release, a 2% decrease was noted and only one group of students were identified in the red or orange category.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

The steps that the District is planning to take to address these areas of the greatest need for improvement include the

purchasing of additional curriculum for our Students with Disabilities in an effort to improve access to the state

standards and support the core curriculum. In addition, Chronic Absenteeism was in orange on the CA Dashboard. The Student Services Department for the Rialto Unified School District work directly with school sites to identify students who fit this category; sites, in turn, reviewed each instance individually, providing appropriate support as needed. Many sites included in their School Plans activities to target students with chronic absences to provide support or mentorship, depending on the identified reason for absences.

Identified for Differentiated Assistance for African American students and Foster Youth during the 2017-2018 school year, the District went through a process in coordination with San Bernardino County Office of Education to review data, attend trainings with focus on data disaggregation and aligning improvement efforts, and receive extensive lists of resources, the District began work to focus on these two underserved student populations. For example, with consultant group Generation Ready, all site principals attended Equity training over the course of 9 sessions; this training will serve as a springboard for other staff to deepen his or her knowledge in this area in the next three years. In addition, an extensive review of Foster Youth data occurred and more monitoring and support was put in place. Although there was an improvement in all areas of these targeted, underserved students, efforts still continued to support and monitor these groups. This Equity training will continue for the 2019-20 school year. An equity consultant will work with site administrators to provide in depth support for implementation of equity walks and courageous conversations. In addition, an Equity Speaker Series - funded out of Title II - will be provided on Saturdays and open to all teachers in the Rialto Unified School District.

The District is also still implementing PBIS in an effort to continue to lower the suspension rate including the performance indicators listed above.

Referring to the California School Dashboard, identify 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 performance gaps?

Performance Gaps

The steps that the District is planning to take to address these areas of the greatest need for improvement include the

purchasing of additional curriculum for our Students with Disabilities in an effort to improve access to the state

standards and support the core curriculum.

In addition, an extensive review of Foster Youth data occurred and more monitoring and support was put in place. This lens of improved monitoring continues for the 2019-20 school year. Weekly, district certificated admin receive a report, by school, of suspensions both as reports on the CA Dashboard as well as by disproportionality. In particular, the student group of 2 or more races is included in this report and is monitored by both Student Services and individual school sites. Principals will create goals inclusive of all these groups within the Math content area.

Through Innovate Ed, schools have focused efforts to improve Math instruction through the use of placements to guide implementation. Leadership teams worked to create specific plans to address strategies and measurements that would be used. This work will continue through the 2019-20 school year as well – with an additional focused lens via these identified strategies and benchmarks on our English learners, Foster Youth, African American students and Special Education students.

The District is also still implementing PBIS in an effort to continue to lower the suspension rate including the performance indicators listed above.

In addition, in regards to College and Career Indicator, the groups of English learners and Students with Disabilities were below in performance. The Agent for English Learners worked specifically with site administrators to ensure students are placed correctly and on the pathway for graduation and in meeting the other possible indicators such A-G rate as well as placement in Advanced Placement classes. Individual conferencing occurs between English learners and the English Learner Interventionists - which there is one of these teachers per each comprehensive high school who is assigned to each comprehensive high school. Through various level of program administrators and teachers on special assignment, the Special Education department provides similar support and monitoring.

In regards to the groups of Homeless, Students with Disabilities, and White students, each high school works to monitor students' progress towards graduation through enrollment in various courses, feedback from counselors, and individual student conferencing to ensure an increased rate of graduation. For McKinney-Vento/Homeless youth, in particular, a PBIS counselor is assigned to assist and support these students and their families to ensure basic needs as well as support is provided.

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.

Schools identified during the 2018-19 school were Kolb Middle School, Milor Continuation High School, and Zupanic High School.

Support for Identified Schools

Describe how the LEA supported 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.

Upon impending identification, district leaders met with principals to share identified criteria and upcoming work that would be involved with the CSI process for the current and upcoming school years. In addition, LEA Agent for Special Programs, Carol Mehochko, met with site leadership teams to discuss changes in the state school plan template and CA Dashboard data and potential needs/activities. Plans are created through a process of workshops for school leaders. At the site level, the principals have worked to engage various levels of stakeholders to include parents, teachers, and other staff. For some of these meetings, the District has worked collaboratively with sites to hold collaborative meetings. For example, the District held a Title I meeting at Kolb Middle School in tandem with a CSI input session with parents. Individual work sessions with school site leaders include in depth needs assessment reviewed collaboratively in a small group setting to review and identify trends and patterns. In addition, evidence-based interventions will be reviewed, collaboratively, and all schools – including those identified for CSI – will share what has worked/not worked during the past school year. Monitoring data check points will be included in all actions to ensure evidence is collected - ongoing - and supports are provided, by various curriculum directors and other District staff.

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.

CSI plans for Kolb Middle School, Milor Continuation High School, and Zupanic High School will have CSI/school plans completed and Board approved in October 2019. Following, the Agent for Special Programs will meet with site leadership teams to review progress on a monthly basis. Ongoing conversations with School Site Council will include a review of student outcomes, including the results of the implementation of evidence-based interventions using a tool found via West Ed's website. This will serve as a framework for identifying evidenced based interventions and help guide monitoring. In addition, data/evidence will be gathered from actions to measure implementation. The Agent for Special Programs along with other members of Education Services will support ongoing monitoring with review of local and state data to ensure progress is being made to all students, in particular to those who are are underserved. In addition, each expenditure of CSI monies in addition to site Title I dollars will be reviewed by various district administrators, including the Agent for Special Programs.

Annual Update

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Pupil Outcomes:

Achievement:

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.

State and/or Local Priorities addressed by this goal:

State Priorities: 4 – Pupil Achievement; 8 – Other Pupil Outcomes

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
1a: Increase by at least 15 points to at least -18.8 points from Level 3. To move to a Green level, all students must be no more than 5 points below level 3.	For the Fall 2018 California School Dashboard, Rialto USD increased 7.1 points from Level 3. The District is now -43.9 points below Level 3.
1b: Increase by at least 19 points to at least -41.9 points from Level 3. To move to a Green level, all students must be no more than 25 points below level 3.	For the Fall 2018 California School Dashboard, Rialto USD increased 3.6 points from Level 3. The District is now -83.6 points below Level 3.
1c: Increase the percent of students meeting A-G by at least 5%	For the 2017-18 school year, 37.7% of student met A-G. This was an increase of 1.3%.
1d: Fall of 2017: Increase the overall performance of students meeting the College/Career Indicator as reported by the California School Dashboard Available Fall 2017	The Fall release of the California School Dashboard reflected 31.8% of Rialto USD students are Prepared.
1e: Increase by at least 1.5% to a total of 69.4% to remain in the Green level.	For the 2016/17 school year, the English Learner Progress Indicator increased 5.7% and now reflects a status of 82.1% which is in the Green Level. The English Learner Indicator on the California School Dashboard actually reflects

	two years of data from the Expected Annual Measurable Outcomes. For the 2018/19 school year, the Redesignation Rate was 15.3%
1f: Increase by at least 2% to a total of 38%.	For the 2017-18 school year, there was an increase to 8.5% of students with AP score of 3 or better as reported by Dataquest.
1g: Increase by at least 2% to a total of 19%	The percentage of students Ready for College in English Language Arts as measured by the 11th grade CAASPP test decreased by 3.45%. The 2016/17 percentage is 16.38%.
1hIncrease by at least 2% to a total of 8%	The percentage of students Ready for College in Math as measured by the 11th grade CAASPP test increased by 3.61%. The 2016/17 percentage is 6.85%.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will continue to provide Instructional Technology Assistants (ITAs) at all elementary, middle schools and continuation school. The ITAs will increase student use of technology by providing technology support using the Common Core State Standards K - 12 Technology Skills Scope and Sequence, Keyboarding and Digital Citizenship. The District will purchase devices for student classroom use focusing on grades 4, 7 and two subject areas at the high school level.	The District continued to provide Instructional Technology Assistants (ITAs) at all elementary, middle schools and continuation school. The ITAs worked to increase student use of technology by providing support using the Common Core State Standards K - 12 Technology Skills, Scope and Sequence, Keyboarding and Digital Citizenship. The District purchased devices for the student classroom in grades 3-12 are at 1:1 and grades K-2 are 2:1. In remaining high school elective classes, devices were provided.	$ 11,415,019 LCCF Funds Classified Salaries & Benefits, Books & Supplies, Services & Other Operating Expenditures	$ 11,254,871 LCCF Funds Classified Salaries & Benefits, Books & Supplies, Services & Other Operating Expenditures

Action 1b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will continue to provide a math intervention program 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.	In 2018-19, the District did not purchase First in Math (FIM); however, each site was able to use site funds to purchase supplemental technology programs, as needed. For grades 6-12, the District provided the Assessment and Learning in Knowledge Spaces (ALEKS) program for mathematics intervention.	$270,000 LCFF Funds Services & Other Operating Expenditures	$242,016 LCFF Funds Services & Other Operating Expenditures

	Math TOSA's visit sites throughout the year to support – per site needs.		

Action 1c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
To increase the A-G rate, the District will analyze and identify any errors in the existing course catalog as well as continue to submit updated course proposals for UC approval. The District will also continue to submit new integrated and CTE courses for UC approval.	Data has been reviewed and cleaned up; in addition, courses were rewritten and reviewed by curriculum councils to meet the A-G requirement. The District will continue implementing the Seal of Biliteracy, providing recognition of biliteracy on the diplomas of qualifying high school seniors. Strategies to increase the number of students eligible to receive the Seal of Biliteracy will be a part of High School biannual EL Planning meetings and the World Languages Committee, facilitated by the Director of EL Programs.	$11,328 LCFF Funds, College Readiness Certificated Salaries, Employee Benefits, Services & Other Operating Expenditures	$1,788 LCFF Funds, College Readiness Certificated Salaries, Employee Benefits, Services & Other Operating Expenditures
The District will support each high school as they hold 9th grade orientation and a minimum of one parent College Night to inform students, parents, and guardians of the requirements for graduation, A-G and four year plan.	The District supported each high school with 9th grade orientations and College Nights to inform students, parents, and guardians.		
Beginning in 2017-2018, the graduation requirement for Science will change from 2 years of Science to 3 years of Science, ensuring that students taking the Integrated Science sequence of courses meet the (UC) A- G requirements.	During the 2018-19 school year, the district continued to implement the 3 year Science graduation requirement.		
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. ($2,000) Allocation is for Language Testing of students needing to qualify for the Seal of Biliteracy ($8,000)	The District continued to implement the Seal of Biliteracy as well as the Medallion of Biliteracy for those students who graduated in June 2019.		

Action 1d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase the College/Career Indicator, the District will provide career themed pathways (Linked Learning, CTE, Thematic) at high schools for implementation in 2018-19. Pathways will feature course sequences, programs of study, and updated/new course offerings, postsecondary opportunities, middle/elementary school exploration/exposure, and summer enrichment.	Provided continued support for the College/Career Indicator; the District provided career themed pathways (Linked Learning, CTE, Thematic) at high schools. Pathways feature course sequences, programs of study, and updated/new course offerings, postsecondary opportunities, middle school exploration/exposure, and summer enrichment.	$4,258,332 LCFF Funds, CTE Incentive Grant, Perkins Grant Certificated Salaries, Classified Salaries, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay, Indirect Cost	$3,618,494 LCFF Funds, CTE Incentive Grant, Perkins Grant Certificated Salaries, Classified Salaries, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay, Indirect Cost
The District will provide professional development to support pathway design, implementation, instructional practices, and student outcomes. -CTE 11 Elements -Pathway Implementation -Linked Learning -Contracts -Teacher Hourly Rate -Substitutes	The District continued to provide professional development to teachers on the 11 Elements of CTE as well as linked learning and Pathway Implementation.		

Action 1e

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will administer the ELPAC on an annual basis to all designated English Learners. ELPAC training will place an emphasis on providing opportunities for students to use academic language and practice language functions throughout their instructional day. ELPAC results will be used, along with other determined criteria included in EL Placement Guides by grade span, to place English	The District will continue to administer the ELPAC on an annual basis to all designated English Learners. ELPAC training will place an emphasis on providing opportunities for students to use academic language and practice language functions throughout their instructional day. ELPAC results will be used, along with other determined criteria included in EL Placement Guides by grade span, to	$158,049 LCFF Funds Certificated Salaries, Classified Salaries, Employee Benefits, Books & Supplies	$125,412 LCFF Funds Certificated Salaries, Classified Salaries, Employee Benefits, Books & Supplies

Learners in a program appropriate to their academic and language proficiency needs. The amount noted here is to cover the cost of test labels and extra duty for teachers to be trained in and administer the ELPAC.	place English Learners in a program appropriate to their academic and language proficiency needs. Approximately, 300 teachers were trained. The amount noted here is to cover the cost of test labels and extra duty for teachers to be trained in and administer the ELPAC.		

Action 1f

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	The District provided 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.	$214,239 LCFF Funds Services & Other Operating Expenditures	$215,000 LCFF Funds Services & Other Operating Expenditures
Based on the universal testing on the PSAT 8/9, PSAT/NMSQT and SAT School Day, the District will utilize the AP Potential reports to identify additional students that should be provided with the rigor of an Advanced Placement course.	During the 2018-29 school year, ongoing monitoring of students in AP (or potential AP students) occurred by site leaders and counselors.		
The District will pay the AP testing fees for all eligible students.	The District provided the opportunity for secondary AP teachers to attend training offered through the College Board.		
The District will provide the opportunity for secondary AP teachers to attend training offered through the College Board.	Training opportunities were offered to site AP teachers and school site budgets were used to support such efforts during the 2018-19 school year.		

Action 1g

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will participate in a ERWC grant at two of our high schools for the 2018-2021 school years. Teachers will be trained on new 11th and 12th grade modules. All High schools will be provide the necessary support for each high school to offer the ERWC class for identified students.	The District continues to implement ERWC's (Expository Reading and Writing Curriculum) at all three comprehensive high schools. RUSD has entered a grant with WestEd and will be training 2 teachers in grades 11 &12 in new modules in June 2018 and was fully implemented in 2018-19 school year.	Cost included in 2a	Cost included in 2a

Action 1h

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will provide the necessary support for each high school to offer the Mathematical Reasoning with Connections (MRWC) class for identified students.	The District implemented this action. Two of the three comprehensive high schools have been selected to become implementation sites for MRWC (Mathematical Reasoning with Connections): Carter High School and Eisenhower High School. The District provided subs for Eisenhower teachers to attend throughout the school year; Carter High School teachers attended training during Spring Break. MRWC training will occur during two weeks of the Summer 2019. (Training paid for by grant.)	Cost included in 2a	Cost included in 2a

Action 1i

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will purchase an adaptive diagnostic assessment program to be administered to students in all grade levels to provide a customized evaluation of each student and to track student growth over time.	The District continued a second year of implementation of an adaptive diagnostic assessment program to be administered to students in grades K-8 and intervention classes in grades 9-12 to provide a customized evaluation of each student and to track student growth over time. The target content areas were English Language Arts and Mathematics. The District provided training in the use of the results from the adaptive diagnostic assessment program. Centralized, 28 training dates were purchased for site training.	$247,000 LCFF Funds Certificated Salaries, Employee Benefits	$247,000 LCFF Funds Services & Other Operating Expenditures
The District will provide training in the use of the results from the adaptive diagnostic assessment program.	The District provided training for the use of IReady diagnostic data through the use of Title II funds.		

Action 1j

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

The District will continue to provide a data warehouse program for the purpose of supporting teachers and administration with monitoring the academic progress of all students, with specific reports designated for English Learners, Low Income, Foster Youth and Special Education.	The District provided a data warehouse program for the purpose of supporting teachers and administration with monitoring the academic progress of all students, with specific reports designated for English Learners, Low Income, Foster Youth and Special Education. The District provided data disaggregation training utilizing the data warehouse to monitor academic growth measure related to the annual measurable outcomes.	$180,000 Title I Funds Services & Other Operating Expenditures	$152,880 Title I Funds Services & Other Operating Expenditures
The District will continue to provide data disaggregation training utilizing the data warehouse to monitor academic growth measure related to the annual measurable outcomes.	The District continued data disaggregation training on the use of the data warehouse for ongoing monitoring through various staff in Technology and Assessment.		

Action 1k

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will continue to provide Goalbook to assist educators working with special education students to vary their level of support.	The purchase of Goalbook and training did occur during the 2018-19 school year.	$70,000 LCFF Fund Services & Other Operating Expenditures	$85,680 LCFF Fund Services & Other Operating Expenditures
The District will provide one day of Goalbook training for 40 teachers.			

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The District will completely implement the following by June 30, 2019:

1a. Provide Instructional Technology Assistants at elementary are middle schools and 1:1 device access for students in grades 3-12.

1b. Provide online math intervention for students in grades K-12, including the use of pre- and post- assessments.

1c. Create a brochure for A-G in English and Spanish for 9th grade students; analyze and validated A-G report for all schools for previous and current 12th graders.

1d. Researched and trained career themed pathways (Linked Learning, CTE, Thematic) at high schools

1e. Administer the ELPAC, including training for teachers and costs needed to process assessments.

1f. Pay the AP testing fees for all eligible students; provide training for secondary AP teachers.

1g. Implement ERWC's at all three comprehensive high schools; enter a grant opportunity to train 2 teachers in grades 11 and 12 in new modules to be implemented in the following school year.

1h. Implement at all three comprehensive high schools with ongoing training to accommodate new teachers.

1i. Purchase iReady Diagnostic Assessment to provide a computer adapted assessment of each student and track student grown over time; train teachers on effective use of diagnostic to inform instruction.

1j. As connected, supplemental service, provide a data warehouse program to support monitoring academic progress of all student, with targeted, specific reports for underserved students such as English learners, Low Income students, African American students, Foster Youth and Special Education students.

1k. Continue to provide Goalbook to assist teachers and staff working with Special Education students, however, training was not provided as planned during the 2017-18 school year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The District has developed and implemented a variety of local assessments and has taken measures to eliminate potential barriers to state and college readiness assessments. For example, the District has taken steps to align the common formative assessments, writing prompts and performance tasks to the new state standards as well as included science and social studies. In addition, with the proper tools of technology and teacher supplemental material support, a district wide online diagnostic was implemented. As 2017-18 marked the first year of implementation of the district wide diagnostic, there was an early correlation made to the summative state assessments; however, until official results are received, the correlation, if any, is unknown. During 2018-19, with ongoing support and training, teachers became better skilled in the use of these assessments as part ongoing monitoring of student achievement. This work was enhanced with the sites who collaborated with Innovate Ed as Principals and site leadership teams created "placemat", charting strategies and student performance data to monitor progress. Based on Dashboard Fall 2018 data and local assessments such as those included in Goal 1, progress was made to address achievement gaps in Math and English Language Arts.

In addition, through a data warehouse system, all local and state assessments can be disaggregated by underserved student group to determine how targeted those who are most at risk and how their performance compares to the general population. Currently this data and data warehouse are used extensively by English learner programs to monitor progress of individual students and his/her path to reclassification. The District also has provided for both PSAT and SAT testing for all students in grades 10 and 11, including students at our continuation and independent study high schools. Moreover, through committee work with various stakeholders (teachers, administrators, etc.), all classes that English learners take at the secondary level were reviewed and revised to ensure compliance with A-G. At the elementary and middle school levels, students have had increased opportunities to have the necessary technology skills outlined in the K-12 CCSS Technology Scope and Sequence embedded into their weekly lessons in the computers labs with the Instructional Technology Assistants.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Item 1a- The District incurred a lower cost than estimated, or projected, for student classroom computers.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No substantive changes occurred.

Goal 2

Conditions for Learning:

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.

State and/or Local Priorities addressed by this goal:

State Priorities: Priorities 1,2 and 7

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
2a: The District will meet the requirements of the Williams Annual Inspection related to Teacher Assignment Maintain an annual status of Met for the Williams Annual Inspection related to Teacher Assignment and ensure that 100% of the instructional staff are fully credentialed and highly qualified	For the 2018-19 school year, the District maintained an annual status of Met for the Williams Annual Inspection related to Teacher Assignment as shared with the Local School Board and in conjunction with the county office of education as part of ongoing monitoring.
2b: The District will meet the requirements of the Williams Annual Inspection related to Materials Maintain an annual status of Met for the Williams Annual Inspection related to Materials and ensure that all students, in all schools, are provided a ratio of 1:1 textbooks and instructional materials in all core subject areas	For the 2018-19 school year the District maintained an annual status of Met for the Williams Annual Inspection related to Materials as shared with the Local School Board and in conjunction with the county office of education as part of ongoing monitoring.

2c Maintain an annual status of Met for the Implementation of State Academic Standards which rates the District's progress in aligning materials to the state standards and providing professional growth.	The District has aligned instructional materials with state standards and frameworks in the areas of Mathematics, English Language Arts, and purchased and implemented State approved K-12 materials in the area of History/Social Science during the 2018-19 school year.
2c: The District will adopt a new textbook for History/Social Science. The District's progress in implementing the academic standards in other content areas (CTE, Health, PE, VAPA and World Language) will continue.The District will continue to update the CTE courses to support the implementation of career pathways	The District adopted and purchased a new textbook for History/Social Science. The CTE standards have been implemented in all of the CTE courses.
Programs for Unduplicated Students: 4 elementary schools will implement dual immersion programs in grades Kindergarten, Grade 1 and 2 will be implemented.	The District has completed the first year of implementation of the adaptive diagnostic assessment. Based on the year end data, growth targets will be established for the 2018/19 school year.
Programs for Unduplicated Students: Foster Youth 100% of foster youth and McKinney Vento students at the high school level will be assigned a specific counselor.	For 2018-19, 100% of Foster Youth and McKinney Vento students at the high school level were assigned a counselor.
Programs for Exceptional Students: Special Education Annual growth targets will be developed for the group of students provided with the supplementary curriculum in the fall of 2017	The District did not purchase supplementary curriculum for students who receive special education services in the general education, RSP, and Mild Moderate setting. Teachers didn't have the technology support and training to implement the Unique Curriculum.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 2a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	The District continued 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	$133,796,437 LCFF Funds, Special Ed IDEA Local Grant, Special Ed-IDEA Preschool Local Grant, State Special Education Funds Certificated Salaries and Employee Benefits	$130,670,578 LCFF Funds, Special Ed IDEA Local Grant, Special Ed-IDEA Preschool Local Grant, State Special Education Funds Certificated Salaries and Employee Benefits

Action 2b

	Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	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 History/Social Science.	New History/Social Science State approved curriculum was purchased for grades K-12. Additional expenditures were required for new pathway courses & Dual Language Immersion Program curriculum. The District maintained an annual status of Met for the Williams Annual Inspection related to Materials.	$ 7,256,364 LCFF Funds, Restricted Lottery Funds Books and Supplies, Services and Other Operating Expenditures	$ 4,159,351 LCFF Funds, Restricted Lottery Funds Books and Supplies, Services and Other Operating Expenditures

Action 2c

	Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	The District will develop and administer a survey to all teachers to be able to accurately determine the following areas related to the Implementation of State Standards Self Reflection Tool : 1. The District's progress in providing professional learning for teaching to the academic standards 2. The District's progress in aligning instructional materials to the academic standards 3. The District's progress in implementing policies or programs to support staff in identifying areas of improvement related to the academic standards 4. The District's progress in implementing the academic standards in other content areas (CTE, Health, PE, VAPA and World Language) The District's progress in identifying professional learning needs of groups and individuals The district will continue to update/create CTE courses, curriculum, and textbooks for current pathways. The District will survey the implementation of health curriculum K -8. The	The survey was administered in Fall 2018. Results were reviewed and discussed and actions were created based on teacher input. Mathematics, ELA, and Social Science pacing at each level: elementary, middle school, and high school, were modified and refined to better align with the CCSS, Integrated ELD components, and/or Smarter Balanced Claims, Targets and IAB's. All courses in Science at middle and high school continue to be aligned to NGSS standards and a three dimensional pacing chart was created for all secondary courses. For elementary units of study were developed in science and were integrated with the ELA standards. All history/social science courses were aligned to the new CA History/Social Science Framework. Professional development was provided to all teachers delivering this instruction in grades K-12.	Cost included in 1d, 2u & 2v	Cost included in 1d, 2u & 2v

District will remove Health as a graduation requirement beginning with the incoming 9th graders for 2017 -2018. The State mandated CA Healthy Kids Act content will be delivered through the PE course for Grade 9. The District will continue to implement SPARKS curriculum and instruction K -5. The District will continue to implement Physical Education Standards based on CA Blueprint K-12 The District will continue to provide an Elementary VAPA team and to provide standard aligned instruction of all 1-5 students and Music team to participating 4 & 5th grade instrumental students. Standards aligned professional development will be provided to all middle and high school music teachers.	All high schools solidified and branded their CTE pathways. Nearly 90% of the courses have been A-G approved. The District implemented the change to meet the CA Healthy Youth Act through the high school Physical Education course. Purchased the most current version of the curriculum and trained the staff on the most current version of the curriculum. The District has continued to implement the SPARKS K -5 curriculum. The District completely implemented Elementary VAPA K -5 and Music grades 4 -5. Professional Development was provided to all Middle and High School music teachers in the areas of band, string and choir instruction.		

Action 2d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will develop and communicate a consistent process and timeline for the collaborative development of master schedules within the district that ensure all students are provided with a broad course of study.	Workshops were provided for both counselors and secondary principals on how they can develop a master schedule that met student needs. All courses for English Learners at the high school level have been revised to meet A-G requirements. The Agent for English Learner Programs continues to meet with high school counselors and high school administrators three times this year to discuss appropriate EL placement and support needed by school sites to ensure the success of English Learners. Teachers of Long Term English Learners at the high school and middle school level meet at least quarterly to analyze data, discuss effective teaching practices and discuss additional ways to work with LTELs to achieve reclassification.	$5,000 LCFF Funds Services & Other Operating Expenditures	$41,725 LCFF Funds Services & Other Operating Expenditures

The District will provide master schedule training to all secondary administrators and counselors.	District provided master schedule training to all secondary administrators and counselors by technology services staff.		
The District will ensure all students, including English Learners, LTELS, Redesignated FEP, Special Needs, Low Income, and Foster Youth have access to and will be enrolled in a broad and challenging course of study that includes all subject areas and CTE Pathways through an equitable master schedule at all grade levels.			
Each high school counselor will ensure that all 9th and 10th grade students have a 4 year plan as developed in the Student Information System (SIS) and be trained in writing personal/graduation plans.	Each high school counselor worked with all 9th graders during 2018-19 school to create 4 year plans.		

Action 2e

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will provide the following programs for unduplicated students: • English Learners: Dual Language Immersion Program - See action item 2m • Socioeconomically Disadvantaged: Intervention strategists at all grade levels - See action item 2p Foster Youth: All Foster Youth are assigned to a PBIS counselor at the high school level - See action item 3h	Action Met. Additional expenditures was required for new pathway courses & Dual Language Immersion Program curriculum. The District maintained an annual status of Met for the Williams Annual Inspection related to Materials.	See action items 2m, 2p, 3h	See action items 2m, 2p, 3h

Action 2f

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	The District purchased Unique curriculum for all moderate severe (MS) programs and provided two days of training for all MS teachers. WonderWorks was not purchased for RSP or SDC due to work towards an inclusion model.	$28,000 (Cost of materials included in 2b) LCFF Funds contribution to Special Education Books and Materials	$28,000 (Cost of materials included in 2b) LCFF Funds contribution to Special Education Services & Other Operating Expenditures
The District will provide the WonderWorks program aligned with the current District ELA/ELD adoption for intervention for RSP, and SDC students in order to increase their achievement and allow them to access the General Ed curriculum. Purchase new consumables and ongoing training.	The District provided WonderWorks program for RSP and SDC teachers as well as purchased consumables and ongoing training, as needed.		

Action 2g

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will provide training and implementation support for elementary teachers in grade K-5 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	The District continued to provide training and implementation support for elementary teachers in grade K-5 in the following areas: ● Instructional Strategies for Struggling R-FEPS ● Intervention strategies for at risk LTELs ● Small group instruction for designated and integrated ELD. English Learner Shadowing as a Catalyst for Change was implemented K-12 to train teachers in effective strategies for English Learners to develop academic language. 2018-19 focus was dually identified students; English learners who need special education services.	$1,316,131 LCFF funds, Title III Funds, Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures	$1,225,430 LCFF funds, Title III Funds, Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures

	The district will maintain 63 Bilingual Instructional Assistant positions. Bilingual Instructional Assistants have been provided with 3 trainings in the 18-19 school year. EL Programs facilitated several collaboration groups for EL teachers. ● Newcomer High School ● Newcomer Middle School ● LTEL Middle and High School ● Dual Language immersion All support classes for ELs have been revised for A-G approval.		
SIOP Secondary - The District will provide training for a fourth cohort and a refresher series for teachers in cohorts 1 - 3 of content teachers at the secondary level in SIOP, a research-based and validated instruction model that has proven effective in addressing the academic needs of English Learners and of R-FEPs in need of remediation. SIOP Elementary - The District will continue to SIOP train elementary 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.	The District through English Learner Services continued to support and train teachers in the SIOP model.		
The District will maintain 63 bilingual instructional assistants to support the primary language needs of the growing number of English Learners at the beginning levels of English proficiency.	The District maintained the bilingual instructional assistants to support English learners at the beginning levels of language proficiency.		
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.	The District offered training to bilingual assistants 3 times during the 2018-19 school year.		
Collaboration amongst teachers of English Learners • EL Programs will coordinate collaboration time for teachers to align support classes for English Learners with core classes at the secondary level using strategies appropriate for English Learners.	EL Programs continued to coordinate collaboration time for teachers at the secondary level.		

Action 2h

	Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	The District will contract with a consultant from Innovate Ed to support 13 schools (elementary, middle, and high) with school improvement initiatives to improve academic success and student engagement. Additional teachers will be added to leadership teams to increase capacity. Support for sites in the areas of extra duty and substitute costs will also be provided by the district.	The District aligned this professional learning with Innovate Ed, serving 13 school sites; the cost for administering the training was shared between the district and the school sites.	$213,000 LCFF Funds Services & Other Operating Expenditures	$229,000 Local Funds Services & Other Operating Expenditures

Action 2i

	Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	As part of the District RTI plan, All Rialto USD schools will provide timely systematic interventions for at-risk students not meeting grade level expectations in ELA and Math. This will include the use of intuitive and adaptive technologies.	Intervention/Instructional Strategist at each elementary school worked with at risk Tier III students in ELA/Math. All 5 middle schools and the 3 comprehensive high schools were each provided the opportunity to have an ELA Intervention Strategist and a Math Intervention Strategist to work with targeted students and provide wrap-around services to those targeted students. In actuality, 3 middle school and 3 high schools had Math Intervention Strategists; 4 middle schools and 3 high schools had ELA Intervention Strategists. In addition, the 3 comprehensive high schools were each provided with an EL Intervention Strategist to work with targeted EL students and to provide wrap-around services to those targeted students. Services will include tracking student progress and recommending resources to ensure students' academic success.	$578,997 in addition to cost included in 2b and 2p LCFF Funds, Title I Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures	$578,997 in addition to cost included in 2b and 2p LCFF Funds, Title I Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures
	As part of the RTI plan, APEX will be implemented at the high schools for Credit Recovery in grades 9-12. Extra-duty for High School APEX coordinators.	APEX was implemented at the 3 comprehensive high schools as well as the Continuation/Independent High School.		

	Improved completion rates occurred at all school sites.		
The APEX High School Coordinators and teachers will be trained on APEX 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 High School Coordinators met on a quarterly basis with District Administrators and consultants from the company for training and calibration.		
As part of the RTI plan, The District-Literacy RtI Team will meet to evaluate and update the Pre-K-12 Literacy Plan and RTI pyramid.	To be in alignment with the District's work with Innovate Ed, content area directors for Math and English language arts created "placemats" with TOSA's and site teachers to serve as an outline of pacing and goals for the 2019-20 academic year.		
Teachers and administrators will be trained in the RTI tiered systems of support and instructional strategies for Pre-K-12 implementation.	No additional training on RTI was offered during the 2018-19 school year.		

Action 2j

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will ensure literacy and math competency for K-12 students through exemplary programs and professional development by site request on the following topics (Individual schools will be responsible for extra duty and substitute costs): SIPPS (TK-6) Raising A Reader (TK & 1st) Footsteps2Brilliance (Preschool, TK-3rd) Elementary, MIddle, High School evidence based writing ERWC Guided Reading Elementary-McGraw Hill Wonders Middle School-Houghton Mifflin Harcourt Collections High School-McGraw Hill Study Sync NGSS Science History Social Studies GATE	Raising a Reader (RAR) in all Kindergarten and in 1st grade classrooms at 6 schools. Footsteps2Brilliance in grades Preschool, TK-3rd was implemented at all 19 elementary schools that included in class coaching. LETRS (Language Essentials for Teachers of Reading and Spelling) training was provided for 3rd grade teachers, Elementary Special Education Teachers, and Elementary Instructional Strategists. Guided reading training was provided to teachers in grades K-1. Elementary teachers were provided a deeper dive training in McGraw Hill Wonders, Middle school teachers were provided training on Houghton Mifflin Harcourt Collections, and High School was provided training McGraw Hill Study Sync..	$330,000 in addition to cost included in 2b Title I Funds, Restricted Lottery Funds Books and Supplies, Services & Other Operating Expenditures	$368,780 in addition to cost included in 2b Title I Funds, Restricted Lottery Funds Books and Supplies, Services & Other Operating Expenditures

Integrated ELD		
Special Education		
Technology		
The district will provide professional learning opportunities for Mathematics teachers.		

Action 2k

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will evaluate and restructure the STEM program at middle school.	● An innovative STEM elective was put in place at each middle school with one teacher piloting the materials. ● The district provided PD for all Science teachers including 6th grade teachers. 6th grade teachers also had the opportunity to participate in the STEM builders program At this time First Lego robotics was put in place and ALL middle schools have participated in this. The class could be an after –school club or an elective class depending on the school FTE. No extra FTE's were provided to middle schools. ● The four elementary schools sent a K-5 team of teachers called Elementary Einstein Fellows who were trained Project Based Learning and have developed lessons for each grade level. By teachers developing lessons they were able to integrate ELA and Math in STEM with current standards rather than purchasing a curriculum which would be something additional. PD was provided both during the school day and after school. This has item is still in discussion. ● Currently, two computer science courses- AP Computer Science A and AP Computer Science Principles were offered at two of three high schools during 2018-2019.	$698,054 LCFF Funds, Title I Funds, College Readiness Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures, Other Outgo	$726,244 LCFF Funds, Title I Funds, College Readiness Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures, Other Outgo

	- A District Math RtI Team was not formed. - The RISE conference was enacted for elementary schools where students got to learn at various hands- on stations for science, technology, engineering and math. At the middle school, all 8th graders got to learn about the science and CTE courses offered at their feeder high schools. - A Science lead was hired in December 2018.		
The District will expand the STEM program at sixth grade and train new teachers.	The STEM Program was in place at middle school schools (grades 6-8) and new teachers were trained.		
The District will implement the STEM rotation elective at middle school for 7th grade.	The STEM rotation elective for 7th grade remained in place.		
The District will evaluate the STEM program at the elementary schools and restructure	No changes occurred to the STEM program at the elementary level during the 2018-19 school year.		
The District will offer after school trainings for the teachers who did not get trained initially at 4 pilot schools. The District will take on four new cohort schools that want to implement STEM in 2018-2019.	Coordinated by STEM staff, after school trainings were offered to teachers at pilot schools.		
The District will develop third course with IHE's on Computer Science Pathway at the high schools.	A third course for the Computer Science Pathway was not developed during the 2018-19 school year.		
A District Math MTSS-RTI-UDL Team of K-12 teachers and district personnel will be formed to develop a Pyramid of Interventions for Pre-K-12 Math and will meet during the school day and after school to develop a framework and plan.	A District Math RTI team did not convene during the 2018-19 school year. Instead, a placemat for math instruction, aligned to work completed by Innovate Ed with 20 schools.		
The District will enhance the STEM Road SHOW station. The District will continue to support STEM nights.	The STEM Road Show and STEM nights continued during the 2018-19 school year.		
The District will continue with field trips to community colleges (elementary) and colleges (middle school).	The District continued to support elementary and middle schools with field trips to community colleges.		

The District will pay 4 teachers at the High School Level and 5 teachers at the Middle School level to be science lead teachers on the implementation of NGSS.	The District continued to pay science lead teachers for the implementation of NGSS.		

Action 2I

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
As part of the RTI plan, the District will provide the following options for credit recovery at the high school level. • Each high school counselor will enroll students on their caseload who are 10 or more credits behind at each grade level into APEX. • The District will offer summer school through APEX and traditional setting for students that are 10 or more credits behind.	• APEX continues purchased and implemented in all high schools and the continuation high school. • The District offered summer school for high school students that were credit deficient in a traditional setting as well as through APEX online learning. • The District provided a summer school intervention class for incoming 9th graders that needed support in ELA and Math. • The District provided summer school intervention for incoming 7th and 8th graders that needed support in ELA and Math.	$500,365 LCFF Funds, Title I Funds, Special Education Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures	$1,215,875 LCFF Funds, Title I Funds, Special Education Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures
The District will provide the following options for Intervention: • Summer School Intervention for incoming 9th graders needing support in ELA and Math (70 students) • Summer School Intervention for incoming 7th and 8th graders needing support in ELA and Math	The District continued to provide Summer school extended learning and enrichment to middle and high school students.		
The District will provide the following Extended Learning Opportunities for Enrichment and Extended School Year: • Summer School Math Enrichment for Math 8 Honors students with high achievement (70 students) • Extended School Year (ESY) Pre-K through Grade 12 per IEP • Dual Enrollment & Concurrent Enrollment	During the Summer of 2018, the District did offer Extended Learning Opportunities during summer school for grades 2-12. In addition, Extended School Year (ESY) Pre-K through Grade 12 per IEP was offered as well as Dual and Concurrent Enrollment.		

Action 2m

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will continue to implement Dual Language Immersion at 4 elementary, 1 middle and 1 high school. (Boyd, Kelley, Morris, Garcia, Jehue and Rialto High School). A pathway to biliteracy will continue through the implementation of the Dual Language Immersion program at four elementary schools. - The District will provide training to teachers in the Dual Language Immersion Program. (Title III) - Administrators, teachers and BIA's will collaborate (Title III) The Dual Language Immersion Program will be implemented at 2nd Grade. Core instructional materials will be purchased through LCFF funding. Supplemental classroom and instructional materials will be purchased through Title III funding. The District will explore possibilities of expanding the program in the future to other schools. African American students will be proactively recruited for the DLI programs; research has proven African American students achieve at high levels in DLI programs.	The District has continued to implement the Dual Language Immersion Program at 4 elementary schools with a path leading to Jehue Middle School and Rialto High School. The district has provided various trainings and collaboration opportunities. Core materials for 3rd grade DLI are in the process of being approved and ordered. Supplemental materials were purchased for 3rd grade DLI classrooms. Completed a community survey to address need to expand program; based on data, an additional strand will be at Kelley Elementary. A full-time clerk was hired to provide additional support to EL Programs. Recruitment efforts were actively solicited for African American students by presentations at DAAPAC and site based meetings.	$169,414 cost of additional core textbooks in 2b LCFF Funds, Title III Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies	$132,750 cost of additional core textbooks in 2b LCFF Funds, Title III Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures
English Learner Programs will hire a temporary full-time clerk from November to May to perform clerical duties related to increased EL programs such as the Dual Immersion, ELA/ELD adoption training, professional development for teachers, materials acquisition, data disaggregation, parent involvement, paraprofessional training, intervention programs for ELs, curriculum development and other English Learner related duties. (LCFF and Title III)			

Action 2n

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will provide for 6 preschool teachers and classified staff, including instructional materials and supplies with a STEM pathways and Literacy focus, to ensure access to preschool for socio-economically disadvantaged students to enter TK and Kindergarten better prepared to access Common Core Academic State Standards.	6 Preschool Teachers, 12 Instructional Assistants, 12 Apprentices, and 2 Early Education office staff provide services to our students and families. 160 additional students had access to a quality Preschool program for 176 days, 116 for 6 hours a day. 924 Preschool students benefited from the purchase of innovative STEAM materials and Teacher trainings. Desired Results Developmental Profile (DRDP) ratings show the school readiness of the Preschool students in all the domains.	$1,122,047 LCFF Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures, and Other Outgo	$1,122,047 LCFF Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures, and Other Outgo

Action 2o

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will provide a centralized lead team of Instructional Strategists at the District level to consist of: one ELA lead, one Math lead; one ELD lead, Science Lead and one Technology lead.	The District implemented this action. The lead team of Instructional Strategists was formed and centralized at the District Office.	$536,692 LCFF Funds, Title I Funds, Title II Funds, Title III Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures	$642,071 LCFF Funds, Title I Funds, Title II Funds, Title III Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures

Action 2p

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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, and 2 for the largest elementary school) who will model effective instructional strategies through professional development for all classroom teachers and provide intervention for students in academic need.	The district maintained 19 filled positions at the elementary level; the district evaluated effectiveness with a transition plan made for the 19 Secondary Intervention Strategists to transition from in classroom teachers to coaches. During 2018-19 school year, the Secondary Intervention Strategists provided	$5,914,594 LCFF Funds, Title I Funds, Title II Funds Certificated Salaries & Benefits	$5,320,463 LCFF Funds, Title I Funds, Title II Funds Certificated Salaries & Benefits

	"wrap around services" in addition to providing coaching.		
The district will hire 19 Secondary Intervention Strategists to provide intervention services, including "wrap around" services to targeted students. Services will include tracking student progress and recommending resources to ensure students' academic success			

Action 2q

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The Rialto Unified School District continues to provide its Induction Program for new teachers to clear their General Education and Education Specialist teaching credentials. In accordance to Induction Standards, the Rialto Induction Program will: ● Provide mentoring support to Participating Teachers through Induction Mentors. ● Provide job embedded professional development to Participating Teachers ● Provide professional development options provided by the Induction Program and district departments that meets the teachers' professional growth needs. ● Ongoing professional development to Induction Mentors ● Provide substitute coverage for Induction teachers to participate in peer observations of master teacher classrooms or participate in professional development based on their ILP. The Rialto USD Induction Program will partner with English Learner Programs to provide professional development in EL Shadowing to Year 2 Induction Participating Teachers.	The district continued to provide Induction support for eighty (80) new teachers in the district who hold Preliminary Credentials with four (4) trained Induction Mentors providing that support. Participating Teachers (PTs) were provided substitute coverage for Peer Observations. Induction Mentors provided one-to-one mentoring support and Individualized Professional Development to the PTs for their professional growth. Thirty-four (34) Year 2 Participating Teachers completed Induction and are recommending for their Clear Teaching Credential by the Rialto USD Induction Program. English Learner Programs did provide professional development to Year 2 Induction Participating Teachers. The Induction Program did provide training for new teachers in the areas of instructional strategies and equitable classroom practices through workshops and one-on-one mentoring.	$835,880 LCFF Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures	$899,027 LCFF Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures

The Induction Program will focus on instructional strategies and equitable classroom practices to support African American students, Foster Youth, Students with Special Needs, English			

Action 2r

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will begin implementing the Peer Assistance Program (PAR) according to the guidelines outlined in the certificated collective bargaining agreement. The PAR Program will: ● Provide seven (7) part-time PAR Consulting Teachers, who can each support up to two permanent teachers. ● Provide a governing PAR Joint Panel of 4 certificated teachers, selected by REA, and 3 administrators, selected by the superintendent's designee. ● Provide additional PAR Consulting Teachers to the program, as needed. Provide the PAR Consulting Teachers and PAR Joint Panel with ongoing professional development to enable them to effectively support teachers	This action is in progress. REA selected four (4) classroom teachers, and the Superintendent's designee selected three (3) administrators to the PAR Joint Panel. Seven (7) PAR Consulting Teachers were selected. Training was ongoing during 2018-2019.	$124,392 LCFF Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures	$66,789 LCFF Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures

Action 2s

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will provide Professional Development support to individual schools as they implement their Strategic Plans. Areas identified for Professional Development will be developed with input from individual schools and may include: ● Academic standards training ● Curriculum embedded professional development ● GATE strategies ● Technology Training	The District provided Professional Development in the following areas: ● Mathematics: HMH California GO Math! for new teachers ● UCR Extension GATE Certificate Program for teachers ● Special Education Training	$750,368 LCFF Funds, Title I Funds, Title II Funds, Special Education Funds, Mental Health Funds Certificated Salaries, Benefits, Books and	$826,759 LCFF Funds, Title I Funds, Title II Funds, Special Education Funds, Mental Health Funds Certificated Salaries, Benefits, Books and

		Supplies, Services/ Operating Expenditures	Supplies, Services/ Operating Expenditures
• Administrator Discipline/Records/Attendance training • Special Education Training Professional development identified through other action items The District will continue to provide My Learning Plan to monitor professional development opportunities, lesson studies and staff training.			

Action 2t

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will provide K-12 support and training with expert consultants in the areas of literacy and interventions; literacy, math, science and CTE Pathways.	The district implemented this action by providing K-12 support and training with expert consultants in the areas of literacy and interventions; math, science and CTE Pathways. LETRS (Language Essentials for Teachers of Reading and Spelling) training was provided for 3rd grade teachers, Elementary Special Education Teachers, and Elementary Instructional Strategists. Guided reading training was provided to teachers in grades K-1. In addition, Studies Weekly training was provided for the History/Social Science curriculum for all teachers in TK-5. The District became a member of the Silicon Valley Math Initiative which provides a summer symposium and follow up training throughout the year.	$85,200 LCFF Funds, Title I Funds, LEA Medical Funds, Special Education Funds Services & Other Operating Expenditures	$350,298 LCFF Funds, Title I Funds, LEA Medical Funds, Special Education Funds Services & Other Operating Expenditures

Action 2u

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will maintain 5 Elementary Music Specialists and 10 Elementary VAPA teachers to provide instruction in Visual and Performing Arts. The District will provide necessary materials to support the Elementary Music and VAPA programs.	The district implemented this action by providing the necessary materials to support the 5 Elementary Music Specialist that were retained and 11 VAPA Specialists.	$2,515,814 LCFF Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures	$2,577,604 LCFF Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures

Action 2v

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All Rialto USD secondary schools will provide at least one section of AVID for each grade level. The District will employ a Teacher on Special Assignment (.5FTE) to support the AVID program. The other .5 FTE will be provided through GATE.	All Rialto USD Secondary Schools provided at least one section of AVID for each grade level. The District hired a K-8 Math/GATE TOSA and a Secondary Math/AVID TOSA to support the AVID Program (50%) and Math (50%).	$146,214 LCFF Funds, Certificated Salaries and Benefits	$130,648 LCFF Funds, Certificated Salaries and Benefits

Action 2w

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will continue to support the long term strategic plan that addresses the professional development needs for Special Education staff (regular and the collaborating special education teachers and instructional aides). The District added 6 Autism Specialist, 6 Therapeutic Behavior Strategist, 6 Emotional	The special education taskforce finalized the special education strategic plan. The district hired instructional strategist to provide support for teachers and students who receive special education services.	$2,629,027 LCFF Funds, Certificated Salaries, Benefits, Services/Operating Expenditures	$3,170,926 LCFF Funds, Certificated Salaries, Benefits, Services/Operating Expenditures

Health Therapist and 2 Instructional Specialist in order to implement the academic and social emotional goals set in the strategic plan for students with special needs.			

Action 2x

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will provide support to the Action plans within the District Strategic Plan. The District will provide support to the Action plans within the Site Strategic Plans.	The District hired a consultant for the second year of implementation of the Strategic Plan. Meetings were held with site principals and the district is creating a video series and social class to be facilitated by principals to share with staff. All district sites implemented year two action plans. Through their strategic plans, these sites planned for the following: ● Bemis: the Leader in Me ● Myers: Break Out EDU College Flags ● Morgan: Flexible Seating ● Kordyak: CUE Conference, STEAM Consultant, PBIS Training ● Hughbanks: PIQE ● Kelley: Summer School Early Literacy ● Fitzgerald: Summer Reading Academy	$160,000 LCFF Funds Certificated Salaries, Classified Salaries, Benefits, Services/ Operating Expenditures	$324,050 LCFF Funds Certificated Salaries, Classified Salaries, Benefits, Services/ Operating Expenditures

[Analysis](#)

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The District will completely implement the following by June 30, 2019

2a. Meet requirements for the Williams Annual Inspection as related to Teacher Assignment; no teacher misassignment was reported for the 2017-18 school year at one school.

2b. Meet the Williams requirements and ensure that all students are provided a ration of 1:10 textbooks and instructional materials.

2g. Train and support teachers in grades K-5 in instructional strategies; LTEL (Long Term English Learners) intervention strategies, and small group instruction for designated and integrated ELD; provide English Learner shadowing as a catalyst for change. Implement SIOP (Sheltered Instruction Observation Protocol) training. Facilitate collaboration among teachers of English learners for newcomers, LTEL's, and Dual Language Immersion.

2l. Purchase and implement APEX at all high schools. Offer summer school for high school students who were credit deficient and had failed a class. In addition, provide summer school intervention in ELA and Math for incoming 7th, 8th, and 9th graders.

2m. Implement Dual Language Immersion (DLI) at 4 elementary schools with a path leading to Jehue Middle School and Rialto High School; addition of 2nd grade during the 2018-19 school year that required additional purchase of instructional materials.

2n. Maintain 6 preschool teachers and classified staff to ensure access to preschool for socio-economically disadvantaged students.

2o. Implement a lead team of Instructional Strategists and centralize support at the District Office.

2p. Maintain 20 of the original 21 elementary site Instructional Strategists; one position was eliminated at one school due to decrease in enrollment.

2q. Continue to provide Induction support for new teachers.

2r. Implement the Peer Assistance Program (PAR); created PAR Joint Panel and hired 7 consulting teachers. Ongoing training occurred.

2u. Provide necessary materials to support elementary music and VAPA specialist; hired additional VAPA specialist for special education students during 2017-18 school year.

2v. Hired an AVID/GATE TOSA (Teacher on Special Assignment) to support the AVID Program; provide extra duty hours, as needed for middle and high school AVID Coordinators

The District will not implement the following by June 30, 2019: 2h. As sites determined own need for PLC training, this action was not completed during the 2017-18 school year; a different school improvement strategy and consultant was in place for 2018-19.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

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. To begin, Education Services will continue to provide ongoing coordination of professional development as it relates to four key areas of the CA Dashboard: Academics as measured by the SBAC in language arts and math; student engagement as measured by graduation rate and suspension rates; English learner progress; and, progress made on the College and Career Indicator. It is ongoing goal for the district to improve student outcomes in these areas and adjust and monitor professional learning to do so. With the change of the last action from individual sites to receive professional development in PLCs to a contract with Innovate Ed (after a deep exploration process that included principal and teacher leader presentation) there will be greater focus to targeted schools in regards to school improvement efforts.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2a, 2u- These items contained material difference because the estimated was developed using a median salary and the individuals hired into the positions were either above or below the median salary.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

N/A

Goal 3

Engagement:

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3 – Parental Involvement; 5 – Student Engagement; 6 – School Climate

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
3a: The District will maintain an attendance rate of at least 96% Maintain an annual attendance rate of at least 96%	2016/2017: 96.47%
3a: The District will decrease the Chronic Absenteeism Rate as reported by the California School Dashboard Decrease the Chronic Absenteeism Rate by at least 1%	CA School Dashboard -2017-18 10.5% of students were reported chronically absent;; an increase of .5%
3b: The District will decrease the Middle School Dropout Rate as reported through the LCFF State Priorities Snapshot Maintain the Middle School Dropout Rate to under 0.5%	2014-15 0.5% 10 Students CA School Dashboard for 2015-16 9% 19 students CA School Dashboard for 2016-17 10% 20 students
3b: The District will decrease the High School Dropout Rate as reported through the Cohort Data Report through DataQuest Decrease the High School Dropout Rate by at least 1%	2015-16 7.3% Decrease 3.4% 147 Students 2016/17 1.7% High School Dropout Rate as reported through Dataquest
3c: The District will increase the Graduation Rate as reported by the California School Dashboard	2017-18: 90% - Green Level (Fall 2018 Dashboard) Student Groups in Red: None

Increase by at least 1% to a total of 92.2% to maintain Green level.	Student Groups in Orange: Homeless, Students with Disabilities, African American, Pacific Islander, Hispanic
3d: The District will decrease the Suspension Rate as reported by the California School Dashboard Decrease by at least 1% to a total of 4% to maintain Green level.	2017-18: 6.3% - Green Level Level (Fall 2018 Dashboard) Increased by 2% Student Groups in Red: None Student Groups in Orange: Two or More Races
3d: The District will maintain the Expulsion Rate as reported by DataQuest Maintain the Expulsion Rate to under 0.5%	2017-18 Expulsion Rate: 0.01% for a total of 4 students
3e: The District will increase parent input as measured by the Priority 3 Option 2 Self Reflection Tool The District will report a status of Met through the California School Dashboard	For 2017-18, the District reported Met on the California School Dashboard Fall 2018 release utilizing the Priority 3 Option 2 Self Reflection Tool. This measured district implementation increased parent input and family engagement. In addition, at the end of the 2018-19 school year, the district implemented to all parents a Title I Parent Survey and an English Learner Parent survey. Over 5000 parents responded to either one or both of these surveys.
3e: The District will increase the percentage of parents that report they feel welcome to participate at school as measured by the California School Parent Survey Increase by at least 2% Elementary: 97% Middle: 91% High 92%	2018-19 Elementary: 93% (increase of 1%) of parents Agree or Strongly Agree Middle: 48% of parents (decrease of 40%) Agree or Strongly Agree High: 64% (decrease of 24%) of parents Agree or Strongly Agree. The California School Parent Survey was conducted during 2018/19.
3e: The District will increase the percentage of parents that report their school actively seeks the input of parents as measured by the California School Parent Survey Increase by at least 2% Elementary: 85% Middle: 79% High 80%	2018-19 Elementary: 82% (increase of 1%) of parents Agree or Strongly Agree Middle: 42% (decrease of 33%) of parents Agree or Strongly Agree High: 58% (decrease of 18%) of parents Agree or Strongly Agree. The California School Parent Survey was conducted during 2018/19.
3f: The District will increase the percentage of students that report they feel safe at school as measured by the California Healthy Kids Survey	2018-19 Elementary: 80% (1% decrease) of respondents report feeling safe at school most or all of the time. Middle: 55% (decrease of 2%) of respondents report feeling safe or very safe at school. High: 49% (increase of 4%) of respondents report feeling safe or very safe at school.

Increase by at least 2% Elementary: 85% Middle: 63% High 48%	The California Healthy Kids Survey was conducted during 2018/19.
3f: The District will increase the percentage of staff that report school is a safe place for students as measured by the California School Staff Survey Increase by at least 2% Elementary: 97% Middle: 86% High: 93%	2018-19 Elementary: 94% (decrease of 1%) of respondents Agree or Strongly Agree that school is a safe place for students. Middle: 87% (increase of 3%) of respondents Agree or Strongly Agree that school is a safe place for students. High: 85% (decrease of 6)of respondents Agree or Strongly Agree that school is a safe place for students. The California School Staff Survey was conducted during 2018/19.
3f: The District will increase the percentage of staff that report school is a safe place for staff as measured by the California School Staff Survey Increase by at least 2% Elementary: 99% Middle: 88% High 95%	2018-19 Elementary: 93% (no change) of respondents Agree or Strongly Agree that school is a safe place for staff. Middle: 87% (increase of 2%) of respondents Agree or Strongly Agree that school is a safe place for staff. High: 81% (decrease of 10%) of respondents Agree or Strongly Agree that school is a safe place for staff. The California School Staff Survey was conducted during 2018/19.
3f: The District will increase the percentage of parents that report school is a safe place for students as measured by the California School Parent Survey Increase by at least 2% Elementary: 99% Middle: 96% High 97%	2018-19 Elementary: 95% (no change) of respondents Agree or Strongly Agree Middle: 66% (decrease of 26%) of respondents Agree or Strongly Agree High: 80% (decrease of 13%) of respondents Agree or Strongly Agree The California School Parent Survey was conducted during 2018-19.
3g: The District will meet the requirements of the Williams Annual Inspection related to Facilities Maintain an annual status of Met for the Williams Annual Inspection related to facilities	For 2018-19, the District Met the Williams Annual Inspection related to facilities as shared with the Local School Board and in conjunction with the county office of education as part of ongoing monitoring.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 3a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will maintain direct support to decrease the number of students with chronic absenteeism through a District nurse	The District maintained direct support to decrease the number of students with chronic absenteeism through a District nurse. The District maintained a District centralized home visitation team including a District Probation Officer, a District McKinney Vento/Foster Youth Liaison The District provided attendance intervention through Student Truancy Reduction and Intervention Team (STRAIT).Modified focus from high school to middle school. The District provided an absenteeism recovery program that monitored and reduced the number of student absences. All schools provided additional communication with parents through an automated communication system.	$1,938,635 LCFF Funds, Title I Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures	$1,917,877 LCFF Funds, Title I Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures
The District will maintain a District centralized home visitation team including a District Probation Officer, a District McKinney Vento/Foster Youth Liaison.			
The District will provide attendance intervention through Student Truancy Reduction and Intervention Team (STRAIT).			
The District will provide an absenteeism recovery program that will monitor and reduce the number of student absences.			

All schools will provide additional communication with parents through an automated communication system.			

Action 3b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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. 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 will be providing during regular work hours and do not have an additional expense.	The District continued to monitor students that are potentially identified as middle or high school dropouts based on coding in the student information system. The District provided 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 were provided during regular work hours and did not have an additional expense.	No additional cost	No additional cost

Action 3c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continuing with the incoming 9th grade students, the District will remove the Health requirement as a separate course for graduation. The required health standards will be provided through a 9th grade Physical Education course. Each high school counselor will ensure that all 9th grade students have a 4 year plan as developed in the Student Information System (SIS) and be trained on writing personal/graduation plans. Each counselor will review each student's 4 year plan at the end of each semester and make updates as needed. Each high school will hold 9th grade orientation and a minimum of one parent College and Career Night to inform parents and guardians of the	Fully implemented-Beginning with the incoming 9th grade students, the District removed the Health requirement as a separate course for graduation. The required health standards will be provided through a 9th grade Physical Education course. Initial implementation of these steps as ongoing collaboration and training will continue with high school counselors.	No additional cost	No additional cost

requirements for graduation, college and career plans. The District will perform an annual transcript analysis to ensure that students are on track for graduation and meeting a-g requirements.			

Action 3d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
As part of the RTI plan, The District will work with school administration to provide prevention/intervention and other means of correction (i.e. counseling, family supports, alternative placement, etc.) to reduce the expulsion rate. The District will continue to retain School Resource Officers for a total of three (3); one at each comprehensive high school. Through the District Safety and Security Department, the District will establish Security as hallway mentors. The District will provide restraint training to identified staff members.	Fully Implemented-The District will work with school administration to provide prevention/intervention and other means of correction (i.e. counseling, family supports, alternative placement, etc.) to reduce the expulsion rate.(Other means- Restorative Practices, NCTI, Clay Counseling, Wellness Center) Fully Implemented-The District continued to retain School Resource Officers for a total of three (3); one at each comprehensive high school. Through the District Safety and Security Department, the District will establish Security as hallway mentors. Officers are trained in One Circle and Restorative Practice to deliver PBIS tier 2 interventions. The District continued to provide restraint training to identified staff members.	$200,000 LCFF Funds Services & Other Operating Expenditures	$188,280 LCFF Funds Services & Other Operating Expenditures

Action 3e

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will provide parent classes and training on district and preschool - grade 12 programs and curriculum. The District will maintain a committee of parents representing lower socioeconomic students, English learners and African American students and community stakeholders' representative of the District's population for the evaluation and development of the annual LCAP. All schools and the District will ensure that they have full parent representation and participation on their schools' SSC and ELAC, and the Districts' DAC, DELAC and DAAPAC meetings throughout the year. All schools will provide additional communication with parents through an automated communication system. The District will maintain a District African American Parent Advisory Council (DAAPAC). • LCAP input will be sought at least twice per year at district DAAPAC parent meetings. • DAAPAC parents will be provided learning opportunities, such as conferences, workshops and guest consultants. The District will continue to sponsor the Annual Parent Summit. The District will improve services to parents and communication with parents by continuing to provide 6 interpreters. One additional interpreter will be hired for a total of seven. The district will hire a clerk to be paid 50% out of LCFF to effectively schedule interpreter/translators for school site needs and document translation.	This action was fully implemented in regards to class offerings. The Curtis T. Winton Parent Institute (The Parent Resource Center) was staffed with an assistant and reopened in December 2017. The following classes were offered: Computer classes for parents and nutrition classes in Spanish LCAP input was provided by DELAC, DAC, and DAAPAC parents; in addition, two community stakeholder meetings were held. EL Program admin trainings included strategies to increase parent involvement. EL Programs monitored and reported the number of DELAC meetings that each representative attends. Schools with a low participation rate were encouraged to ensure representation at each meeting. The District African American Parent Advisory Council (DAAPAC) continued in its third year and held 6 meetings during the 2018-19 school year. In February 2019, DAAPAC held its 3rd Black History Celebration. The Annual Parent Summit was held on October 6, 2018. Four interpreter/ translators were hired.	$557,980 LCFF Fund, Title I Funds, Title III Funds, Restricted Lottery Funds, Special Education Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures	$1,038,010 LCFF Fund, Title I Funds, Title III Funds, Restricted Lottery Funds, Special Education Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures

Action 3f

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

| The District will continue to seek parent input through the following actions:

Annual Title I Parent
Survey Annual EL Parent
Survey PBIS - TFI Survey
Customer C.A.R.E.
Survey

California Healthy Kids Survey | CA Healthy Kids Survey was administered during the 2018-19 school year to current 5th, 7th, and 9th, and 11th grade students as well as relevant stakeholders (teachers, parents)

The Title I and EL Parent Survey were administered this year. | $11,000
LCFF Funds
Service & Other Operating Expenditures | $11,500
LCFF Funds
Service & Other Operating Expenditures |

Action 3g

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will continue to meet the Williams requirements with school facilities that are maintained in good repair.	The District met the Williams requirements with school facilities that are maintained in good repair.	$9,750,000 LCCF Funds contribution to RMA Fund Classified Salaries, Benefits, Books and Supplies, Services/Operating Expenditures, Capital Outlay	$12,867,891 LCCF Funds contribution to RMA Fund and Fund 14 Classified Salaries, Benefits, Books and Supplies, Services/Operating Expenditures, Capital Outlay

Action 3h

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

The District will maintain 1 PBIS Coordinator to provide support and follow up in the implementation of RTI/PBIS at each cohort at school sites.	Fully implemented- The District will maintain 1 PBIS Coordinator to provide support and follow up in the implementation of PBIS at each cohort at school sites. (Trainings, TFI, MTSS, Self-Assessment Survey) Fully implemented-The District will continue to implement Positive Behavior Interventions and Supports (PBIS) for cohort 1 and 2, and 3. All Cohorts – Ongoing support provided by RUSD PBIS Coordinator Fully-implemented-The District will maintain 3 PBIS/At Risk High.School Counselors to identify students that are credit deficient at each grade level and monitor attendance, grades, credits and meet the requirements of AB 1802 for students in grade 10. The District and/or School Site will provide extra duty hours to PBIS team members in order to plan for training of site staff. Fully implemented-District will provide a stipend to a secondary counselor who has a Masters in Social Work to supervise university social worker interns. District did not contract with the Social Worker Consultant. However, the district did hire a Counselor on Special Assignment (COSA) /Restorative Practices Coach	$964,257 LCFF Funds, Title I Funds, Medi-cal Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay	$603,304 LCFF Funds, Title I Funds, Medi-cal Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay

The District will implement MTSS with the features of a systematic response to academic (UDL/RTI) and behavior/SEL (PBIS)Supports for cohort 1 and 2, and 3: Cohort 1 and 2– Ongoing support provided by RUSD PBIS Coordinator Cohort 3 – Year 3 training provided by RUSD PBIS Coordinator **Cohort 1 Schools**: Bemis, Hughbanks, Kelley, Morgan, Myers, Preston, Jehue, Kolb, Kucera, RMS, CHS, EHS, and Milor **Cohort 2 Schools**: Boyd, Casey, Curtis, Garcia, Henry, Morris, Frisbie, RHS **Cohort 3 Schools:** Dollahan, Dunn, Fitzgerald, Kordyak, Simpson, Trapp, and Werner Elementary	The District offered support and training to schools sites with SEL/PBIS supports via the cohort model and as requested.		
The District will maintain 3 PBIS/At Risk 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, credits and meet the requirements of AB 1802 for students in grade 10.			

The District will provide extra duty hours to RTI/PBIS team members in order to plan for training of site staff.	Extra duty hours for PBIS site team members were paid extra duty hours to plan for training and support.		
The District will provide training in discipline records and attendance with an emphasis on supporting student needs.	Through Student Services Dept, ongoing training was provided to site and district administrators.		
District will provide a stipend to a secondary counselor who has a Masters in Social Work to supervise university social worker interns. The District will establish an MOU with local universities to bring social work interns to support social emotional efforts. District will maintain 1 PBIS/Restorative Practices Counselor (COSA) to provide prevention/intervention counseling/social/emotional supports to RUSD students. The district will maintain a consultant contract to provide prevention/intervention for African American students who demonstrate a need for behavioral/social/emotional supports; including parent supports. At the onset of 2018-19, AA	The District continued to provide services as listed in the first column. The District maintained 1 PBIS/Restorative Counselor as well as a consultant contract to provide prevention/intervention to African American students and their families who were identified as needing additional support.		

students suspended in 2017-18 school year will receive prevention supports.			

Action 3i

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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. The District will support academic events that focus on instruction in the classroom.	Latino Heritage month was celebrated across the district with a program focused on accepting differences and using reading strategies to use while reading at home with children. ($500 LCFF) The Black History Celebration was celebrated in February 2019 to highlight accomplishments of RUSD African American Students. District Music Festival was held March 5,7,8 2019 District Art Fair was held in April 2019. A District Science and Engineering Fair was held in January 2019.	$25,000 LCFF Funds Services & Other Operating Expenditures	$25,000 LCFF Funds Services & Other Operating Expenditures

Action 3j

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Over the course of four years, (year 1) the District will provide training to Administrators, TOSAs, counselors and classified staff on: Unconscious Bias Social Justice Kids and Trauma School to Prison Pipeline Cultural Relevance-with an emphasis on meeting the needs of African American students Including training materials, printing and refreshments. At high school level, a counselor on special assignment will be assigned specific, African American students and Foster Youth to target and monitor.	Partially Implemented- The District provided training in Restorative Practices, Unconscious Bias to PBIS School Teams.	Included in 3h & 2o	Included in 3h & 2o

Action 3j1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Creation of the Rialto Equity Council: a stakeholder group made up of students, parents, teachers, administrators, board of education and community members Council will: • Review and shape policy and procedures • Build collective awareness and capacity in equity • Recognize best equity practices Development and promotion of equity action teams to target a specific challenge in closing the achievement gap. Teams will - analyze data gaps of underserved student groups to determine what types of "bridges" are needed to close the identified gaps.	Fully Implemented; the District operationalized a Rialto Equity Council that included a variety of stakeholders. Training to council members was provided by Generation Ready. In addition, the African American Equity Team, comprised of various stakeholders, met several times during the school year, reviewing best practices to improved outcomes for African American students.	Included in 3h & 2o	Included in 3h & 2o

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Based upon review of the 2018-19 school year, the district has implemented or not implemented the following:

The District will completely implement the following by June 30, 2019:

3a. Maintain direct support through a District Nurse and a centralized home visitation team. Provide intervention through Student Truancy Reduction and Intervention Team (STRAIT). Provide additional communication to parents through automated communication center.

3c. Beginning with incoming 9th graders, remove Health requirement as separate course for graduation; health standards will be addressed in 9th grade Physical Education course.

3d. Coordinate with school administration to provide prevention/intervention services. Continue to retain School Resource Officers at each comprehensive high school.

3e. Host the annual parent summit in October 2018. Staff the parent resource center with an assistant and provide training on the following: Literacy, computer classes, nutrition, etc. Establish representative committees provided feedback and input to LCAP stakeholders.

3f. Administer CA Healthy Kids Survey during 2018-19 as 2017-18 was off cycle; through use of survey through Panorama Education, ongoing administration of the Title I and EL Parent survey

3g. Continue to meet the Williams requirements in regards to school facilities.

3h. Maintain one PBIS Coordinators and implement Positive Behavior Interventions and Supports for Cohorts 1, 2, and 3. Maintain 3 PBIS/At Risk High School Counselors to identify students that are credit deficient and monitor attendance, grades, and credits.

3i. Promote school site and student success with activities and events to celebrate academic and multicultural events.

3h. Did not contract with a Social Worker Consultant; however, hired a Counselor on Special Assignment (COSA) for coaching of restorative practices.

3j. Provide training in restorative practices and unconscious bias to PBIS school teams.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

With the reopening and staffing of the district's Curtis T. Winton Parent Institute (the Parent Center) through Title I funds, there has been a more coordinated effort to provide support, resources, and training to the district's parents. In addition, continue implementation and refinement of PBIS has provided support to all students and mediated the number of suspensions and expulsions.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

3g- The District received additional RDA funds, which was used to support deferred maintenance projects at our school sites such as paint, roofing, and security cameras.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No substantial changes were made to this goal.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The District maintains an active LCAP Stakeholders' Committee that is made up of parents representing English Learners, Special Education, African American students, Foster Youth and Low Socioeconomic students. The committee also includes teachers from the various levels, school administration, members from the classified union and other district personnel.

In addition, students were surveyed on the LCAP needs at all schools. For purposes of the survey, District demographics were mirrored to include English Learners, Special Education, African American students, Foster Youth and Low Socioeconomic students. All students were given a brief presentation on the LCAP process and were asked to complete a simple survey that included an open ended question as to how the school site and/or district can best support them. Results from student surveys were also analyzed for areas related to the LCAP and shared with stakeholder groups.

In the Fall of 2018, Education Services met several times to discuss LCAP action progress, specifically the goals and actions that were targeted at English learners, Special Education, Socioeconomically Disadvantaged students, Foster Youth, and African American students.

January 9, 2019: The District initially met with the LCAP Stakeholders' Committee on. During this meeting Education Services reviewed mid-year update regarding various actions from the LCAP. A plan of action was created to present this information to various stakeholder groups.

January 11, January 25, and February 7, 2019: The District presented current LCAP goals and actions to parent stakeholder groups during regularly scheduled committee meetings: DAC (District Advisory Committee); DELAC (District English Learner Advisory Committee); and, DAAPAC (District African American Parent Advisory Council)

February 7, 2019: The District met with the LCAP Stakeholders'; this committee was comprised of district and site admin, teachers, parents, classified staff, and other community members. During this meeting Education Services provided an update regarding various actions from the LCAP that included PBIS (Positive Behavior Intervention and Support), Dual Immersion and Technology. Approximately 20 members of the LCAP Stakeholders' Committee attended this meeting.

February 26, 2019: The District presented current LCAP goals and actions at a regularly scheduled principal meeting. Feedback on current actions and possible future actions (for consideration in 2020-23) was received in writing and reviewed.

March 29, 2019: The District held an LCAP Community Engagement Meeting at Carter High School in the evening and was open to all members of the community. During this meeting, information was presented about the current status of the LCAP and the timeline for the annual update. There were 18 attendees at this community engagement meeting who had questions related to items included in the LCAP as well as an opportunity to provide individual feedback on the large ticket items in the LCAP that included Dual Immersion, Technology Integration, Instructional Strategists and Interventionists, and PBIS.

April 2nd and May 3rd, 2019: The District held two additional LCAP Community Engagement morning meetings. The target audience for these meetings were committee and council members of DAC, DELAC, and DAAPAC. The meeting was open to all community members. Approximately 33 parents and community members attended. During these meeting Education Services presented information related to the California School Dashboard and discussed the revisions to the LCAP metrics for 2017-2020.

May 17, 2019: The District presented revised LCAP goals and actions at a joint parent stakeholder meeting; members were from the district committees of DAC, DELAC, and DAAPAC as well as other community members. Feedback on current actions and possible future actions (for consideration in 2020-23) was received.

Special Education/SELPA Collaboration: Rialto Unified School District administrators for Special Education, Special (Categorical) Programs, and Fiscal Services attended a San Bernardino County Supt. Of Schools training on this collaboration on **December 13, 2019**. In addition, phone consultations with SELPA Director, Patty Metheny, occurred on **February 25th** and **June 10th, 2019.**

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Based on stakeholder and community input, the focus became more directed at the student level, specifically with the inclusion of student surveys. Issues of safety and security were voiced at many different levels and have been addressed with pilot programs to better address issues of sign in and visitation at school sites. Moreover, input from parents and other stakeholders in regards to African American student groups resulted in the increased attention and monitoring in regards to counseling and PBIS as well as the inclusion of a targeted equity task force and professional development for all stakeholders. This input has influence on planned, continued equity work that will continue during the 2019-20 school year that will include an equity speaker series as well as continued equity training for principals, teacher leaders, and equity team members. In addition, with the use of a universal diagnostic assessment and continued focus on underserved students, more targeted support both in and out of the classroom will occur. Supplemental, federal funds will focus on teacher training on effective use of technology, given that the goal of acquiring technology devices had been achieved. This specific piece of feedback came from various stakeholder groups.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Pupil Outcomes:

Achievement:

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.

State and/or Local Priorities addressed by this goal:

State Priorities: 4– Student Achievement; 8 – Other Student Outcomes

 Local Priorities:

Identified Need:

Based on the expected annual measurable outcomes, the District continues to perform below the state and county average in most areas as measured through specific state metrics. Specific areas of need are that overall the District has a status of Low for ELA CAASPP in grades 3-8 with Students with Disabilities performing significantly lower that all students. The District also has a status of Low for Math CAASPP in grades 3-8 with both Students with Disabilities and African American students performing significantly lower than All Students. These same trends are present when reviewing the 11th Grade ELA CAASPP where only 15% of All Students were identified Ready for College and on the 11th Grade Math CAASPP where only 4% of All Students were identified Ready for College. An additional area of need related to Goal 1 relates to our Redesignation Rate for English   Learners. The most recent data showed a 2.8% decrease in the number of students redesignated for the 2016-2017 school year for a total of 7.4%.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1a: 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	2015-16 Yellow -48.8 points from Level 3 Students Group in Red: Students with Disabilities Student Group in Orange: Filipino	Increase by at least 15 points to at least -33.8 points from Level 3. To move to a Green level, all students must be no more than 5 points below level 3.	Increase by at least 15 points to at least -18.8 points from Level 3. To move to a Green level, all students must be no more than 5 points below level 3.	Increase by at least 15 points to at least -3.8 points from Level 3. To move to a Green level, all students must be no more than 5 points below level 3.
1b: 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	2015-16 Yellow -79.9 points from Level 3 Student Group(s) in Red: Students with Disabilities African American Student Group(s) in Orange: Filipino	Increase by at least 19 points to at least -60.9 points from Level 3. To move to a Green level, all students must be no more than 25 points below level 3.	Increase by at least 19 points to at least -41.9 points from Level 3. To move to a Green level, all students must be no more than 25 points below level 3.	Increase by at least 19 points to at least -22.9 points from Level 3. To move to a Green level, all students must be no more than 25 points below level 3.
1c: Increase the percentage of students meeting A-G requirements as reported by DataQuest	2014-15 34.6% Decreased 1.6%	Increase the percent of students meeting A-G by at least 5.4%	Increase the percent of students meeting A-G by at least 5%	Increase the percent of students meeting A-G by at least 5%
1d: Fall of 2017: Increase the overall performance of students meeting the College/Career Indicator as reported by the California School Dashboard	2014-15 Yellow 66.4%	2016-17 Fall 30.9% of students prepared Dashboard Ranking: Low	Increase all students being Prepared for College by 5% as measured by the CCI.	Increase all students being Prepared for College by 5% as measured by the CCI.
1e: Increase the percentage of students meeting the English Learner	2014-15 Yellow 66.4% Increased 5.7%	Increase by at least 1.5% to a total	Increase by at least 1.5% to a total	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Progress Indicator as reported by the California School Dashboard		of 67.9% to be able to move to a Green level.	of 69.4% to remain in the Green level.	Increase by at least 1.5% to a total of 70.9% to remain in the Green level.

Action   1a

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will continue to provide Instructional Technology Assistants (ITAs) at all elementary, middle schools and continuation school. The ITAs	The District will continue to provide Instructional Technology Assistants (ITAs) at all elementary, middle schools and continuation school. The ITAs	The District will continue to provide Instructional Technology Assistants (ITAs) at all elementary, middle schools and continuation school. The ITAs

will increase student use of technology by providing technology support using the Common Core State Standards K - 12 Technology Skills Scope and Sequence, Keyboarding and Digital Citizenship.	will increase student use of technology by providing technology support using the Common Core State Standards K - 12 Technology Skills Scope and Sequence, Keyboarding and Digital Citizenship.	will increase student use of technology by providing technology support using the Common Core State Standards K - 12 Technology Skills Scope and Sequence, Keyboarding and Digital Citizenship.
The District will purchase devices for student classroom use focusing on grades 3, 6 and two subject areas at the high school level.	The District will purchase devices for student classroom use focusing on grades 4, 7 and two subject areas at the high school level.	The District Technology Lead will work with existing District TOSA's, Strategists, and Induction Mentors to integrate technology into lesson studies, training, and collaborative mentoring sessions. On going training will be provided in regards to Google Certification.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$9,918,658	$ 11,415,019	$17,252,314
Source	LCCF Funds	LCFF Funds	LCFF Funds
Budget Reference	Classified Salaries, Employee Benefits, Capital Outlay	Classified Salaries, Employee Benefits, Books & Supplies, Services & Other Operating Expenditures	Classified Salaries, Employee Benefits, Books & Supplies, Services & Other Operating Expenditures, Capital Outlay

Action   1b

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

MStudents to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	Grades 6-11

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will continue to provide math intervention program for all students in all grades. 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 continue to provide a math intervention program 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 continue to provide a math intervention program 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. District Math TOSA's will work site Strategists and Interventionists on a monthly basis.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$225,000	$270,000	$248,016
Source	LCFF Funds	LCFF Funds	LCFF Funds
Budget Reference	Services & Other Operating Expenditures	Services & Other Operating Expenditures	Services & Other Operating Expenditures

Action   1c

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	9th-12th

<div align="center">

OR

</div>

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
To increase the A-G rate, the District will analyze and identify any errors in the existing course catalog as well as continue to submit updated course proposals for UC approval. The District will also continue to submit new integrated and CTE courses for UC approval.	To increase the A-G rate, the District will analyze and identify any errors in the existing course catalog as well as continue to submit updated course proposals for UC approval. The District will also continue to submit new integrated and CTE courses for UC approval.	To increase the A-G rate, the District will analyze and identify any errors in the existing course catalog as well as continue to submit updated course proposals for UC approval. The District will also continue to submit new integrated Science and CTE courses for UC approval.
The District will support each high school as they hold 9th grade orientation and a minimum of one parent College Night to inform students, parents, and guardians of the requirements for graduation, A-G and four year plan.	The District will support each high school as they hold 9th grade orientation and a minimum of one parent College Night to inform students, parents, and guardians of the requirements for graduation, A-G and four year plan.	The District will support each high school as they hold 9th grade orientation and a minimum of one parent College Night to inform students, parents, and guardians of the requirements for graduation, A- G and four year plan.
Beginning in 2017-2018, the graduation requirement for Science will change from 2 years of Science to 3 years of Science, ensuring that students taking the Integrated Science sequence of courses meet the (UC) A-G requirements.	Beginning in 2017-2018, the graduation requirement for Science will change from 2 years of Science to 3 years of Science, ensuring that students taking the Integrated Science sequence of courses meet the (UC) A- G requirements.	Beginning in 2017-2018, the graduation requirement for Science will change from 2 years of Science to 3 years of Science, ensuring that students taking the Integrated Science sequence of courses meet the (UC) A-G requirements.

The District will continue implementing the Seal of Biliteracy, providing recognition of biliteracy on the diplomas of qualifying high school seniors. Strategies to increase the number of students eligible to receive the Seal of Biliteracy will be a part of High School biannual EL Planning meetings held by the Director of EL Programs. New requirement of oral language proficiency in the foreign language requires language testing ($8,000) Allocation is for Medallion of Biliteracy awarded to eligible High School Seniors. ($1,500)	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. ($2,000) Allocation is for Language Testing of students needing to qualify for the Seal of Biliteracy ($8,000)	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. ($2,000) Allocation is for Language Testing of students needing to qualify for the Seal of Biliteracy ($8,000)
The District will implement the Golden State Merit Seal, providing recognition of achievement across 6 content areas on the diplomas of qualifying high school seniors. Allocation is for purchase of the Golden State Merit Medallion awarded to eligible High School Seniors. ($1,500)	The District will continue to implement the Golden State Merit Seal, providing recognition of achievement across 6 content areas on the diplomas of qualifying high school seniors. Allocation is for purchase of the Golden State Merit Medallion awarded to eligible High School Seniors. ($1,500)	The District will continue to implement the Golden State Merit Seal, providing recognition of achievement across 6 content areas on the diplomas of qualifying high school seniors. Allocation is for purchase of the Golden State Merit Medallion awarded to eligible High School Seniors. ($1,500)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$11,000	$11,328	$7,079
Source	LCFF Funds/College Readiness	LCFF Funds/College Readiness	LCFF Funds
Budget Reference	Services & Other Operating Expenditures	Classified Salaries, Employee Benefits, Services & Other Operating Expenditures	Certificated Salaries, Employee Benefits, Services & Other Operating Expenditures

Action   1d

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	9th-12th

OR

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increase the College/Career Indicator, the District will provide career themed pathways (Linked Learning, CTE, Thematic) at high schools for implementation in 2017-18. Pathways will feature course sequences, programs of study, and updated/new course offerings, postsecondary opportunities, middle school exploration/exposure, and summer enrichment.	Increase the College/Career Indicator, the District will provide career themed pathways (Linked Learning, CTE, Thematic) at high schools for implementation in 2018-19. Pathways will feature course sequences, programs of study, and updated/new course offerings, postsecondary opportunities, middle/elementary school exploration/exposure, and summer enrichment.	Increase the College/Career Indicator, the District will provide pathways at all high schools for implementation in 2019-20. Pathways will feature course sequences, programs of study, and updated/new course offerings, postsecondary opportunities, middle/elementary school exploration/exposure, and summer enrichment.
The District will provide professional development to support pathway design, implementation, instructional practices, and student outcomes. -CTE 11 Elements -Pathway Implementation -Linked Learning -Contracts -Teacher Hourly Rate	The District will provide professional development to support pathway design, implementation, instructional practices, and student outcomes. -CTE 11 Elements -Pathway Implementation -Linked Learning -Contracts -Teacher Hourly Rate	The District will provide professional development to support pathway design, implementation, instructional practices, and student outcomes. -CTE 11 Elements -Pathway Implementation -Project Based Learning -Contracts -Teacher Hourly Rate

-Substitutes	-Substitutes	-Substitutes

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,250,281	$4,258,332	$3,857,737
Source	LCFF Funds, CTE Incentive Grant, Perkins Grant	LCFF Funds, CTE Incentive Grant, Perkins Grant	LCFF Funds, CTE Incentive Grant, Perkins Grant
Budget Reference	Certificated Salaries, Classified Salaries, Employee Benefits, Books and Supplies, Services/ Operating Expenditures, Capital Outlay, Indirect Cost	Certificated Salaries, Classified Salaries, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay, Indirect Cost	Certificated Salaries, Classified Salaries, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay, Indirect Cost

Action   1e

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will administer the ELPAC on an annual basis to all designated English Learners. ELPAC training will place an emphasis on providing opportunities for students to use academic language and practice language functions throughout their instructional day. ELPAC results will be used, along with other determined criteria included in EL Placement Guides by grade span, to place English Learners in a program appropriate to their academic and language proficiency needs. The amount noted here is to cover the cost of test labels and extra duty for teachers to be trained in and administer the ELPAC.	The District will administer the ELPAC on an annual basis to all designated English Learners. ELPAC training will place an emphasis on providing opportunities for students to use academic language and practice language functions throughout their instructional day. ELPAC results will be used, along with other determined criteria included in EL Placement Guides by grade span, to place English Learners in a program appropriate to their academic and language proficiency needs. The amount noted here is to cover the cost of test labels and extra duty for teachers to be trained in and administer the ELPAC.	The District will administer the ELPAC on an annual basis to all designated English Learners. ELPAC training will place an emphasis on providing opportunities for students to use academic language and practice language functions throughout their instructional day. ELPAC results will be used, along with other determined criteria included in EL Placement Guides by grade span, to place English Learners in a program appropriate to their academic and language proficiency needs. The amount noted here is to cover the cost of test labels and extra duty for teachers to be trained in and administer the ELPAC.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$97,000	$158,049	$145,381
Source	LCFF Funds	LCFF Funds	LCFF Funds
Budget Reference	Certificated Salaries, Classified Salaries, Employee Benefits, Books and Supplies	Certificated Salaries, Classified Salaries, Employee Benefits, Books and Supplies	Certificated Salaries, Classified Salaries, Employee Benefits, Books and Supplies

Action   1f

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	8th-12th

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	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.	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.
Based on the universal testing on the PSAT 8/9, PSAT/NMSQT and SAT School Day, the District will utilize the AP Potential reports to identify additional students that should be provided with the rigor of an Advanced Placement course.	Based on the universal testing on the PSAT 8/9, PSAT/NMSQT and SAT School Day, the District will utilize the AP Potential reports to identify additional students that should be provided with the rigor of an Advanced Placement course.	Based on the universal testing on the PSAT 8/9, PSAT/NMSQT and SAT School Day, the District will utilize the AP Potential reports to identify additional students that should be provided with the rigor of an Advanced Placement course.
The District will pay the AP testing fees for all eligible students.	The District will pay the AP testing fees for all eligible students.	The District will pay the AP testing fees for all eligible students.
The District will provide the opportunity for secondary AP teachers to attend training offered through the College Board.	The District will provide the opportunity for secondary AP teachers to attend training offered through the College Board.	The District will provide the opportunity for secondary AP teachers to attend training offered through the College Board.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$195,000	$215,000	$215,000
Source	LCFF Funds	LCFF Funds	LCFF Funds

Budget Reference	Services & Other Operating Expenditures	Services & Other Operating Expenditures	Services & Other Operating Expenditures

Action 1g

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students to be Served	Location(s)
All	12th

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will provide the necessary support for each high school to offer the ERWC class for identified students.	The District will participate in a ERWC grant at two of our high schools for the 2018-2021 school years. Teachers will be trained on new 11th and 12th grade modules. All High schools will be provided the necessary support for each high school to offer the ERWC class for identified students.	The District will participate in a ERWC grant at two of our high schools (Eisenhower and Carter) for the 2018-2021 school years. Teachers will be trained on new 11th and 12th grade modules. All high schools will be provided the necessary support for each high school to offer the ERWC class for identified students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Cost included in 2a	Cost included in 2a	Cost included in 2a
Source			
Budget Reference			

Action   1h

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	12th

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will provide the necessary support for each high school to offer the Mathematical	The District will provide the necessary support for each high school to offer the Mathematical	The District will provide the necessary support for each high school to offer the Mathematical Reasoning with Connections (MRWC) class for

Reasoning with Connections (MRWC) class for identified students.	Reasoning with Connections (MRWC) class for identified students.	identified students. Training will continue at Carter High School for a second round of training.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Cost included in 2a	Cost included in 2a	Cost included in 2a
Source			
Budget Reference			

Action   1i

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will purchase an adaptive diagnostic assessment program to be administered to students in all grade levels to provide a customized evaluation of each student and to track student growth over time. Estimated cost $260,000.	The District will purchase an adaptive diagnostic assessment program to be administered to students in all grade levels to provide a customized evaluation of each student and to track student growth over time.	The District will continue to implement an adaptive diagnostic assessment program to be administered to students in all grade levels to provide a customized evaluation of each student and to track student growth over time.
The District will provide training in the use of the results from the adaptive diagnostic assessment program. Estimated cost $40,000 vendor provided.	The District will provide training in the use of the results from the adaptive diagnostic assessment program.	The District will provide training after each diagnostic as well as for new staff members.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$300,000	$247,000	$0 (3 year license paid over 17-18 & 18-19)
Source	LCFF Funds, Educator Effectiveness Funds	LCFF Funds	
Budget Reference	Certificated Salaries, Employee Benefits, Services/Operating Expenditures	Certificated Salaries, Employee Benefits	

Action   1j

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will continue to provide a data warehouse program for the purpose of supporting teachers and administration with monitoring the academic progress of all students, with specific reports designated for English Learners, Low Income, Foster Youth and Special Education.	The District will continue to provide a data warehouse program for the purpose of supporting teachers and administration with monitoring the academic progress of all students, with specific reports designated for English Learners, Low Income, Foster Youth and Special Education.	The District will continue to provide a data warehouse program for the purpose of supporting teachers and administration with monitoring the academic progress of all students, with specific reports designated for English Learners, Low Income, Foster Youth and Special Education.
The District will continue to provide data disaggregation training utilizing the data warehouse to monitor academic growth measure related to the annual measurable outcomes.	The District will continue to provide data disaggregation training utilizing the data warehouse to monitor academic growth measure related to the annual measurable outcomes.	The District will continue to provide data disaggregation training utilizing the data warehouse to monitor academic growth measure related to the annual measurable outcomes.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$160,000	$180,000	$153,000
Source	Title I Funds	Title I Funds	Title I Funds
Budget Reference	Services & Operating Expenditures	Services & Operating Expenditures	Services & Operating Expenditures

Action   1k

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: **Location(s):**

(Select from All, Students with Disabilities, or Specific Student Groups)   (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students with Disabilities	All Schools

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will continue to provide Goalbook to assist educators working with special education students to vary their level of support.	The District will continue to provide Goalbook to assist educators working with special education students to vary their level of support.	The District will continue to provide Goalbook to assist educators working with special education students to vary their level of support.
The District will provide one day of Goalbook training for 40 teachers.	The District will provide one day of Goalbook training for 40 teachers.	The District will provide ongoing of Goalbook training for teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$71,551	$70,000	$90,000
Source	LCFF Fund Contribution to Special Education	LCFF Fund	LCFF Fund
Budget Reference	Certificated Salaries & Benefits, Services & Other Operating Expenditures	Services & Other Operating Expenditures	Services & Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 2

Conditions for Learning:

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.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 – Basic Needs, 2 – Implementation of State Standards, 7 –Course Access

Local Priorities:

Identified Need:

Based on the expected annual measurable outcomes from Goal 1, the District is not meeting the academic needs of all students. The District continues to identify specific students not meeting grade level   expectations and students who are not on track to graduate. Our District recognizes that a systematic Response to Intervention system needs to be implemented with continuity across all K-12 schools for implementation of state standards and course access. While the District has completed aligning instructional materials to the new academic standards in both ELA and Mathematics and provided training to all teachers in those content areas, additional actions are needed to align the materials and training to the academic standards in other content areas. The District is also in process with developing the Career Pathways at the high school level

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2a: The District will meet the requirements of the Williams Annual	2015-16	Maintain an annual status of Met for the Williams Annual Inspection related to Teacher	Maintain an annual status of Met for the Williams Annual Inspection related to Teacher	Maintain an annual status of Met for the Williams Annual Inspection related to Teacher

Inspection related to Teacher Assignment	Met	Assignment and ensure that 100% of the instructional staff are fully credentialed and highly qualified	Assignment and ensure that 100% of the instructional staff are fully credentialed and highly qualified	Assignment and ensure that 100% of the instructional staff are fully credentialed and highly qualified
2b: The District will meet the requirements of the Williams Annual Inspection related to Materials	2015-16 Met	Maintain an annual status of Met for the Williams Annual Inspection related to Materials and ensure that all students, in all schools, are provided a ratio of 1:1 textbooks and instructional materials in all core subject areas	Maintain an annual status of Met for the Williams Annual Inspection related to Materials and ensure that all students, in all schools, are provided a ratio of 1:1 textbooks and instructional materials in all core subject areas	Maintain an annual status of Met for the Williams Annual Inspection related to Materials and ensure that all students, in all schools, are provided a ratio of 1:1 textbooks and instructional materials in all core subject areas
2c: The District will meet the Implementation of State Academic Standards as measured by Priority 2 – Option 2 Reflection Tool	The District will complete the Priority 2 - Option 2 Reflection Tool in the first 30 days of the 2017-18 school year to establish a baseline.	Maintain an annual status of Met for the Implementation of State Academic Standards which rates the District's progress in aligning materials to the state standards and providing professional growth	Maintain an annual status of Met for the Implementation of State Academic Standards which rates the District's progress in aligning materials to the state standards and providing professional growth	Maintain an annual status of Met for the Implementation of State Academic Standards which rates the District's progress in aligning materials to the state standards and providing professional growth
2c: The District's progress in aligning instructional materials to the academic standards	The District has completed the alignment for the following content areas: Mathematics - 2015/16 ELA/ELD - 2016/17	The District will conduct a pilot for History/Social Science	The District will adopt a new textbook for History/Social Science	The District will rebind and replace current textbooks; TK Wonders (ELA) curriculum.
2c: The District's progress in providing professional learning for teaching to the academic standards utilizing aligned instructional materials	The District provided professional training to all teachers in the following content areas: Mathematics - 2015/16 ELA/ELD - 2016/17	The District will provide professional training to all teachers in the following content areas: Science	The District will provide professional training to all teacher in the following content areas: History/Social Science	The District will provide professional training to all teacher in the following content areas: Mathematics and ELA/ELD
2c: The District's progress in implementing the academic standards in other content areas (CTE, Health, PE, VAPA and World Language)	CTE: Partially implemented Health: Fully Implemented PE: Fully Implemented VAPA: Fully Implemented World Language: Fully Implemented	The District will continue to update the CTE courses to support the implementation of career pathways.	The District will continue to update the CTE courses to support the implementation of career pathways.	The District will continue to update the CTE courses to support the implementation of career pathways.

Programs for Unduplicated Students: English Learners	Dual Language Immersion Program: 4 elementary schools Kindergarten was implemented in 2016/17	4 elementary schools Kindergarten and Grade 1 will be implemented	4 elementary schools Kindergarten and Grade 1 and 2 will be implemented	4 elementary schools Kindergarten and Grade 1, 2 and 3 will be implemented
Programs for Unduplicated Students: Socioeconomically Disadvantaged	The District is currently 84% SED. Targeted students will be identified at each grade level through Intervention Strategists. A baseline for identified students will be determined.	Annual growth targets will be developed for this group of identified students in the fall of 2017	Annual growth targets will be developed for this group of identified students in the fall of 2017	Annual growth targets will be developed for this group of identified students in the fall of 2017
Programs for Unduplicated Students: Foster Youth	High School Counselor assigned to Foster Youth and McKinney Vento students.	100% of foster youth and McKinney Vento students at the high school level will be assigned to a specific counselor.	100% of foster youth and McKinney Vento students at the high school level will be assigned to a specific counselor.	100% of foster youth and McKinney Vento students at the high school level will be assigned to a specific counselor.
Programs for Exceptional Students: Special Education	The District will purchase a supplementary curriculum for Special Education students	Annual growth targets will be developed for the group of students provided with the supplementary curriculum in the fall of 2017	Annual growth targets will be developed for the group of students provided with the supplementary curriculum in the fall of 2017	Annual growth targets will be developed for the group of students provided with the supplementary curriculum in the fall of 2017

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   2a

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	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.	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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$129,264,481	$133,796,437	$134,685,531
Source	LCFF Funds, Title I, Title II, CTE Incentive Grant, Special Ed- IDEA, Local Grant, Special Ed- IDEA Preschool Local Grant, State Special Education Fund, Calif State Preschool Program (CSPP)	LCFF Funds, Special Ed- IDEA, Local Grant, Special Ed- IDEA Preschool Local Grant, State Special Education Fund	LCFF Funds, Special Ed- IDEA, Local Grant, Special Ed- IDEA Preschool Local Grant, State Special Education Fund
Budget Reference	Certificated Salaries and Benefits	Certificated Salaries and Employee Benefits	Certificated Salaries and Employee Benefits

Action   2b

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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 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 History/Social Science.	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 World Languages and TK ELA/Wonders Curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$940,000	$7,256,364	$1,041,770
Source	Restricted Lottery Funds	LCFF Funds, Restricted Lottery Funds	LCFF Funds, Restricted Lottery Funds
Budget Reference	Books and Supplies, Services and Operating Expenditures	Books and Supplies, Services and Other Operating Expenditures	Books and Supplies, Services and Other Operating Expenditures

Action 2c

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will develop and administer a survey to all teachers to be able to accurately determine the following areas related to the Implementation of State Standards Self Reflection Tool: 1. The District's progress in providing professional learning for teaching to the academic standards 2. The District's progress in aligning instructional materials to the academic standards 3. The District's progress in implementing	The District will develop and administer a survey to all teachers to be able to accurately determine the following areas related to the Implementation of State Standards Self Reflection Tool: 1. The District's progress in providing professional learning for teaching to the academic standards 2. The District's progress in aligning instructional materials to the academic standards 3. The District's progress in implementing	The District will develop and administer a survey to all teachers to be able to accurately determine the following areas related to the Implementation of State Standards Self Reflection Tool: 1. The District's progress in providing professional learning for teaching to the academic standards 2. The District's progress in aligning instructional materials to the academic standards 3. The District's progress in implementing

policies or programs to support staff in identifying areas of improvement related to the academic standards 4. The District's progress in implementing the academic standards in other content areas (CTE, Health, PE, VAPA and World Language) 5. The District's progress in identifying professional learning needs of groups and individuals	policies or programs to support staff in identifying areas of improvement related to the academic standards 4. The District's progress in implementing the academic standards in other content areas (CTE, Health, PE, VAPA and World Language) 5. The District's progress in identifying professional learning needs of groups and individuals	policies or programs to support staff in identifying areas of improvement related to the academic standards 4. The District's progress in implementing the academic standards in other content areas (CTE, Health, PE, VAPA and World Language) 5. The District's progress in identifying professional learning needs of groups and individuals
The District will continue to develop and refine grade level (K-12) pacing guides in ELA, Math, Science (NGSS) and Social Studies to align to the CCSS.		
The district will continue to update/create CTE courses, curriculum, and textbooks for current pathways.	The district will continue to update/create CTE courses, curriculum, and textbooks for current pathways.	The district will continue to update/create CTE courses, curriculum, and textbooks for current pathways.
The District will survey the implementation of health curriculum K-8. The District will remove Health as a graduation requirement beginning with the incoming 9th graders for 2017-2018. The State mandated CA Healthy Kids Act content will be delivered through the PE course for Grade 9.	The District will survey the implementation of health curriculum K-8. The District will remove Health as a graduation requirement beginning with the incoming 9th graders for 2017-2018. The State mandated CA Healthy Kids Act content will be delivered through the PE course for Grade 9.	The District will survey the implementation of health curriculum K-8. The District will remove Health as a graduation requirement beginning with the incoming 9th graders for 2017-2018. The State mandated CA Healthy Kids Act content will be delivered through the PE course for Grade 9. Materials and training for special education staff at Middle and High School grades will be purchased.
The District will continue to implement SPARKS curriculum and instruction K-5. The District will continue to implement Physical Education Standards based on CA Blueprint K-12	The District will continue to implement SPARKS curriculum and instruction K-5. The District will continue to implement Physical Education Standards based on CA Blueprint K-12.	The District will continue to implement SPARKS curriculum and instruction K-5. The District will continue to implement Physical Education Standards based on CA Blueprint K-12.
The District will continue to provide an Elementary VAPA team and to provide standard aligned instruction of all 1-5 students and Music Specialists to participating 4 & 5th grade instrumental students. Standards aligned professional development will be provided to all middle and high school music teachers.	The District will continue to provide an Elementary VAPA team and to provide standard aligned instruction of all 1-5 students and Music Specialists to participating 4 & 5th grade instrumental students. Standards aligned professional development will be provided to all middle and high school music teachers.	The District will continue to provide an Elementary VAPA team to provide standards aligned instruction to all 1-5 student. Music Specialists will provide instrumental instruction to 4th and 5th grade students. Standards aligned professional development will be provided to all middle and high school music teachers

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Cost included in 1d, 2u & 2v		
Source			
Budget Reference			

Action   2d

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will develop and communicate a consistent process and timeline for the collaborative development of master schedules within the district	The District will develop and communicate a consistent process and timeline for the collaborative development of master schedules within the district	The District will develop and communicate a consistent process and timeline for the collaborative development of master schedules within the district

that ensure all students are provided with a broad course of study.	that ensure all students are provided with a broad course of study.	that ensure all students are provided with a broad course of study.
The District will provide master schedule training to all secondary administrators and counselors through a consultant. Budget NTE prior year LCAP expense.	The District will provide master schedule training to all secondary administrators and counselors.	The District will provide master schedule training to all secondary administrators and counselors.
The District will ensure all students, including English Learners, LTELS, Redesignated FEP, Special Needs, Low Income, and Foster Youth have access to and will be enrolled in a broad and challenging course of study that includes all subject areas and CTE Pathways through an equitable master schedule at all grade levels.	The District will ensure all students, including English Learners, LTELS, Redesignated FEP, Special Needs, Low Income, and Foster Youth have access to and will be enrolled in a broad and challenging course of study that includes all subject areas and CTE Pathways through an equitable master schedule at all grade levels.	The District will ensure all students, including English Learners, LTELS, Redesignated FEP, Special Needs, Low Income, Foster Youth, and African American students will have access to and will be enrolled in a broad and challenging course of study that includes all subject areas and CTE Pathways through an equitable master schedule at all grade levels.
Each high school counselor will ensure that all 9th and 10th grade students have a 4 year plan as developed in the Student Information System (SIS) and be trained in on writing personal/graduation plans.	Each high school counselor will ensure that all 9th and 10th grade students have a 4 year plan as developed in the Student Information System (SIS) and be trained in on writing personal/graduation plans.	Each high school counselor will ensure that all 9th and 10th grade students have a 4 year plan as developed in the Student Information System (SIS) and be trained in on writing personal/graduation plans. On a monthly basis, each counselor from the high schools meet and collaborate with district facilitation.
Each high school counselor will review each student's' 4 year plan at the end of each semester.	Each high school counselor will review each student's' 4 year plan at the end of each semester..	Each high school counselor will review each student's' 4 year plan at the end of each semester.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$25,000	$5,000	$5,000
Source	Title II Funds	LCFF Funds	LCFF Funds
Budget Reference	Services/ Operating Expenditures	Services & Other Operating Expenditures	Services & Other Operating Expenditures

Action   2e

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:		Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)		(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]		[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will provide the following programs for unduplicated students: • English Learners: Dual Language Immersion Program - **See action item 2m** • Socioeconomically Disadvantaged: Intervention strategists at all grade levels - **See action item 2p** • Foster Youth: All Foster Youth are assigned to a PBIS counselor at the high school level - **See action item 3h**	The District will provide the following programs for unduplicated students: • English Learners: Dual Language Immersion Program - See action item 2m • Socioeconomically Disadvantaged: Intervention strategists at all grade levels - See action item 2p • Foster Youth: All Foster Youth are assigned to a PBIS counselor at the high school level - See action item 3h	The District will provide the following programs for unduplicated students: • English Learners: Dual Language Immersion Program - See action item 2m • Socioeconomically Disadvantaged: Intervention strategists at all grade levels - See action item 2p • Foster Youth: All Foster Youth are assigned to a PBIS counselor at the high school level - See action item 3h

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	See action items 2m, 2p, 3h	See action items 2m, 2p, 3h	See action items 2m, 2p, 3h
Source			
Budget Reference			

Action 2f

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students with Disabilities	All Schools

OR

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will purchase the Unique program as a curriculum for the special education students in moderate/severe programs. Unique will include curriculum and training for mod/severe teachers.	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.	The district will maintain the Unique curriculum for the Special education students in moderate/severe classrooms.

The District will provide subs for 50 teachers to be released for training for 1 day.		
The District will provide the WonderWorks program aligned with the current District ELA/ELD adoption for intervention for RSP, and SDC students in order to increase their achievement and allow them to access the General Ed curriculum. (Wonderworks materials- $ 127,000 plus training)	The District will provide the WonderWorks program aligned with the current District ELA/ELD adoption for intervention for RSP, and SDC students in order to increase their achievement and allow them to access the General Ed curriculum. Purchase new consumables and ongoing training.	The District will provide the WonderWorks and Language Live! programs that are aligned with the current District ELA/ELD adoption for intervention for RSP, and SDC students in order to increase their achievement and allow them to access the General Ed curriculum. Purchase new consumables and ongoing trainings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$68,314 (Cost of materials included in 2b)	$28,000 (Cost of materials included in 2b)	$40,000 (Cost of materials included in 2b)
Source	LCFF Funds contribution to Special Education and Educator Effectiveness Funds	LCFF Funds contribution to Special Education	LCFF Funds contribution to Special Education
Budget Reference	Certificated Salaries and Benefits, Books and Materials	Books and Materials	Books and Materials

Action   2g

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will provide training and implementation support for elementary teachers in grade K-5 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	The District will provide training and implementation support for elementary teachers in grade K-5 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	The District will provide training and implementation support for elementary teachers in grade K-5 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
SIOP Secondary - The District will provide training for a fourth cohort and a refresher series for teachers in cohorts 1 - 3 of content teachers at the secondary level in SIOP, a research-based and validated instruction model that has proven effective in addressing the academic needs of English Learners and of R-FEPs in need of remediation. SIOP Elementary - The District will continue to SIOP train elementary 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.	SIOP Secondary - The District will provide training for a fourth cohort and a refresher series for teachers in cohorts 1 - 3 of content teachers at the secondary level in SIOP, a research-based and validated instruction model that has proven effective in addressing the academic needs of English Learners and of R-FEPs in need of remediation. SIOP Elementary - The District will continue to SIOP train elementary 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.	SIOP Secondary - The District will provide training for a fourth cohort and a refresher series for teachers in cohorts 1 - 3 of content teachers at the secondary level in SIOP, a research-based and validated instruction model that has proven effective in addressing the academic needs of English Learners and of R-FEPs in need of remediation. SIOP Elementary - The District will continue to SIOP train elementary 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.
The District will maintain 63 bilingual instructional assistants to support the primary language needs of	The District will maintain 63 bilingual instructional assistants to support the primary language needs of the growing number of	The District will maintain 63 bilingual instructional assistants to support the

the growing number of English Learners at the beginning levels of English proficiency.	English Learners at the beginning levels of English proficiency.	primary language needs through classroom support of the growing number of English Learners at the beginning levels of English proficiency.
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.	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.	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 • EL Programs will coordinate collaboration time for teachers to align support classes for English Learners with core classes at the secondary level using strategies appropriate for English Learners.	Collaboration amongst teachers of English Learners • EL Programs will coordinate collaboration time for teachers to align support classes for English Learners with core classes at the secondary level using strategies appropriate for English Learners.	Collaboration amongst teachers of English Learners • EL Programs will coordinate collaboration time for teachers to align support classes for English Learners with core classes at the secondary level using strategies appropriate for English Learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,013,885	$1,316,131	$1,464,094
Source	LCFF funds, Title III Funds, Educator Effectiveness Funds	LCFF funds, Title III Funds	LCFF funds, Title III Funds
Budget Reference	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures

Action   2h

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: **Location(s):**

(Select from All, Students with Disabilities, or Specific Student Groups)   (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will contract with a consultant from Innovate Ed to support 13 schools (elementary, middle, and high) with school improvement initiatives to improve academic success and student engagement. Support for sites in the areas of extra duty and substitute costs will also be provided by the district.	The District will contract with a consultant from Innovate Ed to support 13 schools (elementary, middle, and high) with school improvement initiatives to improve academic success and student engagement. Additional teachers will be added to leadership teams to increase capacity. Support for sites in the areas of extra duty and substitute costs will also be provided by the district.	The District will contract with a consultant from Innovate Ed to support 20 schools (elementary, middle, and high) with school improvement initiatives to improve academic success and student engagement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$19,500	$213,000	$502,986
Source	Title I Funds	LCFF Funds	LCFF Funds
Budget Reference	Services & Other Operating Expenditures	Services & Other Operating Expenditures	Services & Other Operating Expenditures

Action 2i

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students to be Served	Location(s)
All	All Schools

OR

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All Rialto USD schools will provide timely systematic interventions for at-risk students not meeting grading level expectations in ELA.. This will include the use of intuitive and adaptive technologies.	As part of the MTSS-RtI-UDL plan, All Rialto USD schools will provide timely systematic interventions for at-risk students not meeting grading level expectations in ELA and Math. This will include the use of intuitive and adaptive technologies.	As part of the RTI (Response to Intervention) plan, All Rialto USD schools will provide timely systematic interventions for at-risk students not meeting grading level expectations in ELA and Math. This will include the use of intuitive and adaptive technologies. In addition, a new SST form was created in 2018-19 and will continue to be implanted in 2019-20.
APEX will be implemented at the high schools for Credit Recovery in grades 9-12 and APEX tutorials for at-risk students in the middle schools. Extra-duty for High School APEX coordinators.	As part of the MTSS plan, APEX will be implemented at the high schools for Credit Recovery in grades 9-12. Extra-duty for High School APEX coordinators.	As part of RTI plan, APEX will be implemented at the high schools for Credit Recovery in grades 9-12. Extra-duty for High School APEX coordinators.
The APEX High School Coordinators and middle	The APEX High School Coordinators and teachers	The APEX High School Coordinators and middle

school APEX teachers will be trained on APEX implementation and updates, and in implementation of an APEX common credit recovery model across all high schools, and a common APEX tutorial model across the middle schools during the school day and after school.	will be trained on APEX implementation and updates, and in implementation of an APEX common credit recovery model across the high schools during the school day and after school.	school APEX teachers will be trained on APEX implementation and updates during the school day and after school.
The District-Literacy RtI Team will meet to evaluate and update the Pre-K-12 Literacy RtI Plan and MTSS pyramid.	As part of the MTSS plan, The District-Literacy RtI Team will meet to evaluate and update the Pre-K-12 Literacy MTSS-RtI-UDL Plan and MTSS pyramid.	As part of the RTI plan, the district created a placement for language arts and will be implemented in math. Teachers and related staff will be trained and monitored on the implementation of these placemats.
Teachers and administrators will be trained in the District Literacy/RtI Plan tiered systems of support and instructional strategies for Pre-K-12 implementation.	Teachers and administrators will be trained in the MTSS-RtI-UDL tiered systems of support and instructional strategies for Pre-K-12 implementation.	Teachers and administrators will be trained in the MTSS//RtI/UDL tiered systems of support and instructional strategies for Pre-K-12 implementation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$522,279 in addition to cost included in 2b and 2p	$578,997 in addition to cost included in 2b and 2p	$85,000 in addition to cost included in 2b and 2p
Source	LCFF Funds, Educator Effectiveness Funds, Title II Funds, Title I Funds	LCFF Funds, Title I Funds	LCFF Funds, Title I Funds
Budget Reference	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures	Services & Other Operating Expenditures

Action   2j

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will ensure literacy for K-12 students through exemplary programs and professional development by site request on the following topics (Individual schools would be responsible for extra duty and substitute costs):	The District will ensure literacy and math competency for K-12 students through exemplary programs and professional development by site request on the following topics (Individual schools will be responsible for extra duty and substitute costs):	The District will ensure literacy for K-12 students through exemplary programs and professional development by site request on the following example topics: (not exhaustive)
SIPPS (TK-6)	SIPPS (TK-6)	(Individual schools will be responsible for extra duty and substitute costs):
Raising A Reader (TK & 1st)	Raising A Reader (TK & 1st)	SIPPS (TK-6)
Footsteps2Brilliance (Preschool, TK-3rd)	Footsteps2Brilliance (Preschool, TK-3rd)	Raising A Reader (TK & 1st)
History/Social Studies-Classroom libraries (Middle and High School)	Elementary, MIddle, High School evidence based writing	Footsteps2Brilliance (Preschool, TK-3rd)
Literary & District/Literacy RtII Plan (Pre-12th)	ERWC	ERWC
Writing Across the Content Areas	Guided Reading	Guided Reading
Elementary-McGraw Hill Wonders	Elementary-McGraw Hill Wonders	Elementary-McGraw Hill Wonders
Middle School-Houghton Mifflin Harcourt Collections	Middle School-Houghton Mifflin Harcourt Collections	Middle School-Houghton Mifflin Harcourt Collections
High School-McGraw Hill Study Sync	High School-McGraw Hill Study Sync	High School-McGraw Hill Study Sync
	NGSS Science	NGSS Science
	History Social Studies	History Social Studies
	GATE	GATE
	Integrated ELD	Integrated ELD
		Special Education

	Special Education	iReady
	Technology	Instructional Coaching Training
	The district will provide professional learning opportunities for Mathematics teachers.	The district will provide professional learning opportunities for Mathematics teachers, including membership for SVMI (West Ed - Silicon Valley Math Initiative and/or Content Focused Math Coaching)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$564,000	$330,000 in addition to cost included in 2b	$325,000 in addition to cost included in 2b
Source	Title I Funds, Restricted Lottery Funds	Title I Funds, Restricted Lottery Funds	Title I Funds
Budget Reference	Books and Supplies , Services & Other Operating Expenditures	Books and Supplies , Services & Other Operating Expenditures	Services & Other Operating Expenditures

Action   2k

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will develop a curriculum for one elective class in 6th grade at each middle school to have a STEM curriculum that will strategically serve students who "nearly met the standards' on the SBAC assessment in Mathematics in grade 5.	The District will evaluate and restructure the STEM program at middle school.	The District will evaluate the STEM elective in 7th grade. .
The District will provide professional development to those teachers in grade 6 on the STEM curriculum.	The District will expand the STEM program at sixth grade and train new teachers.	The District will expand the STEM exploratory program at sixth grade and train new teachers.
The District will develop a STEM rotation elective in 7th grade for all middle schools that will be implemented in the 2018-2019 school year.	The District will implement the STEM rotation elective at middle school for 7th grade.	The District will train more 7th grade teachers in the STEM program.
The District will develop a curriculum for four elementary schools to implement a STEM curriculum K-5 at for one teacher per grade level.	The District will evaluate the STEM program at the elementary schools and restructure	The District will expand the elementary STEM program to four more elementary schools.
The District will provide professional development for teachers from those pilot schools on the newly developed STEM curriculum.	The District will offer after school trainings for the teachers who did not get trained initially at 4 pilot schools. The District will take on four new cohort schools that want to implement STEM in 2018-2019.	The District will provide professional development to the new elementary schools on STEM.
The District will work with IHE's and teachers to design the 2nd course for their computer science sequence.	The District will develop third course with IHE's on Computer Science Pathway at the high schools.	The District will evaluate and refine the Computer Science Pathway or the Integrated Computer Technology Pathway at each high school
A District Math RtI Team of K-12 teachers and district personnel will be formed to develop a Pyramid of Interventions for Pre-K-12 Math and will meet during the school day and after school to develop the plan.	A District Math MTSS-RTI-UDL Team of K-12 teachers and district personnel will be formed to develop a Pyramid of Interventions for Pre-K-12 Math and will meet during the school day and after school to develop a framework and plan.	The District will train teachers and administrators in the District Literacy/Math MTSS-RtI-UDL updates and strategies during the school day and after school.
The District will work with science, math, MESA and PLTW middle and high school teachers to develop "STEM ROAD SHOW" stations that can be manned	The District will enhance the STEM Road SHOW station. The District will continue to support STEM nights.	. The District will work on a grant for STEM at K-8 schools. The District will continue to support STEM nights.

by middle and high school students at the elementary and middle schools so that more students and parents develop awareness about STEM at school sponsored STEM Nights.		
The District will provide field trips for each 5th and 8th grade student to an IHE to learn more about STEM courses.	The District will continue with field trips to community colleges (elementary) and colleges (middle school).	The District will continue with field trips to learn more about STEM and CTE Pathways for elementary and middle school students. (RISE and Career Cruising).
The District will pay 4 teachers at the High School Level and 5 teachers at the Middle School level to be science lead teachers on the implementation of NGSS.	The District will pay 4 teachers at the High School Level and 5 teachers at the Middle School level to be science lead teachers on the implementation of NGSS.	The District will pay 4 teachers at the High School Level and 5 teachers at the Middle School level to be science lead teachers on the implementation of NGSS.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$651,076	$698,054	$745,278
Source	LCFF Funds, Title I Funds, Title II Funds, Educator Effectiveness Funds, College Readiness Funds	LCFF Funds, Title I Funds, College Readiness Funds	LCFF Funds, Title I Funds,
Budget Reference	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures, Other Outgo	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures, Other Outgo	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures

Action   2I

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Students

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**

(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will provide the following options for credit recovery at the high school level. • Each high school PBIS/at risk counselor will enroll students that are 10 or more credits behind at each grade level into APEX. • The District will offer summer school through APEX and traditional setting for students that are 10 or more credits behind.	As part of the MTSS-RtI-UDL plan,The District will provide the following options for credit recovery at the high school level. • Each high school counselor will enroll students on their caseload who are 10 or more credits behind at each grade level into APEX. • The District will offer summer school through APEX and traditional setting for students that are 10 or more credits behind.	As part of the MTSS-RtI-UDL plan, The District will provide the following options for credit recovery at the high school level. • Each high school counselor will enroll students on their caseload who are 10 or more credits behind at each grade level into APEX. • The District will offer summer school through APEX and traditional setting for students that are 10 or more credits behind.
The District will provide the following options for Intervention: • Middle School APEX Tutorials • Summer School Intervention for incoming 9th graders needing support in ELA and Math (70 students)	The District will provide the following options for Intervention: • Summer School Intervention for incoming 9th graders needing support in ELA and Math (70 students) • Summer School Intervention for incoming 7th and 8th graders needing support in ELA and Math	The District will provide the following options for Intervention: • Summer School Intervention for incoming 9th graders needing support in ELA and Math • Summer School Intervention for incoming 6th, 7th and 8th graders needing support in ELA and Math
• Summer School Intervention for incoming 7th and 8th graders needing support in ELA and Math - Site Title I funds	The District will provide the following Extended Learning Opportunities for Enrichment and Extended School Year: • Summer School Math Enrichment for Math 8 Honors students with high achievement (70 students) • Extended School Year (ESY) Pre-K through Grade 12 per IEP • Dual Enrollment & Concurrent Enrollment	The District will provide the following Extended Learning Opportunities for Enrichment and Extended School Year: • Summer School Math Enrichment for Math 8 Honors students with high achievement • Extended School Year (ESY) Pre-K through Grade 12 per IEP • Dual Enrollment & Concurrent Enrollment

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$643,603	$500,365	$786,772
Source	LCFF Funds, Title I Funds, Mental Health Funds, Special Education Funds	LCFF Funds, Title I Funds, Mental Health Funds, Special Education Funds	LCFF Funds,Mental Health Funds, Special Education Funds
Budget Reference	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures

Action   2m

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	Schoolwide	Boyd, Kelley, Morris, Garcia, Jehue and Rialto High School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 92,Actions/Services	2019-20 Actions/Services
The District will continue to implement Dual Language Immersion at 4 elementary, 1 middle and 1 high school. (Boyd, Kelley, Morris, Garcia, Jehue and Rialto High School). A pathway to biliteracy will continue through the implementation of the Dual Language Immersion program at four elementary schools. - The District will provide training to teachers in the Dual Language Immersion Program. (Title III) - Administrators, teachers and BIA's will collaborate (Title III) The Dual Language Immersion Program will be implemented at 1st Grade. Core instructional materials will be purchased through LCFF funding. Supplemental classroom and instructional materials will be purchased through Title III funding.	The District will continue to implement Dual Language Immersion at 4 elementary, 1 middle and 1 high school. (Boyd, Kelley, Morris, Garcia, Jehue and Rialto High School). A pathway to biliteracy will continue through the implementation of the Dual Language Immersion program at four elementary schools. - The District will provide training to teachers in the Dual Language Immersion Program. (Title III) - Administrators, teachers and BIA's will collaborate (Title III) The Dual Language Immersion Program will be implemented at 2nd Grade. Core instructional materials will be purchased through LCFF funding. Supplemental classroom and instructional materials will be purchased through Title III funding. The District will explore possibilities of expanding the program in the future to other schools. African American students will be proactively recruited for the DLI programs; research has proven African American students achieve at high levels in DLI programs.	The District will continue to implement Dual Language Immersion at 4 elementary, 1 middle and 1 high school. (Boyd, Kelley, Morris, Garcia, Jehue and Rialto High School). Additional strand will be at Kelley Elementary. A pathway to biliteracy will continue through the implementation of the Dual Language Immersion program at four elementary schools. - The District will provide training to teachers in the Dual Language Immersion Program. (Title III) - Administrators, teachers and BIA's will collaborate (Title III) The Dual Language Immersion Program will be implemented at 3rd Grade. Core instructional materials will be purchased through LCFF funding. Supplemental classroom and instructional materials will be purchased through Title III funding. The District will review data and fiscal resources to determine expansion of DLI programs to other sites. Ongoing assessment of recruitment efforts will be monitored.
English Learner Programs will hire a temporary full-time clerk from November to May to perform clerical duties related to increased EL programs such as the Dual Immersion, ELA/ELD adoption training, professional development for teachers, materials acquisition, data disaggregation, parent involvement, paraprofessional training, intervention programs for ELs, curriculum development and other English Learner related duties. (LCFF and Title III)	English Learner Programs will hire a temporary full-time clerk from November to May to perform clerical duties related to increased EL programs such as the Dual Immersion, ELA/ELD adoption training, professional development for teachers, materials acquisition, data disaggregation, parent involvement, paraprofessional training, intervention programs for ELs, curriculum development and other English Learner related duties. (LCFF and Title III)	English Learner Programs will maintain a full-time clerk to perform clerical duties related to increased EL programs such as the Dual Immersion, ELA/ELD adoption training, professional development for teachers, materials acquisition, data disaggregation, parent involvement, paraprofessional training, intervention programs for ELs, curriculum development and other English Learner related duties. (LCFF and Title III)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	$142,044 cost of additional core textbooks in 2b	$169,414 cost of additional core textbooks in 2b	$163,365 cost of additional core textbooks in 2b
Source	LCFF Funds, Title III Funds	LCFF Funds, Title III Funds	LCFF Funds, Title III Funds
Budget Reference	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies

Action   2n

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students to be Served	Location(s)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will provide for 6 preschool teachers and classified staff, including instructional materials and supplies with a STEM pathways and Literacy focus, to ensure access to preschool for socio-economically disadvantaged students to enter TK and	The District will provide for 6 preschool teachers and classified staff, including instructional materials and supplies with a STEM pathways and Literacy focus, to ensure access to preschool for socio-economically disadvantaged students to enter TK and	The District will provide for 6 preschool teachers and classified staff, including instructional materials and supplies with a STEM pathways and Literacy focus, to ensure access to preschool for socio-economically disadvantaged students to enter TK

Kindergarten better prepared to access Common Core Academic State Standards.	Kindergarten better prepared to access Common Core Academic State Standards.	and Kindergarten better prepared to access Common Core Academic State Standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,209,204	$1,122,047	$1,105,461
Source	LCFF Funds	LCFF Funds	LCFF Funds
Budget Reference	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures, and Other Outgo	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures, and Other Outgo	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures, and Other Outgo

Action   2o

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

	Location(s):
	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Students

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will provide a centralized lead team of Instructional Strategists at the District level to consist of: one ELA lead, one Math lead; one ELD lead,Science Lead and one Technology lead.	The District will provide a centralized lead team of Instructional Strategists at the District level to consist of: one ELA lead, one Math lead; one ELD lead,Science Lead and one Technology lead.	The District will provide a centralized lead team of Instructional Strategists at the District level to consist of: one ELA lead, two Math leads; one ELD lead, one Science Lead and one Technology lead.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$468,189	$536,692	$689,350
Source	Title I Funds, Title II Funds, Title III Funds	LCFF Funds, Title I Funds, Title II Funds, Title III Funds	LCFF Funds, Title I Funds, Title II Funds, Title III Funds
Budget Reference	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures

Action   2p

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Students

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will maintain 21 elementary site based Instructional Support Teachers (IST) to support the elementary schools (1 for each of the 19 elementary schools, and an additional IST for Werner elementary school) who will model effective instructional strategies through professional development for all classroom teachers and provide intervention for students in academic need.	The District will maintain 25 elementary site based Instructional Support Teachers/ Teacher on Special Assignments to support the elementary schools (1 for each of the 19 elementary schools, and 2 for the largest elementary school) who will model effective instructional strategies through professional development for all classroom teachers and provide intervention for students in academic need.	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, and 2 for two of the largest elementary school) who will model effective instructional strategies through professional development for all classroom teachers and provide intervention for students in academic need.
The district will hire 19 Secondary Intervention Strategists to provide intervention services, including "wrap around" services to targeted students. Services will include tracking student progress and recommending resources to ensure students' academic success.	The district will hire 19 Secondary Intervention Strategists to provide intervention services, including "wrap around" services to targeted students. Services will include tracking student progress and recommending resources to ensure students' academic success	The district will hire 19 Secondary Intervention Strategists Services will include instructional support to include (but not limited) to in class modeling and training. The Emerging Linguistic Specialists to provide intervention services, including "wrap around" services to targeted students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,756,349	$5,914,594	$5,841,874
Source	LCFF Funds, Title I Funds, Title II Funds	LCFF Funds, Title I Funds, Title II Funds	LCFF Funds, Title I Funds, Title II Funds
Budget Reference	Certificated Salaries & Employee Benefits	Certificated Salaries & Employee Benefits	Certificated Salaries & Employee Benefits

Action   2q

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: **Location(s):**

(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Students

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The Rialto Unified School District will continue providing its Induction Program through which new teachers can clear their teaching credentials. The Induction program will continue to provide support for Participating Teachers through Induction Mentors (Support Providers). The Induction Program will provide Professional Development and growth opportunities to: - All Induction Teachers based on Program Standards, Individual Learning Plans (ILPs) and California Standards for the Teaching Profession - All Induction Mentors (Support Providers) in Mentoring New Teachers through ILPs and reflection; current instructional strategies	The Rialto Unified School District continues to provide its Induction Program for new teachers to clear their General Education and Education Specialist teaching credentials. In accordance to Induction Standards, the Rialto Induction Program will: - Provide mentoring support to Participating Teachers through Induction Mentors. - Provide job embedded professional development to Participating Teachers - Provide professional development options provided by the Induction Program and district departments that meets the teachers' professional growth needs. - Ongoing professional development to Induction Mentors - Provide substitute coverage for Induction teachers to participate in peer observations of master teacher classrooms	The Rialto Unified School District continues to provide its Induction Program for new teachers to clear their General Education and Education Specialist teaching credentials. Rialto Induction will increase its staff by two mentors to accommodate the number of new teachers hired for the 2019-20 school year. In accordance to Induction Standards, the Rialto Induction Program will: - Provide mentoring support to Participating Teachers through Induction Mentors. - Provide job embedded professional development to Participating Teachers - Provide professional development options provided by the Induction Program and district departments that meets the teachers' professional growth needs. - Ongoing professional development to Induction Mentors

The Induction Program will continue to provide substitute coverage for participating Induction teachers to observe classrooms and/or participate in lesson studies.	or participate in professional development based on their ILP. The Rialto USD Induction Program will partner with English Learner Programs to provide professional development in EL Shadowing to Year 2 Induction Participating Teachers. The Induction Program will focus on instructional strategies and equitable classroom practices to support African American students, Foster Youth, Students with Special Needs, English Learners and other underserved student groups.	● Provide substitute coverage for Induction teachers to participate in peer observations of master teacher classrooms or participate in professional development based on their ILP. The Rialto USD Induction Program will partner with English Learner Programs to provide professional development in Student Shadowing to Year 2 Induction Participating Teachers. The Induction Program will focus on instructional strategies and equitable classroom practices to support African American students, Foster Youth, Students with Special Needs, English Learners and other underserved student groups.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$571,781	$835,880	$1,088,359
Source	LCFF Funds, Educator Effectiveness Funds	LCFF Funds	LCFF Funds, Title II Funds
Budget Reference	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures

Action   2r

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will implement the Peer Assistance Program (PAR) according to the guidelines outlined in the certificated collective bargaining agreement.	The District will begin implementing the Peer Assistance Program (PAR) according to the guidelines outlined in the certificated collective bargaining agreement. The PAR Program will: ● Provide seven (7) part-time PAR Consulting Teachers, who can each support up to two permanent teachers. ● Provide a governing PAR Joint Panel of 4 certificated teachers, selected by REA, and 3 administrators, selected by the superintendent's designee. ● Provide additional PAR Consulting Teachers to the program, as needed. ● Provide the PAR Consulting Teachers and PAR Joint Panel with ongoing professional development to enable them to effectively support teachers.	The District will begin implementing the Peer Assistance Program (PAR) according to the guidelines outlined in the certificated collective bargaining agreement. The PAR Program will: ● Provide seven (7) part-time PAR Consulting Teachers, who can each support up to two permanent teachers. ● Provide a governing PAR Joint Panel of 4 certificated teachers, selected by REA, and 3 administrators, selected by the superintendent's designee. ● Provide additional PAR Consulting Teachers to the program, as needed. ● Provide the PAR Consulting Teachers and PAR Joint Panel with ongoing professional development to enable them to effectively support teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$125,116	$124,392	$65,934
Source	LCFF Funds	LCFF Funds	LCFF Funds

Budget Reference	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures	Certificated Salaries, Employee Benefits

Action   2s

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

The District will provide Professional Development support to individual schools as they implement their Strategic Plans. Areas identified for Professional Development will be developed with input from individual schools and may include:

- Academic standards training
- Curriculum embedded professional development
- GATE strategies
- Technology Training
- Administrator Discipline/Records/Attendance training
- Special Education Training
- Professional development identified through other action items

The District will continue to provide My Learning Plan to monitor professional development opportunities, lesson studies and staff training.

The District will provide Professional Development support to individual schools as they implement their Strategic Plans. Areas identified for Professional Development will be developed with input from individual schools and may include:

- Academic standards training
- Curriculum embedded professional development
- GATE strategies
- Technology Training
- Administrator Discipline/Records/Attendance training
- Special Education Training

Professional development identified through other action items

The District will continue to provide My Learning Plan to monitor professional development opportunities, lesson studies and staff training.

The District will provide Professional Development support to individual schools as they implement their Strategic Plans. Areas identified for Professional Development will be developed with input from individual schools and may include:

- Academic standards training
- Curriculum embedded professional development
- GATE strategies
- Technology Training
- Administrator Discipline/Records/Attendance training
- Special Education Training

Professional development identified through other action items

The District will continue to provide My Learning Plan to monitor professional development opportunities, lesson studies and staff training.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$49,476	$750,368	$814,509
Source	Educator Effectiveness Funds	LCFF Funds, Title I Funds, Title II Funds, Special Education Funds, Mental Health Funds	LCFF Funds, Title I Funds, Title II Funds
Budget Reference	Services/ Operating Expenditures	Certificated Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures

Action   2t

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will provide K-12 support and training with expert consultants in the areas of literacy and interventions; math, science and CTE Pathways.	The District will provide K-12 support and training with expert consultants in the areas of literacy across the content areas and interventions; literacy, math, science and CTE Pathways.	The District will provide K-12 support and training with expert consultants in the areas of literacy across the content areas and interventions; literacy, math, science and CTE Pathways.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$403,319	$85,200	$297,000
Source	LCFF Funds, Title I Funds, Title II, Funds, Title III, Funds, Educator Effectiveness Funds	LCFF Funds, Title I Funds,LEA Medical Funds, Special Education Funds	LCFF Funds, Title I Funds, Title II Funds, LEA Medical Funds
Budget Reference	Services/ Operating Expenditures	Services & Other Operating Expenditures	Services & Other Operating Expenditures

Action 2u

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

OR

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will maintain 5 Elementary Music Specialists and 10 Elementary VAPA teachers to provide instruction in Visual and Performing Arts. The District will provide necessary materials to support the Elementary Music and VAPA programs.	The District will maintain 5 Elementary Music Specialists and 10 Elementary VAPA teachers to provide instruction in Visual and Performing Arts. The District will provide necessary materials to support the Elementary Music and VAPA programs.	The District will maintain 5 Elementary Music Specialists and 11 Elementary VAPA teacher to provide instruction in Visual and Performing Arts. The District will provide necessary materials to support the Elementary Music and VAPA programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,945,955	$2,515,814	$2,388,889

Source	LCFF Funds	LCFF Funds	LCFF Funds
Budget Reference	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/Operating Expenditures	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures

Action   2v

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Students

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All Rialto USD secondary schools will provide at least one section of AVID for each grade level.	All Rialto USD secondary schools will provide at least one section of AVID for each grade level.	All Rialto USD secondary schools will provide at least one section of AVID for each grade level.

The District will employ a Teacher on Special Assignment (.5FTE) to support the AVID program. The other .5 FTE will be provided through GATE.	The District will employ a Teacher on Special Assignment (.5FTE) to support the AVID program. The other .5 FTE will be provided through GATE.	The District will employ a Teacher on Special Assignment (.5FTE) to support the AVID program. The other .5 FTE will be provided through GATE.
Rialto USD will provide up to 50 hours of extra duty pay for the AVID coordinator at each middle school and 70 hours for each high school.	The AVID coordinator at each middle school and high school will receive a stipend.	The AVID coordinator at each middle school and high school will receive a stipend.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$82,909	$146,214	$203,784
Source	LCFF Funds	LCFF Funds	LCFF Funds
Budget Reference	Certificated Salaries & Benefits	Certificated Salaries & Benefits	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures

Action   2w

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will continue to support the long-term strategic plan that addresses the professional development needs for Special Education staff (regular and the collaborating special education teachers and instructional aides). Presented to Board February 2016. Implementation expected to begin August 2017	The District will continue to support the long term strategic plan that addresses the professional development needs for Special Education staff (regular and the collaborating special education teachers and instructional aides). The District added 6 Autism Specialist, 6 Therapeutic Behavior Strategist, 6 Emotional Health Therapist and 2 Instructional Specialist in order to implement the academic and social emotional goals set in the strategic plan for students with special needs.	The District will continue to support the long term strategic plan that addresses the professional development needs for Special Education staff (regular and the collaborating special education teachers and instructional aides). The District added 6 Autism Specialist, 6 Therapeutic Behavior Strategist, 6 Emotional Health Therapist, 2 Instructional Specialist, 4 TOSA's, and 5 TBS (Therapeutic Behavior Specialists) in order to implement the academic and social emotional goals set in the strategic plan for students with special needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,000	$2,629,027	$3,761,425
Source	LCFF Funds	LCFF Funds, Mental Health Funds	LCFF Funds, Mental Health Funds
Budget Reference	Services & Operating Expenditures	Certificated Salaries, Classified Salaries, Employee Benefits	Certificated Salaries, Classified Salaries, Employee Benefits

Action   **2x**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	[Add Location(s) selection here]

OR

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will provide support to the Action plans within the District Strategic Plan.	The District will provide support to the Action plans within the District Strategic Plan.	The District will provide support to the Action plans within the District Strategic Plan.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$234,907	$160,000	$283,650
Source	LCFF Funds	LCFF Funds	LCFF Funds
Budget Reference	Certificated Salaries, Classified Salaries, Benefits, Services/ Operating Expenditures	Certificated Salaries, Classified Salaries, Benefits, Services/ Operating Expenditures	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Engagement:

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3 – Parental Involvement, 5 – Student Engagement, 6 – School Climate

Local Priorities:

Identified Need:

Based on the expected annual measurable outcomes, the District recognizes the need to improve school and District climates to create welcoming learning environments and opportunities that are engaging, well maintained and student centered.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3a: The District will maintain an attendance rate of at least 96%	2016-17 TBD	Maintain an annual attendance rate of at least 96%	Maintain an annual attendance rate of at least 96%	Maintain an annual attendance rate of at least 96%

3a: The District will decrease the Chronic Absenteeism Rate as reported by the California School Dashboard	2016-17 TBD California School Dashboard is still pending	Decrease the Chronic Absenteeism Rate by at least 1%	Decrease the Chronic Absenteeism Rate by at least 1%	Decrease the Chronic Absenteeism Rate by at least 1%
3b: The District will decrease the Middle School Dropout Rate as reported through the LCFF State Priorities Snapshot	2016-17 TBD	Maintain the Middle School Dropout Rate to under 0.5%	Maintain the Middle School Dropout Rate to under 0.5%	Maintain the Middle School Dropout Rate to under 0.5%
3b: The District will decrease the High School Dropout Rate as reported through the Cohort Data Report through DataQuest	2015-16 (most current) 7.3% Decrease 3.4% 147 Students	Decrease the High School Dropout Rate by at least 1%	Decrease the High School Dropout Rate by at least 1%	Decrease the High School Dropout Rate by at least 1%
3c: The District will increase the Graduation Rate as reported by the California School Dashboard	2015-16 (Fall 2017 Dashboard) 90.2% Increased by 3.1% Student Group(s) in Red: Foster Youth Student Group(s) in Orange: Homeless, Students with Disabilities	Increase by at least 1% to a total of 91.2% to maintain Green level.	Increase by at least 1% to a total of 92.2% to maintain Green level.	Increase by at least 1% to a total of 93.2% to move up to the next Green level.
3d: The District will decrease the Suspension Rate as reported by the California School Dashboard	2016-17 6.3% Increased by 0.8% Orange Group(s) in Red: Pacific Islander, Two or More Races	Decrease by at least 1.3% to a total of 5% to move to Green level.	Decrease by at least 1% to a total of 4% to maintain Green level.	Decrease by at least 1% to a total of 3% to maintain Green level.

| | Group(s) in Orange:

English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Asian, Hispanic, White | | | |
|---|---|---|---|---|
| 3d: The District will maintain the Expulsion Rate as reported by DataQuest | 2016-17

0.01% | Maintain the Expulsion Rate to under 0.5% | Maintain the Expulsion Rate to under 0.5% | Maintain the Expulsion Rate to under 0.5% |
| 3e: The District will increase parent input as measured by the Priority 3 Option 2 Self Reflection Tool | 2017-18

Met | The District will report a status of Met through the California School Dashboard | The District will report a status of Met through the California School Dashboard | The District will report a status of Met through the California School Dashboard |
| 3e: The District will increase the percentage of parents that report they feel welcome to participate at school as measured by the California School Parent Survey | 2016-2017 (Most Current)

Elementary: 93% of parents Agree or Strongly Agree

Middle: 87% of parents Agree or Strongly Agree

High: 88% of parents Agree or Strongly Agree | Increase by at least 2%

Elementary: 95%

Middle: 89%

High 90% | Increase by at least 2%

Elementary: 97%

Middle: 91%

High 92% | Increase by at least 2%

Elementary: 99%

Middle: 93%

High 94% |
| 3e: The District will increase the percentage of parents that report their school actively seeks the input of parents as measured by the California School Parent Survey | 2016-2017 (Most Current)

Elementary: 81% of parents Agree or Strongly Agree

Middle: 75% of parents Agree or Strongly Agree

High: 76% of parents Agree or Strongly Agree | Increase by at least 2%

Elementary: 83%

Middle: 77%

High 78% | Increase by at least 2%

Elementary: 85%

Middle: 79%

High 80% | Increase by at least 2%

Elementary: 87%

Middle: 81%

High 82% |
| 3f: The District will increase the percentage of students that report they feel safe at school as measured by the California Healthy Kids Survey | 2016-2017 (Most Current)

Elementary: 81% of respondents report feeling safe at school most or all of the time.

Middle: 59% of respondents report feeling safe or very safe | Increase by at least 2%

Elementary: 83%

Middle: 61%

High 46% | Increase by at least 2%

Elementary: 85%

Middle: 63%

High 48% | Increase by at least 2%

Elementary: 87%

Middle: 65%

High 50% |

	at school. High: 44% of respondents report feeling safe or very safe at school.			
3f: The District will increase the percentage of staff that report school is a safe place for students as measured by the California School Staff Survey	2016-2017 (Most Current) Elementary: 95% of respondents Agree or Strongly Agree that school is a safe place for students. Middle: 84% of respondents Agree or Strongly Agree that school is a safe place for students High: 91% of respondents Agree or Strongly Agree that school is a safe place for students.	Increase by at least 2% Elementary: 97% Middle: 86% High 93%	Increase by at least 2% Elementary: 99% Middle: 88% High 95%	Increase by at least 1% Elementary: 100% Middle: 90% High 97%
3f: The District will increase the percentage of staff that report school is a safe place for staff as measured by the California School Staff Survey	2016-2017 (Most Current) Elementary: 93% of respondents Agree or Strongly Agree that school is a safe place for staff. Middle: 85% of respondents Agree or Strongly Agree that school is a safe place for staff. High: 91% of respondents Agree or Strongly Agree that school is a safe place for staff.	Increase by at least 2% Elementary: 95% Middle: 87% High 93%	Increase by at least 2% Elementary: 97% Middle: 89% High 95%	Increase by at least 2% Elementary: 99% Middle: 91% High 97%
3f: The District will increase the percentage of parents that report school is a safe place for students as measured by the California School Parent Survey	2016-2017 (Most Current) Elementary: 95% of respondents Agree or Strongly Agree Middle: 92% of respondents Agree or Strongly Agree High: 93% of respondents	Increase by at least 2% Elementary: 97% Middle: 94% High 95%	Increase by at least 2% Elementary: 99% Middle: 96% High 97%	Increase by at least 1% Elementary: 100% Middle: 98% High 99%

	Agree or Strongly Agree		
3g: The District will meet the requirements of the Williams Annual Inspection related to Facilities	2016-17 Met	Maintain an annual status of Met for the Williams Annual Inspection related to Facilities	Maintain an annual status of Met for the Williams Annual Inspection related to Facilities	Maintain an annual status of Met for the Williams Annual Inspection related to Facilities

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   3a

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students to be Served	Location(s)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will maintain direct support to decrease	The District will maintain direct support to decrease	The District will maintain direct support to decrease

the number of students with chronic absenteeism through a District nurse.	the number of students with chronic absenteeism through a District nurse	the number of students with chronic absenteeism through a District nurse.
The District will maintain a District centralized home visitation team including a District Probation Officer, a District McKinney Vento/Foster Youth Liaison.	The District will maintain a District centralized home visitation team including a District Probation Officer, a District McKinney Vento/Foster Youth Liaison.	The District will maintain a District centralized home visitation team including a District Probation Officer, a District McKinney Vento/Foster Youth Liaison.
The District will provide attendance intervention through Student Truancy Reduction and Intervention Team (STRAIT).	The District will provide attendance intervention through Student Truancy Reduction and Intervention Team (STRAIT).	The District will provide attendance intervention through Student Truancy Reduction and Intervention Team (STRAIT).
The District will provide an absenteeism recovery program that will monitor and reduce the number of student absences.	The District will provide an absenteeism recovery program that will monitor and reduce the number of student absences.	The District will provide an absenteeism recovery program that will monitor and reduce the number of student absences.
All schools will provide additional communication with parents through an automated communication system.	All schools will provide additional communication with parents through an automated communication system.	All schools will provide additional communication with parents through an automated communication system.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,719,271	$1,938,635	$1,668,814
Source	LCFF Funds, Title I	LCFF Funds, Title I	LCFF Funds, Title I
Budget Reference	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures

Action   3b

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	[Add Location(s) selection here]

OR

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	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.	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.
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 will be providing during regular work hours and do not have an additional expense	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 will be providing during regular work hours and do not have an additional expense.	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 will be providing during regular work hours and do not have an additional expense.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional cost	No additional cost	No additional cost
Source			
Budget Reference			

Action **3C**

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Beginning with the incoming 9th grade students, the District will remove the Health requirement as a separate course for graduation. The required health standards will be provided through a 9th grade Physical Education course.	Continuing with the incoming 9th grade students, the District will remove the Health requirement as a separate course for graduation. The required health standards will be provided through a 9th grade Physical Education course.	Continuing with the incoming 9th grade students, the District will remove the Health requirement as a separate course for graduation. The required health standards will be provided through a 9th grade Physical Education course.
Each high school counselor will ensure that all 9th grade students have a 4 year plan as developed in the Student Information System (SIS) and be trained on writing personal/graduation plans.	Each high school counselor will ensure that all 9th grade students have a 4 year plan as developed in the Student Information System (SIS) and be trained on writing personal/graduation plans.	Each high school counselor will continue to ensure that all 9th grade students have a 4 year plan as developed in the Student Information System (SIS) and be trained on writing personal/graduation plans.
Each counselor will review each student's 4 year plan at the end of each semester.	Each counselor will review each student's 4 year plan at the end of each semester and make updates as needed.	Each counselor will review each student's 4 year plan at the end of each semester and make updates as needed.

Each high school will hold 9th grade orientation and a minimum of one parent College and Career Night to inform parents and guardians of the requirements for graduation, college and career plans.	Each high school will hold 9th grade orientation and a minimum of one parent College and Career Night to inform parents and guardians of the requirements for graduation, college and career plans.	Each high school will hold 9th grade orientation and a minimum of one parent College and Career Night to inform parents and guardians of the requirements for graduation, college and career plans.
The District will research the process and cost of completing a transcript audit.	The District will perform an annual transcript analysis to ensure that students are on track for graduation and meeting a-g requirements.	The District will perform an annual transcript analysis to ensure that students are on track for graduation and meeting a-g requirements.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional cost	No additional cost	No additional cost
Source			
Budget Reference			

Action   3d

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will work with school administration to provide prevention/intervention and other means of correction (i.e. counseling, family supports, alternative placement, etc.) to reduce the expulsion rate.	As part of the MTSS plan, The District will work with school administration to provide prevention/intervention and other means of correction (i.e. counseling, family supports, alternative placement, etc.) to reduce the expulsion rate.	As part of the MTSS plan, The District will work with school administration to provide prevention/intervention and other means of correction (i.e. counseling, family supports, alternative placement, etc.) to reduce the expulsion rate.
The District will continue to retain School Resource Officers for a total of three (3); one at each comprehensive high school.	The District will continue to retain School Resource Officers for a total of three (3); one at each comprehensive high school.	The District will continue to retain School Resource Officers for a total of three (3); one at each comprehensive high school.
Through the District Safety and Security Department, the District will establish Security as hallway mentors.	Through the District Safety and Security Department, the District will establish Security as hallway mentors.	Through the District Safety and Security Department, the District will establish Security as hallway mentors.
The District will provide restraint training to identified staff members.	The District will provide restraint training to identified staff members.	The District will provide restraint training to identified staff members.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$167,500	$200,000	$225,000
Source	LCFF Funds	LCFF Funds	LCFF Funds
Budget Reference	Services & Other Operating Expenditures	Services & Other Operating Expenditures	Services & Other Operating Expenditures

Action   3e

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):	
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):	
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will provide a menu of parent classes and training on district and preschool - grade 12 programs and curriculum.	The District will provide parent classes and training on district and preschool - grade 12 programs and curriculum.	The District will provide parent classes and training on district and preschool - grade 12 programs and curriculum.
The District will maintain a committee of parents representing lower socioeconomic students, English learners and African American students and community stakeholders' representative of the District's population for the evaluation and development of the annual LCAP.	The District will maintain a committee of parents representing lower socioeconomic students, English learners and African American students and community stakeholders' representative of the District's population for the evaluation and development of the annual LCAP.	The District will maintain a committee of parents representing lower socioeconomic students, English learners and African American students and community stakeholders' representative of the District's population for the evaluation and development of the annual LCAP.
All schools and the District will ensure that they have full parent representation and participation on their schools' SSC and ELAC, and the Districts' DAC, DELAC and DAAPAC meetings throughout the year.	All schools and the District will ensure that they have full parent representation and participation on their schools' SSC and ELAC, and the Districts' DAC, DELAC and DAAPAC meetings throughout the year.	All schools and the District will ensure that they have full parent representation and participation on their schools' SSC and ELAC, and the Districts' DAC, DELAC and DAAPAC meetings throughout the year.

All schools will provide additional communication with parents through an automated communication system.	All schools will provide additional communication with parents through an automated communication system.	All schools will provide additional communication with parents through an automated communication system.
The District will maintain a District AAPAC (DAAPAC). The District will establish an African American Town Hall (Through the Community Partnerships and Parent Center).	The District will maintain a District African American Parent Advisory Council (DAAPAC). ● LCAP input will be sought at least twice per year at district DAAPAC parent meetings. ● DAAPAC parents will be provided learning opportunities, such as conferences, workshops and guest consultants. DAAPAC	The District will maintain a District AAPAC (DAAPAC). The District will establish an African American Town Hall (Through the Community Partnerships and Parent Center).
The District will continue to sponsor the Annual Parent Summit.	The District will continue to sponsor the Annual Parent Summit.	The District will continue to sponsor the Annual Parent Summit.
The District will improve services to parents and communication with parents by providing 4 additional interpreter/translators for a total of six.	The District will improve services to parents and communication with parents by continuing to provide 6 interpreters. One additional interpreter will be hired for a total of seven. The district will hire a clerk to be paid 50% out of LCFF to effectively schedule interpreter/translators for school site needs and document translation.	The District will improve services to parents and communication with parents by continuing to provide 6 interpreters. One additional interpreter will be hired for a total of seven. The district will hire a clerk to be paid 50% out of LCFF to effectively schedule interpreter/translators for school site needs and document translation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$430,993	$557,980	$1,316,342
Source	LCFF Fund Contribution to Special Education, Title I Funds	LCFF Fund, Title I Funds, Title III Funds, Restricted Lottery Funds, Special Education Funds	LCFF Fund, Title I Funds, Title III Funds, Restricted Lottery Funds, Special Education Funds
Budget Reference	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures

Action 3f

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	Preschool, TK-2nd

OR

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will continue to seek parent input through the following actions: Annual Title I Parent Survey Annual EL Parent Survey PBIS - TFI Survey Customer C.A.R.E. Survey California Healthy Kids Survey	The District will continue to seek parent input through the following actions: Annual Title I Parent Survey Annual EL Parent Survey PBIS - TFI Survey Customer C.A.R.E. Survey California Healthy Kids Survey	The District will continue to seek parent input through the following actions: Annual Title I Parent Survey Annual EL Parent Survey PBIS - TFI Survey Customer C.A.R.E. Survey California Healthy Kids Survey

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$11,000	$11,000	$11,000
Source	LCFF Funds	LCFF Funds	LCFF Funds
Budget Reference	Service & Other Operating Expenditures	Service & Other Operating Expenditures	Service & Other Operating Expenditures

Action 3g

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	6th-8th grade

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will continue to meet the Williams requirements with school facilities that are maintained in good repair.	The District will continue to meet the Williams requirements with school facilities that are maintained in good repair.	The District will continue to meet the Williams requirements with school facilities that are maintained in good repair.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$8,172,107	$9,750,000	$12,230,000
Source	LCCF Funds contribution to RMA Fund	LCCF Funds contribution to RMA Fund	LCCF Funds contribution to RMA Fund and RDA contribution to Fund 14
Budget Reference	Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures, Capital Outlay	Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures, Capital Outlay	Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures, Capital Outlay

Action   3h

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	9th-12th grade

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

The District will maintain 1 PBIS Coordinator to provide support and follow up in the implementation of PBIS at each cohort at school sites.	The District will maintain 1 PBIS Coordinator to provide support and follow up in the implementation of MTSS/PBIS at each cohort at school sites.	The District will maintain 1 PBIS Coordinator to provide support and follow up in the implementation of RTI/PBIS at each cohort at school sites.
The District will continue to implement Positive Behavior Interventions and Supports (PBIS) for cohort 1 and 2, and 3: Cohort 1 – Ongoing support provided by RUSD PBIS Coordinator Cohort 2 – Year 3 of SB County training contract Cohort 3 – Year 2 training provided by RUSD PBIS Coordinator Cohort 1 Schools: Bemis, Hughbanks, Kelley, Morgan, Myers, Preston, Jehue, Kolb, Kucera, RMS, CHS, EHS, and Milor Cohort 2 Schools: Boyd, Casey, Curtis, Garcia, Henry, Morris, Frisbie, RHS Cohort 3 Schools: Dollahan, Dunn, Fitzgerald, Kordyak, Simpson, Trapp, and Werner Elementary	The District will implement MTSS with the features of a systematic response to academic (UDL/RTI) and behavior/SEL (PBIS)Supports for cohort 1 and 2, and 3: Cohort 1 and 2– Ongoing support provided by RUSD PBIS Coordinator Cohort 3 – Year 3 training provided by RUSD PBIS Coordinator Cohort 1 Schools: Bemis, Hughbanks, Kelley, Morgan, Myers, Preston, Jehue, Kolb, Kucera, RMS, CHS, EHS, and Milor Cohort 2 Schools: Boyd, Casey, Curtis, Garcia, Henry, Morris, Frisbie, RHS Cohort 3 Schools: Dollahan, Dunn, Fitzgerald, Kordyak, Simpson, Trapp, and Werner Elementary	The District will implement MTSS with the features of a systematic response to academic (UDL/RTI) and behavior/SEL (PBIS)Supports for cohort 1 and 2, and 3:
The District will maintain 3 PBIS/At Risk High School Counselors to identify students that are credit deficient at each grade level and monitor attendance, grades, credits and meet the requirements of AB 1802 for students in grade 10.	The District will maintain 3 PBIS/At Risk 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, credits and meet the requirements of AB 1802 for students in grade 10.	The District will maintain 3 PBIS/At Risk 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, credits and meet the requirements of AB 1802 for students in grade 10.
The District will provide extra duty hours to PBIS team members in order to plan for training of site staff.	The District will provide extra duty hours to MTSS/PBIS team members in order to plan for training of site staff.	The District will provide extra duty hours to MTSS/PBIS team members in order to plan for training of site staff.

The District will provide training in discipline records and attendance with an emphasis on supporting student needs.	The District will provide training in discipline records and attendance with an emphasis on supporting student needs.	The District will provide training in discipline records and attendance with an emphasis on supporting student needs.
District will provide a stipend to a secondary counselor who has a Masters in Social Work to supervise university social worker interns. The District will establish an MOU with local universities to bring social work interns to support social emotional efforts. District will maintain 1 PBIS/Restorative Practices Counselor (COSA) to provide prevention/intervention counseling/social/emotional supports to RUSD students.	District will provide a stipend to a secondary counselor who has a Masters in Social Work to supervise university social worker interns. The District will establish an MOU with local universities to bring social work interns to support social emotional efforts. District will maintain 1 PBIS/Restorative Practices Counselor (COSA) to provide prevention/intervention counseling/social/emotional supports to RUSD students. The district will maintain a consultant contract to provide prevention/intervention for African American students who demonstrate a need for behavioral/social/emotional supports; including parent supports. At the onset of 2018-19, AA students suspended in 2017-18 school year will receive prevention supports.	District will provide a stipend to a secondary counselor who has a Masters in Social Work to supervise university social worker interns. The District will establish an MOU with local universities to bring social work interns to support social emotional efforts. District will maintain 1 PBIS/Restorative Practices Counselor (COSA) to provide prevention/intervention counseling/social/emotional supports to RUSD students. The district will maintain a consultant contract to provide prevention/intervention for African American students who demonstrate a need for behavioral/social/emotional supports; including parent supports.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$921,790	$964,257	$566,574
Source	LCFF Funds, Title I Funds, Medi-cal Funds	LCFF Funds, Title I Funds, Medi-cal Funds	LCFF Funds, Title I Funds, Medi-cal Funds
Budget Reference	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures, Capital Outlay	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay

Action   3i

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	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.	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.
The District will continue to have district sponsored events such as: Spelling Bee, Art Fair, Music Festival, Literacy Fair, Science Fair, STEM Bowl for elementary and middle schools, sponsor robotics competitions and provide student incentives for increasing literacy and math proficiency.	The District will support academic events that focus on instruction in the classroom.	The District will support academic events that focus on instruction in the classroom.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	$23,200	$25,000	$25,000
Source	LCFF Funds	LCFF Funds	LCFF Funds
Budget Reference	Services & Other Operating Expenditures	Services & Other Operating Expenditures	Services & Other Operating Expenditures

Action   **3j**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Foster Youth and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Over the course of four years, (year 1) the District will provide training to Administrators, TOSAs, counselors and classified staff on: Unconscious Bias	Over the course of four years, (year 1) the District will provide training to Administrators, TOSAs, counselors and classified staff on: Unconscious Bias	Over the course of four years, (year 1) the District will provide training to Administrators, TOSAs, counselors and classified staff on: Unconscious Bias

Social Justice	Social Justice	Social Justice
Kids and Trauma	Kids and Trauma	Kids and Trauma
School to Prison Pipeline	School to Prison Pipeline	School to Prison Pipeline
Cultural Relevance- with an emphasis on meeting the needs of African American students	Cultural Relevance-with an emphasis on meeting the needs of African American students	Cultural Relevance- with an emphasis on meeting the needs of African American students
	Including training materials, printing and refreshments.	Including training materials, printing and refreshments.
Including training materials, printing and refreshments.		
At high school level, a counselor on special assignment will be assigned specific, African American students and Foster Youth to target and monitor.	At high school level, a counselor on special assignment will be assigned specific, African American students and Foster Youth to target and monitor.	At high school level, a counselor on special assignment will be assigned specific, African American students and Foster Youth to target and monitor.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Included in 3h & 2o	Included in 3h & 2o	Included in 3h & 2o
Source			
Budget Reference			

Action 3j1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Foster Youth and/or Low Income	LEA Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Creation of the Rialto Equity Council: a stakeholder group made up of students, parents, teachers, administrators, board of education and community members Council will: ● Review and shape policy and procedures ● Build collective awareness and capacity in equity ● Recognize best equity practices Included are training materials, printing and refreshments.	Development and promotion of equity action teams to target a specific challenge in closing the achievement gap. Teams will - analyze data gaps of underserved student groups to determine what types of "bridges" are needed to close the identified gaps. Included are training materials, printing and refreshments.	Over the course of the third year, continued support and maintenance of Rialto Equity Council and equity action teams with support of "bridges" that are identified, trained and monitored for full implementation. Included are training materials, printing and refreshments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Included in 3h & 2o	Included in 3h & 2o	Included in 3h & 2o
Source			
Budget Reference			

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 71,477,386	34.42%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The following actions are principally directed to support the educational experience of students from low income households, foster youth, English learners, and other targeted subgroups. These services are all above the base program and are provided to all students; currently our combined numbers of these counts is at 88%. Therefore, many of these practices are implemented district-wide and with all students. Moreover, our school with the lowest rate of unduplicated counts is 69.1%. As these percentages demonstrate, the majority of Rialto Unified School District's pupils are identified as either low income, English Learner, or Foster Youth; and as these pupils are enrolled proportionately throughout the district, the district has determined that the most effective use of its LCFF supplemental and concentration grant funds would be to enhance educational services to these students in all of the four district's schools in a district-wide manner. As previously stated, all schools – and those students representing unduplicated counts – are served with district wide initiatives.

District-wide:

●   Increase student use of technology by providing technology support using the Common Core State Standards K -12 Technology Skills Scope and Sequence, Keyboarding and Digital Citizenship. The District will provide classroom devices and specialized staff to give each student the opportunity to apply skills to their lessons.

●   Instructional Assistants will be provided in the classroom to Socioeconomically Disadvantaged, English learner, and Foster Youth students to target needs supplement core first instruction in a small group or one-on-one setting.

●   In support of the district's English learners, the District will provide training and implementation support for elementary teachers in grade K-5 in EL Strategies and SIOP (Sheltered Instruction Observation Protocol). The District will maintain 63 bilingual instructional assistants to support the primary language needs of the growing number of English Learners at the beginning levels of English proficiency.

   Kindergarten teachers were the focus of training in specific components of SIOP.

Over 125 teachers were trained in EL Shadowing Protocol. Based on a review of data, focus during 2018-19 was with dually enrolled students, those identified as an English learner as well as for Special Education services.

● The District will provide 19 Elementary Instructional Support Teachers who will model effective instructional strategies through professional development for all classroom teachers and provide intervention for students in academic need.

Elementary Instructional Support Teachers collaborated on a monthly basis to collaborate on ideas of best practices for students not performing on grade level.

● The District will provide 19 Secondary Intervention Strategists to provide intervention services and monitoring targeted students' progress and recommending resources to ensure students' academic success for all students – including English learners, Foster Youth, and Socioeconomically Disadvantaged.

*Based on review of data and no significant increase in ELA and Math at the secondary schools, the model of delivery by these Strategists will change from an intervention model where approximately only 75 students were impacted per school year to a 100% coaching model for 2019-20.

● Instructional staff will be provided with professional development to ensure they remain highly qualified in order to best serve English learners, Foster Youth, and Socioeconomically Disadvantaged. Students. This professional development will include: New Teacher Induction Program, Peer Assistance and Review, Instructional Technology in the Classroom, Diagnostic Program Assessment and Analysis of Results, Lesson Design and Assessment with Evidence Based inquiry, Student Equity, supplemental content trainings in ELA, Math, Science and CTE.

* As documented in My Learning Plan data system, 4,120 hours of professional development was provided to approximately 1398 teachers on evidenced based strategies in the areas listed, above.

● Intervention program in support of English learners, Foster Youth, and Socioeconomically Disadvantaged will be offered for ELA and Math. These programs are designed to provide these students the opportunity to improve their academic skills and decrease performance gaps and deficits.

● Enrichment programs in Visual and Performing Arts, Music, Sports, and Academics are important in keeping Rialto students engaged in their education. These activities reinforce academic rigor, endurance, and develop other essential skills that supplement their education.

*After school middle school sports program served approximately 800 students to increase school engagement.

Over 600 4th and 5th grade students participated in the elementary music program, maintaining a GPA of 2.0 (or higher) to participate; to support all instrumental music programs, over 2,000 district owned instruments are cleaned and repaired.

During 2018-19, Elementary VAPA teachers serviced all of district 1st - 5th grade students with sixteen different lessons in the areas of art, music, and drama.

● A robust program of mental and physical health assistance has been implemented to ensure the District's addresses the whole student's needs. The District has invested in these program to eliminate any barrier to learning that a student may encounter as a result of their condition.

● Libraries are staffed with professionals to ensure Socioeconomically Disadvantaged students not only to have access to academic resources but to encourage a love for learning. Rialto school libraries support primary instruction with books, computers, research lessons, reading groups and many fun and educational activities that promote literacy.

● In order to create a positive, safe and engaging learning environment for students in the Rialto community, the District employs Safety & Security staff outside the school site to provide vigilance and support across all District campuses. A centralized home visitation team works closely with the Attendance Specialists/ Clerks to ensure our students are present and in class to maximize their learning. Furthermore, the Saturday Step Up attendance recovery program gives student the opportunity to restore lost instructional time due to an absence.

The District Attendance Liaison Aide conducted 142 Home Visits and 144 Attendance Intervention Meetings (AIM).

San Bernardino County Probation Officer mentors and monitors students from Intervention Referrals (IR) and Suspension Intervention Meetings (SIM). Three four-week sessions for STRAIT were completed. STRAIT is held during Step-Up Saturdays

● Parent engagement opportunities have been revisited to meet the needs of our low income community that may hold several jobs, speak limited English, or have limited positive interactions with the schools. Additional interpreters have been hired to facilitate communication with our parents with limited English skills. The District Registration Center was reinstated to ensure parents have access to all the pertinent information to matriculate their students in the correct programs to allow their students to thrive in school.

Over 200 hours of workshops for parents were provided through the district parent center (Curtis T. Winton Parent Institute) during the 2018-19 school year.

The centralized registration center has allowed approximately 4800 students/parents to engage with RUSD at one location to access supports such as: enrollment, homeless & foster resources, special education placement, health services needs, language assessment needs, transfer and school placement support.

- The English Learners department and assessment center provide vital support in identifying proper placement of English Language Learners and providing the proper program of instruction to ensure their academic success.

- The District provides Home to School transportation at no cost to qualifying students because it recognizes that in Rialto's low income communities there may be situations that make their commute to school unsafe. In addition, Home to School transportation ensures that students have a reliable mode to transportation to school and removes some of the logistical barrier that may cause a student from a less affluent are to be chronically absent.

- Increased funding has been provided to ensure all school sites' aesthetics provide student with safe, secure, healthy and comfortable classroom environment conducive to learning.

School Wide:
- The District will continue the Dual Language Immersion Program at 4 elementary schools (Boyd, Kelley, Morris, Garcia) to develop a pathway to the Seal of Biliteracy, honoring and supporting student's primary language and development of a second, with the hope to expand to other schools.

- The District will provide career themed pathways (Linked Learning, CTE, Thematic) at the high schools (Carter, Eisenhower, Rialto, and Milor) since many of our unduplicated students are socioeconomically disadvantaged. Each high school will provide a Career Center to give students access to career and college information to shape their education plan. In more affluent areas, students would have access at home or in the community to such avenues; therefore, to provide greater access and equity, they are offered in district at each of the high schools.

- The District will offer differentiated instruction to provide students of diverse interests the opportunity to explore Career Technical Education or College Readiness courses.

- An Early Education program gives students access to social, emotional, and academic skills that may not be easily accessible in the homes of English learners, Foster Youth, and Socioeconomically Disadvantaged student.
   * *During the 2018-19 school year, preschool students scored 96% school readiness on the Desired Results Developmental Profile (DRDP)*

- The high schools have lower class sizes in their remediation classroom in order to allow for targeted assistance required of English learners, Foster Youth, and Socioeconomically Disadvantaged students.

- Lower class sizes were implemented in the elementary schools to boost academic performance of English learners, Foster Youth, and Socioeconomically Disadvantaged students.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

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 supported 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.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a

description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

> **School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.
>
> **Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

> As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

> State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

> List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

> Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

> For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are 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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are 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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

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).

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 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. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services 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.

For school districts only, identify in the description those services 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 services 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 services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:
   A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
   B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
   C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
   A. The implementation of state board adopted academic content and performance standards for all students, which are:
      a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
      b. Mathematics – CCSS for Mathematics
      c. English Language Development (ELD)
      d. Career Technical Education
      e. Health Education Content Standards
      f. History-Social Science
      g. Model School Library Standards
      h. Physical Education Model Content Standards
      i. Next Generation Science Standards
      j. Visual and Performing Arts
      k. World Language; and
   B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
   A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
   B. How the school district will promote parental participation in programs for unduplicated pupils; and
   C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
   A. Statewide assessments;
   B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
   C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
   D. The English learner reclassification rate;
   E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
   F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

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

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

(b) "High school dropout rate" shall be calculated as follows:

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

(2) The total number of cohort members.

(3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code.* Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?