

LCFF Budget Overview for Parents

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

CDS Code: 36-67850

School Year: 2021-22

LEA contact information:

Carol Mehochko

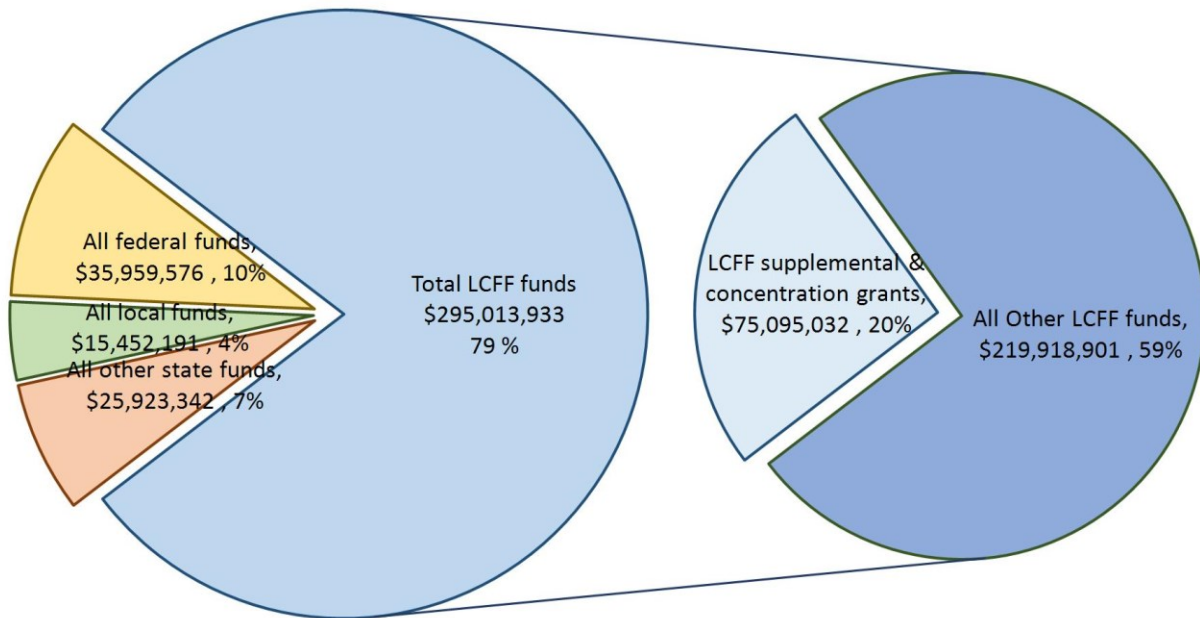
Academic Agent: Special Programs

(909) 879-6000 x2215

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

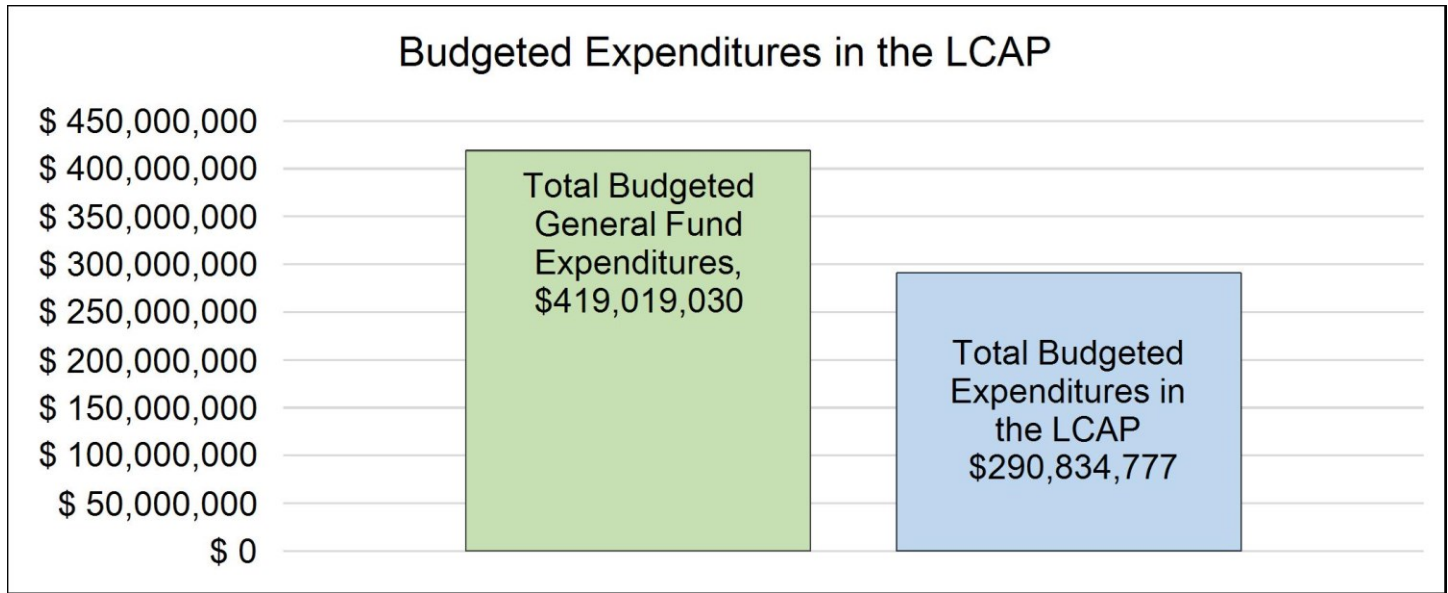


This chart shows the total general purpose revenue Rialto Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Rialto Unified School District is \$372,349,042, of which \$295,013,933 is Local Control Funding Formula (LCFF), \$25,923,342 is other state funds, \$15,452,191 is local funds, and \$35,959,576 is federal funds. Of the \$295,013,933 in LCFF Funds, \$75,095,032 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

Rialto Unified School District plans to spend \$419,019,030 for the 2021-22 school year. Of that amount, \$290,834,777 is tied to actions/services in the LCAP and \$128,184,253 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Instruction Support Services, Instructional Aide Support, Special Education Support Services, Counseling, After School Program, Library & Media Services, School Administration, Instructional Supervision, Attendance & Pupil Support, Health Services, Transportation, Operational Support Services, Safety & Security, Grounds/ Maintenance, Utilities and Debt Payments, Capital Improvement & Deferred Maintenance

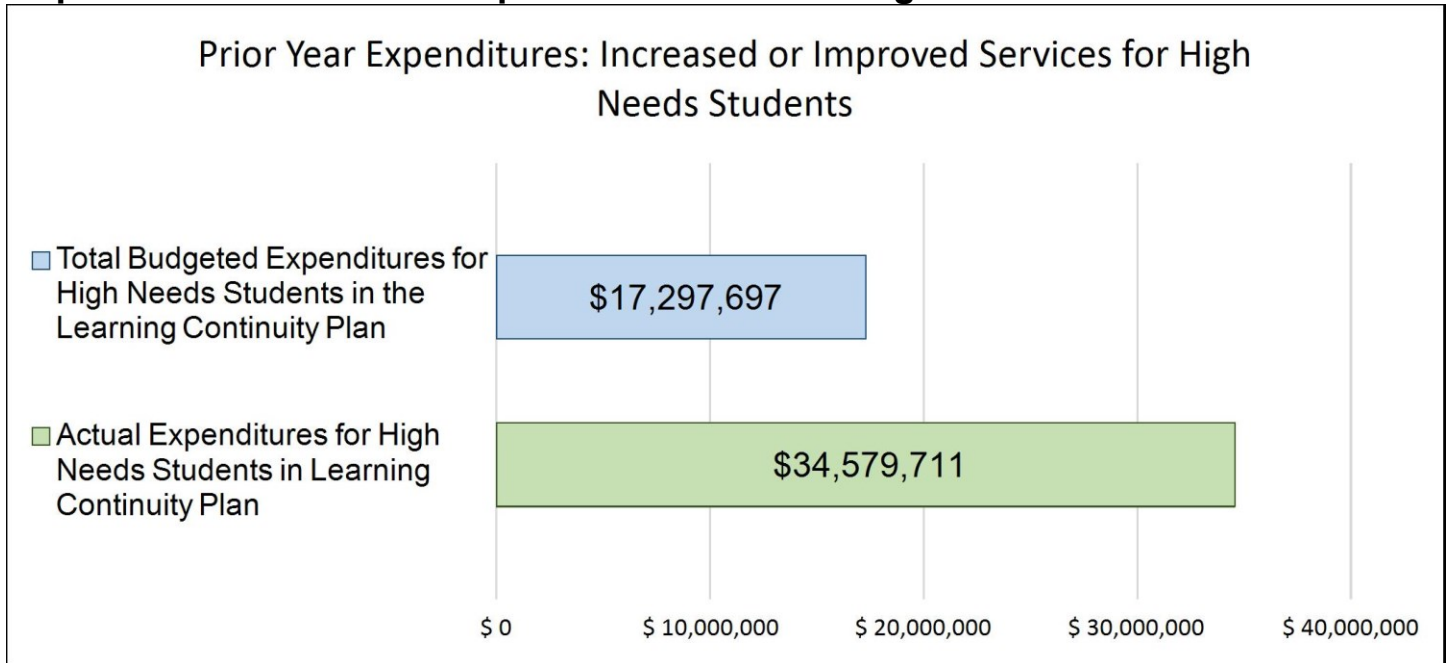
Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Rialto Unified School District is projecting it will receive \$75,095,032 based on the enrollment of foster youth, English learner, and low-income students. Rialto Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Rialto Unified School District plans to spend \$80,154,508 towards meeting this requirement, as described in the LCAP.

In the 2021-22 the school district has received a significant amount of one time federal and state funding to address the acceleration of learning as a result of the COVID pandemic. Other supports identified for high needs students are being funded by the one-time federal and state funds. Funds will be assigned to continue LCAP actions once the one-time federal and state funding is expended.

LCFF Budget Overview for Parents

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



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

In 2020-21, Rialto Unified School District's Learning Continuity Plan budgeted \$17,297,697 for planned actions to increase or improve services for high needs students. Rialto Unified School District actually spent \$34,579,711 for actions to increase or improve services for high needs students in 2020-21.



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

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

LEA Name	Contact Name and Title	Email and Phone
Rialto Unified School District	Carol Mehochko Academic Agent: Special Programs	cmehochk@rialtousd.org (909) 879-6000 x2215

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

Goal 1

Unchanged Goal

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 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</p> <p>19-20 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.</p> <p>Baseline 2015-16 Yellow</p> <ul style="list-style-type: none"> • 48.8 points from Level 3 <p>Students Group in Red: Students with Disabilities Student Group in Orange: Filipino</p>	<p>For the 2019 California School Dashboard, Rialto USD increased 6.5 points from Level 3. The District is now -37.4 points below Level 3.</p>
<p>Metric/Indicator 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</p> <p>19-20</p>	<p>For the 2019 California School Dashboard, Rialto USD increased 5.5 points from Level 3. The District is now -78 points below Level 3.</p>

Expected	Actual
<p>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.</p> <p>Baseline 2015-16 Yellow</p> <ul style="list-style-type: none"> 79.9 points from Level 3 <p>Student Group(s) in Red: Students with Disabilities African American</p> <p>Student Group(s) in Orange: Filipino</p>	
<p>Metric/Indicator 1c: Increase the percentage of students meeting A-G requirements as reported by DataQuest</p> <p>19-20 Increase the percent of students meeting A-G by at least 5%</p> <p>Baseline 2014-15 34.6% Decreased 1.6%</p>	<p>For the 2019-2020 school year, 48% of students met A-G. This was an increase of 1.9%.</p>
<p>Metric/Indicator 1d: Fall of 2017: Increase the overall performance of students meeting the College/Career Indicator as reported by the California School Dashboard</p> <p>19-20 Increase all students being Prepared for College by 5% as measured by the CCI.</p> <p>Baseline 2014-15 Yellow</p>	<p>The release of the 2019 California School Dashboard reflected 37.5% of Rialto USD students are Prepared. This was an increase of 5.7%.</p>

Expected	Actual
66.4%	
<p>Metric/Indicator 1e: Increase the percentage of students meeting the English Learner Progress Indicator as reported by the California School Dashboard</p> <p>19-20 Increase by at least 1.5% to a total of 70.9% to remain in the Green level.</p> <p>Baseline 2014-15 Yellow 66.4% Increased 5.7%</p>	For the 2019-2020 school year, the Redesignation Rate was 7.2% as reported through DataQuest.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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 CitizenThe 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.ship.</p>	<p>\$17,252,314</p> <p>LCFF Funds</p> <p>Classified Salaries, Employee Benefits, Books & Supplies, Services & Other Operating Expenditures, Capital Outlay</p>	<p>\$714,398</p> <p>LCFF - Supplemental/Concentration</p> <p>2000-2999: Classified Personnel Salaries</p> <p>\$607,210</p> <p>LCFF - Supplemental/Concentration</p> <p>3000-3999: Employee Benefits</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		<p>\$620,168</p> <p>LCFF - Supplemental/Concentration</p> <p>4000-4999: Books And Supplies \$8,757,895</p> <p>LCFF - Supplemental/Concentration</p> <p>5000-5999: Services And Other Operating Expenditures \$1,659,809</p> <p>LCFF - Supplemental/Concentration</p> <p>6000-6999: Capital Outlay \$2,385,839</p> <p>Other</p> <p>4000-4999: Books And Supplies \$4,243,928</p> <p>Other</p> <p>5000-5999: Services And Other Operating Expenditures</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p>	<p>\$248,016</p> <p>LCFF Funds</p> <p>Services & Other Operating Expenditures</p>	<p>\$248,195</p> <p>LCFF - Supplemental/Concentration</p> <p>5000-5999: Services And Other Operating Expenditures</p>
<p>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.</p> <p>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.</p> <p>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.</p> <p>The District will continue implementing the Seal of Biliteracy, providing recognition of biliteracy on the diplomas of qualifying high school seniors.</p> <p>Allocation is for Medallion of Biliteracy awarded to eligible High School Seniors. (\$2,000)</p> <p>Allocation is for Language Testing of students needing to qualify for the Seal of Biliteracy (\$8,000)</p> <p>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.</p> <p>Allocation is for purchase of the Golden State Merit Medallion awarded to eligible High School Seniors. (\$1,500)</p>	<p>\$7,079</p> <p>LCFF Funds</p> <p>Certificated Salaries, Employee Benefits, Services & Other Operating Expenditures</p>	<p>\$315</p> <p>LCFF - Supplemental/Concentration</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>\$626</p> <p>LCFF - Supplemental/Concentration</p> <p>2000-2999: Classified Personnel Salaries</p> <p>\$268</p> <p>LCFF - Supplemental/Concentration</p> <p>3000-3999: Employee Benefits</p> <p>\$1,976</p> <p>LCFF - Supplemental/Concentration</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		5000-5999: Services And Other Operating Expenditures
<p>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.</p> <p>The District will provide professional development to support pathway design, implementation, instructional practices, and student outcomes.</p> <ul style="list-style-type: none"> • CTE 11 Elements • Pathway Implementation • Project Based Learning • Contracts • Teacher Hourly Rate • Substitutes 	<p>\$3,857,737</p> <p>LCFF Funds, CTE Incentive Grant, Perkins Grant</p> <p>Certificated Salaries, Classified Salaries, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay, Indirect Cost</p>	<p>\$1,770,781</p> <p>LCFF - Supplemental/Concentration</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>\$29,133</p> <p>LCFF - Supplemental/Concentration</p> <p>2000-2999: Classified Personnel Salaries</p> <p>\$757,767</p> <p>LCFF - Supplemental/Concentration</p> <p>3000-3999: Employee Benefits</p> <p>\$18,502</p> <p>LCFF - Supplemental/Concentration</p> <p>4000-4999: Books And Supplies</p> <p>\$6,898</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		LCFF - Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures \$162,528 Other 1000-1999: Certificated Personnel Salaries \$11,945 Other 2000-2999: Classified Personnel Salaries \$271,703 Other 3000-3999: Employee Benefits \$198,469 Other 4000-4999: Books And Supplies \$198,469 Other

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The District will administer the ELPAC on an annual basis to all designated English Learners.</p> <p>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.</p> <p>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.</p>	<p>\$145,381</p> <p>LCFF Funds</p> <p>Certificated Salaries, Classified Salaries, Employee Benefits, Books and Supplies</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>\$58,226</p> <p>LCFF - Base</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>\$10,809</p> <p>LCFF - Base</p> <p>3000-3999: Employee Benefits</p> <p>\$769</p> <p>LCFF - Base</p> <p>4000-4999: Books And Supplies</p>
<p>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.</p> <p>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.</p> <p>The District will pay the AP testing fees for all eligible students.</p> <p>The District will provide the opportunity for secondary AP teachers to attend training offered through the College Board.</p>	<p>215,000</p> <p>LCFF Funds</p> <p>Services & Other Operating Expenditures</p>	<p>\$205,249</p> <p>LCFF - Supplemental/Concentration</p> <p>5000-5999: Services And Other Operating Expenditures</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p> <p>The District will provide the necessary support for each high school to offer the Mathematical Reasoning with Connections (MRWC) class for identified students. Training will continue at Carter High School for a second round of training.</p>	<p>Cost included in 2a</p> <p>Cost included in 2a</p>	
<p>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.</p> <p>The District will provide training after each diagnostic as well as for new staff members.</p>	<p>\$0 (3 year license paid over 17-18 & 18-19)</p>	<p>0</p>
<p>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.</p> <p>The District will continue to provide data disaggregation training utilizing the data warehouse to monitor academic growth measure related to the annual measurable outcomes.</p>	<p>\$153,000</p> <p>Title I Funds</p> <p>Services & Operating Expenditures</p>	<p>\$150,396</p> <p>Federal</p> <p>5000-5999: Services And Other Operating Expenditures</p>
<p>The District will continue to provide Goalbook to assist educators working with special education students to vary their level of support.</p> <p>The District will provide ongoing of Goalbook training for teachers.</p>	<p>\$90,000</p> <p>LCFF Fund</p>	<p>\$118,053</p> <p>LCFF - Supplemental/Concentration</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Goal Analysis

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

All funds were budgeted and implemented as planned.

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

All actions were implemented in spite of challenges that were faced during the COVID 19 pandemic from March 2020 to present day. Below, is a summary of the implementation of each action:

- Action 1a - Each elementary school, middle school, and the continuation high school had a Instructional Technology Assistant. They were instrumental when schools closed during the pandemic. They provided both staff and family support as we transitioned to distance learning.

The district purchased 1:1 devices for students to take home for all students (PreK to 12th grade). During Distance Learning the district provide internet connectivity through hotspots to our families.

- Action 1b - The ALEKS Math program was heavily utilized during COVID times. Teachers were glad to have a program that assisted online instruction. The ALEKS program was also utilized by the district to push the Math Challenge Exam to all 8th graders in Math 1.
- Action 1c- Improve A-G Performance- All course names were reviewed to see if the course names in Synergy matched those on UC Doorways. An online course was created for all three environmental science courses in APEX that received A-G approval, making online possible for the Integrated Science sequence of courses. All CTE concentration and capstone courses were A-G approved except for the capstone course of construction which currently does not have an instructor.
- Action 1d- All CTE pathways had both a concentration and a capstone course. These courses were A-G approved. Each school selected their new pathways based on high priority job areas in the Inland Empire. Also programs such as RISE were created so that middle school students got to learn about CTE pathways before they signed up for their high school courses.
- Action 1e - Training for teachers of English Learners placed an emphasis on providing opportunities for students to use academic language and practice language functions throughout their instructional day. Strategies utilizing digital applications were used to train teachers in ways to ensure continued oral language development through the pandemic. Challenges in this área were based on keeping students engaged during distance learning.
- Action 1f - Even though schools closed in March of 2020, students were able to take the AP exams at home.

- Action 1h- EAP Performance in Math- All three high schools were invited to take part in the Mathematics Reasoning With Connections (MRWC) training. Both Carter and Eisenhower teachers attended the training and Carter High School is currently offering the course. This course besides meeting UC A-G credit also waives the EAP requirement for college.

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: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 2a: The District will meet the requirements of the Williams Annual Inspection related to Teacher Assignment</p> <p>19-20 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</p> <p>Baseline 2015-16 Met</p>	<p>For the 2019-20 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.</p>
<p>Metric/Indicator 2b: The District will meet the requirements of the Williams Annual Inspection related to Materials</p> <p>19-20 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</p>	<p>For the 2019-20 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.</p>

Expected	Actual
<p>Baseline 2015-16 Met</p>	
<p>Metric/Indicator 2c: The District will meet the Implementation of State Academic Standards as measured by Priority 2 – Option 2 Reflection Tool</p> <p>19-20 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</p> <p>Baseline 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.</p> <p>Metric/Indicator 2c: The District’s progress in aligning instructional materials to the academic standards</p> <p>19-20 The District will rebind and replace current textbooks; TK Wonders (ELA) curriculum.</p> <p>Baseline The District has completed the alignment for the following content areas: Mathematics - 2015/16 ELA/ELD - 2016/17</p> <p>Metric/Indicator 2c: The District’s progress in providing professional learning for teaching to the academic standards utilizing aligned instructional materials</p> <p>19-20</p>	<p>Rialto USD has maintained an annual status of Met for the Implementation of State Academic Standards.</p>

Expected	Actual
<p>The District will provide professional training to all teacher in the following content areas: Mathematics and ELA/ELD</p> <p>Baseline The District provided professional training to all teachers in the following content areas: Mathematics - 2015/16 ELA/ELD - 2016/17</p>	
<p>Metric/Indicator 2c: The District’s progress in implementing the academic standards in other content areas (CTE, Health, PE, VAPA and World Language)</p> <p>19-20 The District will continue to update the CTE courses to support the implementation of career pathways.</p> <p>Baseline CTE: Partially implemented Health: Fully Implemented PE: Fully Implemented VAPA: Fully Implemented World Language: Fully Implemented</p>	
<p>Metric/Indicator Programs for Unduplicated Students: English Learners</p> <p>19-20 4 elementary schools Kindergarten and Grade 1, 2 and 3 will be implemented</p> <p>Baseline Dual Language Immersion Program:</p>	<p>The District has maintained the Dual Language Immersion program at 4 elementary schools in grades K-4th.</p>

Expected	Actual
<p>4 elementary schools Kindergarten was implemented in 2016/17</p>	
<p>Metric/Indicator Programs for Unduplicated Students: Socioeconomically Disadvantaged</p> <p>19-20 Annual growth targets will be developed for this group of identified students in the fall of 2017</p> <p>Baseline 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.</p> <p>Metric/Indicator Programs for Unduplicated Students: Foster Youth</p> <p>19-20 100% of foster youth and McKinney Vento students at the high school level will be assigned to a specific counselor.</p> <p>Baseline High School Counselor assigned to Foster Youth and McKinney Vento students.</p>	
<p>Metric/Indicator Programs for Exceptional Students: Special Education</p> <p>19-20 Annual growth targets will be developed for the group of students provided with the supplementary curriculum in the fall of 2017</p> <p>Baseline</p>	

Expected	Actual
The District will purchase a supplementary curriculum for Special Education students	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	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.	<p>\$134,685,531</p> <p>LCFF Funds, Special Ed- IDEA, Local Grant, Special Ed- IDEA Preschool Local Grant, State Special Education Fund</p> <p>Certificated Salaries and Employee Benefits</p>	<p>\$79,329,193</p> <p>LCFF</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>\$11,510,756</p> <p>LCFF</p> <p>3000-3999: Employee Benefits</p> <p>\$2,444,741</p> <p>Federal</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>\$978,542</p> <p>Federal</p> <p>3000-3999: Employee Benefits</p> <p>\$9,066,015</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		State 1000-1999: Certificated Personnel Salaries \$3,664,038 State 3000-3999: Employee Benefits
<p>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.</p> <p>The District plans to complete a textbook adoption for World Languages and TK ELA/Wonders Curriculum.</p>	\$1,041,770 LCFF Funds, Restricted Lottery Funds Books and Supplies, Services and Other Operating Expenditures	\$20,196 LCFF 4000-4999: Books And Supplies \$8,288 LCFF 5000-5999: Services And Other Operating Expenditures \$899,307 State 4000-4999: Books And Supplies \$293,607 State

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		5000-5999: Services And Other Operating Expenditures
<p>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:</p> <ol style="list-style-type: none"> 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 <p>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.</p> <p>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</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p> <p>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</p>		
<p>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.</p> <p>The District will provide master schedule training to all secondary administrators and counselors.</p> <p>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</p>	<p>\$5,000</p> <p>LCFF Funds</p> <p>Services And Other Operating Expenditures</p>	<p>\$0</p> <p>LCFF</p> <p>5000-5999: Services And Other Operating Expenditures</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>and CTE Pathways through an equitable master schedule at all grade levels.</p> <p>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.</p> <p>Each high school counselor will review each student's' 4 year plan at the end of each semester.</p>		
<p>The District will provide the following programs for unduplicated students:</p> <ul style="list-style-type: none"> • 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 	See action items 2m, 2p, 3h	
<p>The district will maintain the Unique curriculum for the Special education students in moderate/severe classrooms.</p> <p>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.</p>	<p>\$40,000</p> <p>LCFF Funds contribution to Special Education</p> <p>Books and Materials</p>	<p>\$32,373</p> <p>State</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>
<p>The District will provide training and implementation support for elementary teachers in grade K-5 in the following areas:</p> <ul style="list-style-type: none"> • Instructional strategies to implement in the classroom with RFEPs who are not making academic progress. 	<p>\$1,464,094</p> <p>LCFF funds, Title III Funds</p>	<p>\$1,592</p> <p>LCFF</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> Strategies to use with students who are at risk of becoming Long Term English Learners Small group instruction during designated and integrated ELD <p>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.</p> <p>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.</p> <p>SIOP Materials will be purchased for all teachers participating in SIOP training.</p> <p>The District will maintain 63 bilingual instructional assistants to support the primary language needs through classroom support of the growing number of English Learners at the beginning levels of English proficiency.</p> <p>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.</p> <p>Collaboration amongst teachers of English Learners</p> <ul style="list-style-type: none"> 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. 	<p>Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>\$670,881</p> <p>LCFF</p> <p>2000-2999: Classified Personnel Salaries</p> <p>\$98,620</p> <p>LCFF</p> <p>3000-3999: Employee Benefits</p> <p>\$5,826</p> <p>LCFF</p> <p>4000-4999: Books And Supplies</p> <p>\$26,042</p> <p>LCFF</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>\$139,036</p> <p>Federal</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		1000-1999: Certificated Personnel Salaries \$1,881 Federal 2000-2999: Classified Personnel Salaries \$17,212 Federal 3000-3999: Employee Benefits
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.	\$502,986 LCFF Funds Services & Other Operating Expenditures	\$114,754 LCFF 1000-1999: Certificated Personnel Salaries \$25,487 LCFF 3000-3999: Employee Benefits \$165,539 LCFF 5000-5999: Services And Other Operating Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p> <p>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.</p> <p>The APEX High School Coordinators and middle school APEX teachers will be trained on APEX implementation and updates during the school day and after school.</p> <p>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.</p> <p>Teachers and administrators will be trained in the MTSS//Rtl/UDL tiered systems of support and instructional strategies for Pre-K-12 implementation.</p>	<p>\$85,000 in addition to cost included in 2b and 2p</p> <p>LCFF Funds, Title I Funds</p> <p>Services And Other Operating Expenditures</p>	<p>\$98,150</p> <p>LCFF</p> <p>5000-5999: Services And Other Operating Expenditures</p>
<p>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)</p> <p>(Individual schools will be responsible for extra duty and substitute costs):</p> <p>SIPPS (TK-6)</p> <p>Raising A Reader (TK & 1st)</p> <p>Footsteps2Brilliance (Preschool, TK-3rd)</p> <p>ERWC</p> <p>Guided Reading</p> <p>Elementary-McGraw Hill Wonders</p> <p>Middle School-Houghton Mifflin Harcourt Collections</p> <p>High School-McGraw Hill Study Sync</p> <p>NGSS Science</p>	<p>\$325,000 in addition to cost included in 2b</p> <p>Title I Funds</p> <p>Services & Other Operating Expenditures</p>	<p>\$324,850</p> <p>Federal</p> <p>5000-5999: Services And Other Operating Expenditures</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>History Social Studies GATE Integrated ELD Special Education iReady Instructional Coaching Training</p> <p>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)</p>		
<p>The District will evaluate the STEM elective in 7th grade. The District will expand the STEM exploratory program at sixth grade and train new teachers. The District will train more 7th grade teachers in the STEM program. The District will expand the elementary STEM program to four more elementary schools. The District will provide professional development to the new elementary schools on STEM. The District will evaluate and refine the Computer Science Pathway or the Integrated Computer Technology Pathway at each high school 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 on a grant for STEM at K-8 schools. The District will continue to support STEM nights. 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.</p>	<p>\$745,278</p> <p>LCFF Funds, Title I Funds</p> <p>Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures</p>	<p>\$318,595</p> <p>LCFF</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>\$421</p> <p>LCFF</p> <p>2000-2999: Classified Personnel Salaries</p> <p>\$108,995</p> <p>LCFF</p> <p>3000-3999: Employee Benefits</p> <p>\$5,256</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		LCFF 4000-4999: Books And Supplies \$87,274 LCFF 5000-5999: Services And Other Operating Expenditures \$17,893 Federal 1000-1999: Certificated Personnel Salaries \$5,599 Federal 3000-3999: Employee Benefits
<p>As part of the MTSS-RtI-UDL plan, The District will provide the following options for credit recovery at the high school level.</p> <ul style="list-style-type: none"> • 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. <p>The District will provide the following options for Intervention:</p> <ul style="list-style-type: none"> • Summer School Intervention for incoming 9th graders needing support in ELA and Math 	\$786,772 LCFF Funds, Mental Health Funds, Special Education Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures	\$765,243 Federal 1000-1999: Certificated Personnel Salaries \$5,516

<p align="center">Planned Actions/Services</p>	<p align="center">Budgeted Expenditures</p>	<p align="center">Actual Expenditures</p>
<ul style="list-style-type: none"> • Summer School Intervention for incoming 6th, 7th and 8th graders needing support in ELA and Math <p>The District will provide the following Extended Learning Opportunities for Enrichment and Extended School Year:</p> <ul style="list-style-type: none"> • 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 		<p>Federal</p> <p>2000-2999: Classified Personnel Salaries \$174,970</p> <p>Federal</p> <p>3000-3999: Employee Benefits \$60,728</p> <p>Federal</p> <p>4000-4999: Books And Supplies \$19,065</p> <p>Federal</p> <p>5000-5999: Services And Other Operating Expenditures \$70,679</p> <p>State</p> <p>1000-1999: Certificated Personnel Salaries \$16,661</p> <p>State</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		3000-3999: Employee Benefits \$3,150 State 4000-4999: Books And Supplies
<p>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.</p> <p>A pathway to biliteracy will continue through the implementation of the Dual Language Immersion program at four elementary schools.</p> <ul style="list-style-type: none"> The District will provide training to teachers in the Dual Language Immersion Program. (Title III) Administrators, teachers and BIA's will collaborate (Title III) <p>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.</p> <p>The District will review data and fiscal resources to determine expansion of DLI programs to other sites.</p> <p>Ongoing assessment of recruitment efforts will be monitored.</p> <p>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)</p>	<p>\$163,365 cost of additional core textbooks in 2b</p> <p>LCFF Funds, Title III Funds</p> <p>Certificated Salaries, Classified Salaries, Benefits, Books and Supplies</p>	<p>\$37,689</p> <p>LCFF</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>\$8,272</p> <p>LCFF</p> <p>3000-3999: Employee Benefits \$70,791</p> <p>Federal</p> <p>1000-1999: Certificated Personnel Salaries \$86</p> <p>Federal</p> <p>2000-2999: Classified Personnel Salaries</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		\$16,179 Federal 3000-3999: Employee Benefits \$261,896 Federal 4000-4999: Books And Supplies \$4,686 Federal 5000-5999: Services And Other Operating 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.	\$1,105,461 LCFF Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures, and Other Outgo	\$1,105,461 LCFF 7000-7439: Other Outgo
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.	\$689,350 LCFF Funds, Title I Funds, Title II Funds, Title III Funds	\$347,044 LCFF 1000-1999: Certificated Personnel Salaries

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures	\$115,802 LCFF 3000-3999: Employee Benefits \$205,409 Federal 1000-1999: Certificated Personnel Salaries \$95,727 Federal 3000-3999: Employee Benefits
<p>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.</p> <p>The district will hire 19 Secondary Intervention Strategists Services will include instructional support to include (but not limited) to in class modeling and training.</p> <p>The Emerging Linguistic Specialists to provide intervention services, including “wrap around” services to targeted students.</p>	\$5,841,874 LCFF Funds, Title I Funds, Title II Funds Certificated Salaries & Employee Benefits	\$3,063,018 LCFF 1000-1999: Certificated Personnel Salaries \$1,200,830 LCFF

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		3000-3999: Employee Benefits \$1,615,583 Federal 1000-1999: Certificated Personnel Salaries \$611,035 Federal 3000-3999: Employee Benefits
<p>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.</p> <p>In accordance to Induction Standards, the Rialto Induction Program will:</p> <ul style="list-style-type: none"> • 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. <p>The Rialto USD Induction Program will partner with English Learner Programs to provide professional development in Student Shadowing to Year 2 Induction Participating Teachers.</p> <p>The Induction Program will focus on instructional strategies and equitable classroom practices to support African American students,</p>	<p>\$1,088,359</p> <p>LCFF Funds, Title II Funds</p> <p>Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures</p>	<p>\$655,307</p> <p>LCFF</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>\$18,802</p> <p>LCFF</p> <p>2000-2999: Classified Personnel Salaries</p> <p>\$249,094</p> <p>LCFF</p> <p>3000-3999: Employee Benefits</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Foster Youth, Students with Special Needs, English Learners and other underserved student groups.</p>		<p>\$19,752</p> <p>LCFF</p> <p>4000-4999: Books And Supplies \$63,494</p> <p>LCFF</p> <p>5000-5999: Services And Other Operating Expenditures \$139,973</p> <p>Federal</p> <p>1000-1999: Certificated Personnel Salaries \$47,185</p> <p>Federal</p> <p>3000-3999: Employee Benefits</p>
<p>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:</p> <ul style="list-style-type: none"> • 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. 	<p>\$65,934</p> <p>LCFF Funds</p> <p>Certificated Salaries, Employee Benefits</p>	<p>\$10,000</p> <p>LCFF</p> <p>1000-1999: Certificated Personnel Salaries \$2,260</p> <p>LCFF</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> • Provide the PAR Consulting Teachers and PAR Joint Panel with ongoing professional development to enable them to effectively support teachers. <p>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:</p> <ul style="list-style-type: none"> • Academic standards training • Curriculum embedded professional development • GATE strategies • Technology Training • Administrator Discipline/Records/Attendance training • Special Education Training <p>Professional development identified through other action items</p> <p>The District will continue to provide My Learning Plan to monitor professional development opportunities, lesson studies and staff training.</p>	<p>\$814,509</p> <p>LCFF Funds, Title I Funds, Title II Funds</p> <p>Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures</p>	<p>3000-3999: Employee Benefits</p> <p>\$17,614</p> <p>LCFF</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>\$3,743</p> <p>3000-3999: Employee Benefits</p> <p>\$2,092</p> <p>LCFF</p> <p>4000-4999: Books And Supplies</p> <p>\$99,153</p> <p>LCFF</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>\$8,702</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p>	<p>\$297,000</p> <p>LCFF Funds, Title I Funds, Title II Funds, LEA Medical Funds</p> <p>Services & Other Operating Expenditures</p>	<p>Federal</p> <p>4000-4999: Books And Supplies \$34,442</p> <p>Federal</p> <p>5000-5999: Services And Other Operating Expenditures \$123,562</p> <p>LCFF</p> <p>5000-5999: Services And Other Operating Expenditures \$210,446</p> <p>Federal</p> <p>5000-5999: Services And Other Operating Expenditures</p>

Goal Analysis

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

All actions and services were implemented as budgeted.

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

All actions were implemented in spite of challenges that were faced during the COVID 19 pandemic from March 2020 to present day. Below, is a summary of the implementation of each action:

- Action 2g - The Multilingual Programs Office continued to provide virtual professional development to teachers focusing on strategies to support oral language production. The Shadowing series, ELD and DLI professional development was held through synchronous and asynchronous methods. The pandemic provided an opportunity to reevaluate how professional development was held and construct new ways to learn and collaborate.
- Action 2m - The Dual Language Immersion program continued with implementation throughout the pandemic. Student engagement was high within the program and demand for the program continued. A decision was made to expand the Dual Language Immersion program in the 21-22 school year.
- Action 2n- The Rialto Preschool program provided early education services to 184 students through 12 preschool classes. The Early Education program provided professional development to staff members in the areas of Early Literacy and EC-PBIS, Positive Behavior Intervention Supports. During the pandemic Early Education shifted its in-person instructional program to provide online instruction. Additional professional development was provided for parents and teachers on Virtual Instructional strategies and the use of Google Classrooms, Scholastic FIRST program, Lit. Pro and Happy Numbers. Parent Advisory Committee meetings continued and were conducted virtually.
- Action 2p - The Emerging Linguist Specialists continued to teach two classes and reach out to students needing additional support. These specialists also assisted teachers with the implementation of ELLevation, a platform to monitor English Learners.
- Action 2q - The Rialto Induction Program earned another successful accreditation from the California Commission on Teacher Credentialing Site Visit Team. The Rialto Induction Program provided evidence of exemplary support to 115 new teachers earning a Clear Teaching Credential. The Induction Team was able to continue providing quality support to teachers once we had to transition to emergency Distance Learning instruction due to the pandemic.
- Action 2r - The Rialto Peer Assistance and Review (PAR) Program provided support to tenured teachers to assist them in meeting their professional growth needs. The transition to Distance Learning in the spring of 2020 halted some of the PAR support during the last two months of school.
- Action 2j- Access to programs to increase literacy outside of the classroom was increased through the Footsteps2Brilliance App for grades preschool -3rd grade and any Rialto resident birth-3rd grade. Additionally, there was an expansion of Raising a Reader bags (for take home reading routines) to all students in TK(new this year), kindergarten, 1st grade.
- Action 2u-Sixteen VAPA teachers rotated through all 1st - 3rd classrooms a minimum of 16 times during the year. Students were engaged in art, music and drama lessons. This time allowed teachers to work in grade level PLCs to collaborate and prepare for up-coming lessons. Five Elementary Music Specialists met the needs of 4th and 5th grade students with instrumental music instruction. Over 1,000 students participated and the foundation is laid for music interest and instruction at middle and high school.
- Actions 2x & 2y- The District spent the year in the creation of a new District Strategic Plan. Planning teams and action teams of over 150 stakeholders met over the course of three months to create new strategies, and action plans. The school sites began to prepare for new site strategic plans by viewing videos created on Social Class and Strategic Thinking videos and

with the reading of the book “Social Class”. Work on the site strategic plans were placed on hold with the need to move to distance learning due to the pandemic.

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: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 3a: The District will maintain an attendance rate of at least 96%</p> <p>19-20 Maintain an annual attendance rate of at least 96%</p> <p>Baseline 2016-17 TBD</p>	<p>2019-2020:</p>
<p>Metric/Indicator 3a: The District will decrease the Chronic Absenteeism Rate as reported by the California School Dashboard</p> <p>19-20 Decrease the Chronic Absenteeism Rate by at least 1%</p> <p>Baseline 2016-17 TBD California School Dashboard is still pending</p>	<p>On the 2018-2019 CA School Dashboard, 16.8% of students were reported chronically absent. This is an increase of 6.3%.</p>
<p>Metric/Indicator</p>	

Expected	Actual
<p>3b: The District will decrease the Middle School Dropout Rate as reported through the LCFF State Priorities Snapshot</p> <p>19-20 2016-17 TBD</p> <p>Baseline Maintain the Middle School Dropout Rate to under 0.5%</p>	
<p>Metric/Indicator 3b: The District will decrease the High School Dropout Rate as reported through the Cohort Data Report through DataQuest</p> <p>19-20 Decrease the High School Dropout Rate by at least 1%</p> <p>Baseline 2015-16 (most current) 7.3% Decrease 3.4% 147 Students</p>	<p>2019-2020: 2.3% High School Dropout Rate as reported through DataQuest</p>
<p>Metric/Indicator 3c: The District will increase the Graduation Rate as reported by the California School Dashboard</p> <p>19-20 Increase by at least 1% to a total of 93.2% to move up to the next Green level.</p> <p>Baseline 2015-16 (Fall 2017 Dashboard) 90.2% Increased by 3.1%</p> <p>Student Group(s) in Red: Foster Youth</p>	<p>2019-2020: 92.9% as reported through DataQuest</p>

Expected	Actual
<p>Student Group(s) in Orange: Homeless, Students with Disabilities</p> <p>Metric/Indicator 3d: The District will decrease the Suspension Rate as reported by the California School Dashboard</p> <p>19-20 Decrease by at least 1% to a total of 3% to maintain Green level.</p> <p>Baseline 2016-17 6.3% Increased by 0.8% Orange</p> <p>Group(s) in Red: Pacific Islander, Two or More Races</p> <p>Group(s) in Orange: English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Asian, Hispanic, White</p>	<p>2018-2019: 4.6% - Orange Level (2019 California Dashboard) Increased by 0.3%</p> <p>Student Groups in Red: Foster Youth, Two or More Races, and Pacific Islander</p> <p>Student Groups in Orange: African American, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and White</p> <p>2019-2020: 3.5% as reported through DataQuest</p>
<p>Metric/Indicator 3d: The District will maintain the Expulsion Rate as reported by DataQuest</p> <p>19-20 Maintain the Expulsion Rate to under 0.5%</p> <p>Baseline 2016-17 0.01%</p>	<p>2019-2020 Expulsion Rate: 0.04% for a total of 12 students</p>
<p>Metric/Indicator 3e: The District will increase parent input as measured by the Priority 3 Option 2 Self Reflection Tool</p>	<p>For 2018-2019, the District reported Met on the 2019 California School Dashboard utilizing the Priority 3 Option 2 Self Reflection Tool.</p>

Expected	Actual
<p>19-20 The District will report a status of Met through the California School Dashboard</p> <p>Baseline 2017-18 Met</p>	
<p>Metric/Indicator 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</p> <p>19-20 Increase by at least 2% Elementary: 99% Middle: 93% High 94%</p> <p>Baseline 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</p>	<p>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.</p> <p>The California School Parent Survey was conducted during 2018-2019.</p>
<p>Metric/Indicator 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</p> <p>19-20 Increase by at least 2% Elementary: 87% Middle: 81% High 82%</p>	<p>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.</p> <p>The California School Parent Survey was conducted during 2018-2019.</p>

Expected	Actual
<p>Baseline 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</p> <p>Metric/Indicator 3f: The District will increase the percentage of students that report they feel safe at school as measured by the California Healthy Kids Survey</p> <p>19-20 Increase by at least 2% Elementary: 87% Middle: 65% High 50%</p> <p>Baseline 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 at school. High: 44% of respondents report feeling safe or very safe at school.</p>	<p>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.</p> <p>The California Healthy Kids Survey was conducted during 2018-2019.</p>
<p>Metric/Indicator 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</p> <p>19-20 Increase by at least 1% Elementary: 100% Middle: 90% High 97%</p>	<p>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.</p> <p>The California School Staff Survey was conducted during 2018-2019.</p>

Expected	Actual
<p>Baseline 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.</p>	
<p>Metric/Indicator 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</p> <p>19-20 Increase by at least 2% Elementary: 99% Middle: 91% High 97%</p> <p>Baseline 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.</p> <p>Metric/Indicator 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</p>	<p>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.</p> <p>The California School Staff Survey was conducted during 2018-2019.</p> <p>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</p>

Expected	Actual
<p>19-20 Increase by at least 1% Elementary: 100% Middle: 98% High 99%</p> <p>Baseline 2016-2017 (Most Current) Elementary: 95% of respondents Agree or Strongly Agree Middle: 92% of respondents Agree or Strongly Agree High: 93% of respondents Agree or Strongly Agree</p>	<p>The California School Parent Survey was conducted during 2018-2019.</p>
<p>Metric/Indicator 3g: The District will meet the requirements of the Williams Annual Inspection related to Facilities</p> <p>19-20 Maintain an annual status of Met for the Williams Annual Inspection related to Facilities</p> <p>Baseline 2016-17 Met</p>	<p>For 2019-20, 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.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The District will maintain direct support to decrease the number of students with chronic absenteeism through a District nurse.</p> <p>The District will maintain a District centralized home visitation team including a District Probation Officer, a District McKinney Vento/Foster Youth Liaison.</p> <p>The District will provide attendance intervention through Student Truancy Reduction and Intervention Team (STRAIT).</p>	<p>\$1,668,814</p> <p>LCFF Funds, Title I</p> <p>Certificated Salaries, Classified Salaries, Benefits, Books and</p>	<p>\$220,831</p> <p>LCFF</p> <p>1000-1999: Certificated Personnel Salaries</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The District will provide an absenteeism recovery program that will monitor and reduce the number of student absences.</p> <p>All schools will provide additional communication with parents through an automated communication system.</p>	<p>Supplies, Services & Other Operating Expenditures</p>	<p>\$144,348</p> <p>LCFF</p> <p>2000-2999: Classified Personnel Salaries \$158,033</p> <p>LCFF</p> <p>3000-3999: Employee Benefits \$876,587</p> <p>LCFF</p> <p>4000-4999: Books And Supplies \$21,657</p> <p>LCFF</p> <p>5000-5999: Services And Other Operating Expenditures \$65,425</p> <p>Federal</p> <p>5000-5999: Services And Other Operating Expenditures</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p> <p>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.</p>	No additional cost	
<p>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.</p> <p>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.</p> <p>Each counselor will review each student's 4 year plan at the end of each semester and make updates as needed.</p> <p>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.</p> <p>The District will perform an annual transcript analysis to ensure that students are on track for graduation and meeting a-g requirements.</p>	No additional cost	
<p>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.</p> <p>The District will continue to retain School Resource Officers for a total of three (3); one at each comprehensive high school.</p> <p>Through the District Safety and Security Department, the District will establish Security as hallway mentors.</p> <p>The District will provide restraint training to identified staff members.</p>	<p>\$225,000</p> <p>LCFF Funds</p> <p>Services And Other Operating Expenditures</p>	<p>\$211,880</p> <p>LCFF</p> <p>5000-5999: Services And Other Operating Expenditures</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The District will provide parent classes and training on district and preschool - grade 12 programs and curriculum.</p> <p>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.</p> <p>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.</p> <p>All schools will provide additional communication with parents through an automated communication system.</p> <p>The District will maintain a District AAPAC (DAAPAC).</p> <p>The District will establish an African American Town Hall (Through the Community Partnerships and Parent Center).</p> <p>The District will continue to sponsor the Annual Parent Summit.</p> <p>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.</p> <p>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.</p>	<p>\$1,316,342</p> <p>LCFF Fund, Title I Funds, Title III Funds, Restricted Lottery Funds, Special Education Funds</p> <p>Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures</p>	<p>\$1,126</p> <p>LCFF</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>\$317,980</p> <p>LCFF</p> <p>2000-2999: Classified Personnel Salaries</p> <p>\$198,522</p> <p>LCFF</p> <p>3000-3999: Employee Benefits</p> <p>\$37,453</p> <p>LCFF</p> <p>4000-4999: Books And Supplies</p> <p>\$40,503</p> <p>LCFF</p> <p>5000-5999: Services And Other Operating Expenditures</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		\$165,698 Federal 1000-1999: Certificated Personnel Salaries \$86,385 Federal 2000-2999: Classified Personnel Salaries \$112,960 Federal 3000-3999: Employee Benefits \$24,772 Federal 4000-4999: Books And Supplies \$323,124 Federal 5000-5999: Services And Other Operating Expenditures
The District will continue to seek parent input through the following actions:	\$11,000 LCFF Funds	\$0 LCFF

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Annual Title I Parent Survey Annual EL Parent Survey PBIS - TFI Survey Customer C.A.R.E. Survey California Healthy Kids Survey</p> <p>The District will continue to meet the Williams requirements with school facilities that are maintained in good repair.</p>	<p>Services And Other Operating Expenditures</p> <p>\$12,230,000</p> <p>LCCF Funds contribution to RMA Fund and RDA contribution to Fund 14</p> <p>Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures, Capital Outlay</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>\$11,230,000</p> <p>LCFF</p> <p>8980-8989 Contributions from Unrestricted Revenue</p> <p>\$2,560,384</p> <p>Local</p> <p>7000-7439: Other Outgo</p>
<p>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.</p> <p>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:</p> <p>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.</p> <p>The District will provide extra duty hours to MTSS/PBIS team members in order to plan for training of site staff.</p>	<p>\$566,574</p> <p>LCFF Funds, Title I Funds, Medical Funds</p> <p>Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay</p>	<p>\$30,110</p> <p>LCFF</p> <p>2000-2999: Classified Personnel Salaries</p> <p>\$17,735</p> <p>LCFF</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The District will provide training in discipline records and attendance with an emphasis on supporting student needs.</p> <p>District will provide a stipend to a secondary counselor who has a Masters in Social Work to supervise university social worker interns.</p> <p>The District will establish an MOU with local universities to bring social work interns to support social emotional efforts.</p> <p>District will maintain 1 PBIS/Restorative Practices Counselor (COSA) to provide prevention/intervention counseling/social/emotional supports to RUSD students.</p> <p>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.</p>		<p>3000-3999: Employee Benefits \$3,390</p> <p>LCFF</p> <p>4000-4999: Books And Supplies \$1,183</p> <p>LCFF</p> <p>5000-5999: Services And Other Operating Expenditures \$71,188</p> <p>Federal</p> <p>1000-1999: Certificated Personnel Salaries \$1,010</p> <p>Federal</p> <p>2000-2999: Classified Personnel Salaries \$31,307</p> <p>Federal</p> <p>3000-3999: Employee Benefits \$64,044</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Federal 4000-4999: Books And Supplies \$42,887 Federal 5000-5999: Services And Other Operating Expenditures
<p>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.</p> <p>The District will support academic events that focus on instruction in the classroom.</p>	<p>\$25,000</p> <p>LCFF Funds</p> <p>Services And Other Operating Expenditures</p>	<p>\$0</p>
<p>Over the course of four years, (year 1) the District will provide training to Administrators, TOSAs, counselors and classified staff on:</p> <ul style="list-style-type: none"> Unconscious Bias Social Justice Kids and Trauma School to Prison Pipeline Cultural Relevance- with an emphasis on meeting the needs of African American students <p>Including training materials, printing and refreshments.</p> <p>At high school level, a counselor on special assignment will be assigned specific, African American students and Foster Youth to target and monitor.</p>	<p>Included in 3h & 2o</p>	<p>Included in 3h & 2o</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p>	<p>Included in 3h & 2o</p>	<p>Included in 3h & 2o</p>

Goal Analysis

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

All actions and services were budgeted and implemented.

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

All actions were implemented in spite of challenges that were faced during the COVID 19 pandemic from March 2020 to present day. Below, is a summary of the implementation of each action:

- Action 3a The use of a multidisciplinary team to address attendance issues proved to be successful in re-engaging students before schools closed for the pandemic.
- Action 3b The consistency of implementation of school staff training and monitoring of data is a challenge in regards to drop out rate.
- Action 3d/3h With the continued implementation of PBIS and alternatives to suspension, the district’s suspension and expulsion rate was on track to be reduced from the prior year.
- Action 3i The district held the first Dia de Los Muertos celebration in October of 2019 as part of its cultural and academic celebrations. Rialto Unified continued with academic celebrations and extended opportunities for students through the Annual District Science Fair and the Annual Career Cruising Day. The district also held its 4th Annual Black History Celebration virtually in February of 2020.
- Action 3j This school year the Rialto Unified School district hosted an Equity Series, and continued to provide professional development in Unconscious Bias, Cultural Relevance, Kids in Trauma and Pipeline to Prison. The Rialto Equity team was established this past year to review and shape policy and procedures, build collective awareness and capacity in equity and recognize best equity practices.



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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
As the District transitions to in person instruction, it will continue to implement the recommendations of the CDC and local health officials. The District will provide personal protective equipment (PPE) for all students and staff to ensure their safety. The school facilities will require additional sanitation and custodial services to minimize exposure to students and staff.	\$1,500,000	\$2,762,487	No
In Phases 2-4 in Returning to In-Person Instruction, students will receive additional support in the form of online tutoring, live interacting progress monitoring and goal setting. This support will be offered to students on a daily basis.	\$1,000,000	0	Yes

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

As the District defined the need for personal protective equipment, sanitation supplies and custodial services the costs of acquiring materials and equipment was higher than anticipated. The scope of supplies and services was extended to ensure the upmost safety of our students, staff, and community. The District did not offer in-person instruction during the 2020-21 school year. Additional support was provided to students in Distance Learning program, please see details in the Distance Learning Program section.

Analysis of In-Person Instructional Offerings

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

During 2020-2021 the District did not offer in-person instruction.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
To close the digital divide the District has purchased education technology to allow each students to have a device at home. The District has also purchased 2,500 hot spots to support distance learning in households without internet access. Additional human resources were allocated to support the configuration and distribution of devices to over 25,000 students.	\$9,261,014	\$25,495,701	Yes
Various opportunities for professional development will be offered to support teaching and learning in a multiple learning settings (virtual, hybrid and live instruction).	\$150,000	\$94,886	Yes
Instructional staff will receive a stipend to purchase supplemental supplies required during distance learning.	\$1,350,000	\$1,318,432	No
An English Learner Lead will be selected to ensure each school site has the appropriate support for English Learners during distance learning. A stipend will be provided to each English Learner Lead.	\$36,000	\$22,000	Yes

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

The District did not anticipate the need for student devices and connectivity. San Bernardino County continued to have a COVID infection rate that would not allow for in person instruction. The District decided to purchase new devices for all students as well as internet access. Increased reliance on remote learning required the District to also invest in internet resilience and end point security software.

Analysis of the Distance Learning Program

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

Continuity of Instruction -

During the summer before school started, teams of teachers and coaches came together to create model distance learning modules. These 4 week modules allowed teachers the opportunity to experience best practices of using various District curriculum and new virtual platforms in distance learning. While teachers were using these created resources, intense professional development was occurring during asynchronous time.

Successes-

- Instruction continued seamlessly during the 19-20 school year with Bridge Academy (Rialto Unified's branding for Distance Learning).
- Students with unmet needs were provided digital devices and hot spots.
- Teachers were provided a materials stipend to purchase additional materials to support at home classroom learning environments.
- Special Services provided hands-on learning materials for families of students with exceptional needs. For example, are preschool through 2nd grade SDC M/M and M/S students received; playdough mats for learning letters and numbers; double-sided magnetic whiteboards with magnetic numbers and upper and lowercase letters

Challenges-

August 2020 the Rialto Unified School district experienced a districtwide malware incident forcing the district to shut down the district network system. The challenge for the district was the need to collect all Windows devices from students and staff and reimage all 15,000 devices. Teachers of grades K-8th were provided Chromebooks and provided professional development to transfer learning from a Windows device to a Chromebook. Students in grades 9th-12th grades were provided print materials and project based learning activities for 15 instructional devices. Reimaged laptops were provided back to students 9-12 grades.

In addition, Rialto Unified had challenges with connectivity, which made it difficult for students with exceptional needs to receive their specialized academic instruction (SAI), speech services, social emotional support, etc. Also, many of our students with exceptional needs had difficulty engaging virtually with teachers and their classmates due their disability. For our students home is a space for them to participate in activities they enjoy, which made it difficult for students to want to attend Bridge Academy.

Pupil Participation and Progress

Successes:

- With the data collected from Google reports provided by Information Technology site administrators were able to reach out to all families and students in person to provide supports.

- Site Administrators were provided support and encouragement for all students and families to reengage students that had disconnected.
- District and school administrators were able to provide the required support to students with exceptional needs to ensure full participation.

Challenges:

- Attendance monitoring was a challenge after the malware incident. The district shifted to Pupil Participation Progress which was monitored through weekly Google reports to demonstrate the time and date students last logged onto Google Classrooms.
- Supporting students with exceptional needs with behavioral challenges. The challenges were getting students to understand they will be attending school from home via the computer, which was difficult because home for our students is their personal space
- Student Engagement logs were established to address attendance due to the loss of our Student Information System.

Distance Learning Professional Development

Successes:

- Professional Development opportunities were provided through Educational Technology on new programs based on teacher need.
- Programs such as EdPuzzle, Texthelp, Screencasity, Google Expertise licenses were purchased to assist with student engagement. SeeSaw was purchased for student and teacher engagement.
- Additional online academic programs were purchased to assist with addressing the learning gaps for all students.

Challenges:

- Challenges with Professional Development opportunities include different technological levels of staff. Providing multiple opportunities for professional development during and after the school day.
- Providing technology professional development opportunities for certificated and classified staff to assist with transition from district site offices to home work environments.

Staff roles and responsibilities -

Successes:

- Special education teachers and related service providers (Speech, Occupational Therapist, Physical Therapist, Licensed Clinicians and school psychologist) learned to meet the needs of our students and families in various ways. The platform, Presence Learning, was purchased to ensure the services were engaging for students. This platform allowed for the related service providers to conduct virtual assessments using WebCams to observe and work with the students and families. The special education teachers and paraprofessionals were able to improve their instructional practices by incorporating technology during every lesson.
- Also, the relationships improved tremendously between the students, parents, and teachers as everyone learned from each other.

Challenges:

- Challenges for teachers include providing engaging, learning opportunities that are differentiated based on student needs.
- Assessing student needs through distance learning.
- Nutrition Services faced the challenge of providing meals for students to home.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Targeted support will be provided to all students identified with a learning loss. Tutoring will be provided at an individual level or in a group setting. Progress monitoring will be conducted by instructional, counseling and other support staff to ensure students progress.	\$955,000	\$960,000	Yes
Each school has a designated liaison for McKinney-Vento and Foster students, this individual in collaboration with the students' teachers are responsible for monitoring their well being. All schools have been allocated funds to support any instructional, emotional or material need McKinney Vento and Fosters students may have.	\$445,600	\$324,978	Yes
Students that are below grade level in reading based on assessment will receive instructional support from a variety of resources. The Reading Specialist will be working in individual and small group settings to reinforce reading skills that may have been lost during spring time.	\$1,025,209	\$1,362,830	Yes
Summer learning programs will be offered to mitigate the learning loss incurred during distance learning.	\$1,182,226	\$2,248,437	Yes
Various online educational programs will be offered to remediate, reinforce or enrich students learning. The following programs will be available- Google G-Suite, Remind, Texthelp, I-Ready Diagnostic Assessment, I-Ready Instruction, LitPro, Screencastify, EdPuzzle, ALEKS, and APEX.	\$601,554	\$1,988,493	Yes

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

The difference in anticipated expenditures and actual expenditures is derived from observation of distance learning instruction and the needs of our students. The summer learning programs were originally planned for high school students, however, it was determine

the program needed to be expanded to elementary and middle schools. The need for electronic platforms to support our distance learning programs required the District to invest more in various intervention, support and enrichment programs.

Analysis of Pupil Learning Loss

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

At the beginning of the year, iReady Diagnostic was given to students in grades 1-8. This assessment allowed the District to focus on Reading and Math deficiencies.

Targeted support was provided to all students identified with a learning loss. Tutoring (Ignite the Mind, STEMulate) was provided at an individual level or in a group setting. Special Services contracted with Tutors.com for students with exceptional needs who needed additional support. While it took longer than anticipated to implement, one on one and small group tutoring was available for 1st - 12th grade levels and additional funds such as Title I and Low Performing Student Block Grant monies. Most tutoring efforts began in January 2021 after materials had been purchased, staff had been recruited, and site efforts to address learning challenges and gaps had been tried.

Progress monitoring was conducted by instructional, counseling and other support staff to ensure students' progress.

Each school had a designated liaison for McKinney-Vento and Foster students; this individual, in collaboration with the students' teachers, are responsible for monitoring their well being. All schools were allocated funds to support any instructional, emotional or material need McKinney Vento and Fosters students may have.

Students that receive special education services will receive instructional support from a variety of resources. The Reading Specialists was working in individual and small group settings to reinforce reading skills that may have been lost during spring time.

Various online educational programs will be offered to remediate, reinforce or enrich students learning. The following programs will be available- Google G-Suite, Remind, Texthelp, I-Ready Diagnostic Assessment, I-Ready Instruction, LitPro, Screencastify, EdPuzzle, ALEKS, and APEX.

Analysis of Mental Health and Social and Emotional Well-Being

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

Prior to the 2019-20 school closure, RUSD had made student behavioral, social-emotional and mental health supports a top priority. Staff was hired to address the needs of students in these areas. This was a success that allowed the district to address student needs in the areas of mental health and social and emotional well-being as we experienced school closures for the end of the 2019-20 school year and the entire 2020-21 school year.

Successes:

- Sites continued to implement Panorama Ed Universal Screening to give students an opportunity to express their social-emotional and mental health needs
- Tier 2 and Tier 3 supports were delivered, with parent permission, via Google Meets
- Implementation of TeleHealth protocols for virtual services
- Positive Behavior Intervention and Support (PBIS) videos created to assist staff in teaching behavioral expectations in a virtual setting
- Crisis Response Plan developed and used to support staff in appropriate response to student in crisis
- Request For Assistance (RFA) tool was used to identify students in need of SEL supports

Challenges:

- Implementing a Tier 1 school wide social-emotional learning curriculum
- Implementation of the professional development described in the Learning Continuity Plan. Professional development was prioritized by immediate need for distance learning instruction
- Lack of day-to-day contact with students that would allow the discovery of an unknown home situation or needs

Analysis of Pupil and Family Engagement and Outreach

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

RUSD actively implemented a Tiered Re-Engagement Plan to ensure that all students had access to their learning platform during the COVID-19 Pandemic, during the 2020-21 school year. Attendance for the 2021-22 school year was taken each day by teachers in the Student Information System. Attendance data showed that students were not attending Bridge Academy (Distance Learning) sessions for a variety of reasons including; technology needs, personal family challenges and medical reasons. A malware incident in late August caused a temporary shutdown of Synergy and school sites had to adjust the manner in which attendance was taken. This presented a challenge with the documentation of attendance.

Reasons specified under EC 48205 were used to determine if the absence would be considered excused or unexcused. Students were considered present if there was evidence of participation in online activities, completion of regular assignments, completion of assessments, and/or contacts between district employees and pupils/parents or guardians. Teachers kept a record of each student's weekly engagement verifying daily participation and assignments issued. The process to create these records was collaborative with stakeholders that included district staff, principals, and teachers.

Success in implementing the Tiered Re-Engagement Process allowed for the identification of needs and barriers that student/families were experiencing. In addition, it allowed the opportunity for schools to provide support/options, hear concerns, provide legal expectations, stress academic impact of irregular daily in-person and/or distance learning attendance, etc. With those supports, many students were successfully re-engaged in the learning process.

Successes related to pupil engagement and outreach during the 2020-21 school year included:

- Teachers were able to utilize various communication methods such as Remind, email, phone calls, and Google Classroom to re-engage students.
- School sites were able to access Google G-Suite student login information which allowed them to monitor which students were not logging in on a consistent basis.
- The Child Welfare and Attendance department conducted 123 home visits throughout the year and assisted school sites with procedures and protocols for conducting their own home visits.
- Ten (10) Rialto Unified families who were experiencing homelessness were given shelter in a local hotel for a three month period throughout the school year.

Challenges related to pupil engagement and outreach during the 2020-21 school year included:

- Inability to physically make home visits due to statewide quarantine
- Lack of communication from families who relocated due to financial or COVID-related issues
- Barriers to accessing updated address and phone numbers
- Students and families were experiencing virtual meeting exhaustion

Analysis of School Nutrition

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

Since March 2020, Rialto Unified Nutrition Services department worked to provide meals as outlined in the Learning Continuity Plan. To begin, bus drivers provided delivery to centralized locations where parents and guardians could pick up food. After the start of the school year, central locations were available where families could pick up food items that would equate to breakfast and lunch for each school day. Nutrition Services maintained an active social media presence to communicate when and where food pick up was available. In addition, through partnerships with other organizations, events such as story book characters present as well as other giveaways were available to families as a way of providing support and additional resources during the pandemic.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Professional development will be offered to staff in a variety of topic to support students' social emotional health. Topics include: Unconscious Bias, Restorative Practices, PBIS, Trauma Informed Classrooms, etc.	\$100,000	\$6,725	Yes
Mental Health and Social and Emotional Well-Being	Mental Health and Social and Emotional Well-Being	\$100,000	\$0	Yes
Mental Health and Social and Emotional Well-Being	Tier 2 Mental/Emotional Health support will be provided to students based on the Crisis Response flow chart established by the District.	\$2,433,163	\$2,075,661	Yes
Pupil Engagement and Outreach	Teachers, Administrators, Attendance Clerks, Child Welfare & Attendance Staff and Safety Intervention Officers will work together to monitor attendance, communicate with homes, conduct home visits and any other action required to identify and remove any barriers to students learning.	\$7,931	\$0	Yes

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

The District worked with the current support staff to provide required services, minimizing the need to incur additional costs as originally estimated in action 1 and 4. Staff performed training and outreach during their normal work hours. Action #2 was duplicate of action #1, no costs were incurred.

Overall Analysis

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

Specifically, the need to support students with a variety of needs was an important lesson to learn through the monitoring of and responding to the data. Several students disengaged with the process and the need to address the social and emotional needs of students was heightened. Therefore, all individual sites were asked to work with leadership teams to adopt an SEL (Social and Emotional Learning) curriculum to address Tier 1 needs of all students. This action will be supported with continued services from the Student Services and Special Education departments. In addition, teachers' use of technology expertise increased dramatically and should have a positive impact on the way instruction is provided and differentiated during the 2021-22 school year.

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

Pupil learning loss continues to be addressed in the 2021-24 LCAP in various ways. To begin, a Numeracy and Literacy initiative will be in place to address the severe learning gaps between various underserved student groups. Continued monitoring will occur and will be enhanced through the use of iReady Diagnostic and the newly purchased Hoonuit data platform.

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

No substantive differences were noted.

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

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

To begin, the actual process of developing the LCAP was modified and improved through lessons learned during the development of the Learning Continuity and Attendance Plan (LCP). As noted in the Stakeholders' section of the 2021-24 LCAP, the process was changed to reflect a more inclusive practice to allow multiple voices be part of an ongoing review and provision of suggestions after explaining the LCAP concept. The LCAP Planning Team first reviewed past actions of the previous LCAP, identifying strengths and gaps that needed to be addressed. In turn, the LCAP Action teams took a deep dive into the actions and suggestions from the LCAP Planning team over the course of 5 sessions. In addition, district Equity Teams provided insight based on the student group they represented. Again, these changes were in part based on suggestions from stakeholders during the LCP process. In addition, in review of local data, including iReady as well as attendance data, Rialto Unified leaders have realized that some students will be coming to our doors with unfinished learning in the Fall of 2021. Therefore, several actions were included in the 2021-24 LCAP to address the needs of each student and family, specifically in the areas of student outcomes, conditions of learning, and engagement of students and families.

The development of the 2021-22 through 2023-24 LCAP was heavily influenced by the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan. Student outcomes reviewed included literacy, numeracy and college and career readiness data. Rialto Unified leaders have realized that some students will be arriving at our school sites with unfinished learning, credit deficiency and learning loss in the Fall of 2021. Therefore, several actions were included in the 2021- 24 LCAP to address the needs of each student, specifically in the areas of student outcomes (literacy, numeracy, student engagement, college and career readiness). Actions added to address positive student outcomes in literacy (i.e. Diversified Curriculum, GoalBook, Adaptive Diagnostic Testing, Data Analysis Platform). Actions added to address positive student outcomes in numeracy (i.e. Diversified Curriculum, GoalBook, Adaptive Diagnostic Testing, Data Analysis Platform, credit recovery, math intervention). Actions added to address positive student outcomes in numeracy (i.e. Diversified Curriculum, GoalBook, A-G transcript evaluation service, College Entrance and AP Testing, Equal Opportunity Audits, Naviance Platform

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

California Department of Education
January 2021

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$2,500,000.00	\$2,762,487.00
Distance Learning Program	\$10,797,014.00	\$26,931,019.00
Pupil Learning Loss	\$4,209,589.00	\$6,884,738.00
Additional Actions and Plan Requirements	\$2,641,094.00	\$2,082,386.00
All Expenditures in Learning Continuity and Attendance Plan	\$20,147,697.00	\$38,660,630.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,500,000.00	\$2,762,487.00
Distance Learning Program	\$1,350,000.00	\$1,318,432.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$2,850,000.00	\$4,080,919.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,000,000.00	
Distance Learning Program	\$9,447,014.00	\$25,612,587.00
Pupil Learning Loss	\$4,209,589.00	\$6,884,738.00
Additional Actions and Plan Requirements	\$2,641,094.00	\$2,082,386.00
All Expenditures in Learning Continuity and Attendance Plan	\$17,297,697.00	\$34,579,711.00



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rialto Unified School District	Carol Mehochko Academic Agent: Special Programs	cmehochk@rialtousd.org (909) 879-6000 x2215

Plan Summary [2021-22]

General Information

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

The Rialto Unified School District is located in the San Bernardino Valley and includes the City of Rialto and portions of the cities of San Bernardino, Colton and Fontana. Rialto has an ethnically rich and diverse community. The student population is approximately 85% Latino, 9% African-American, 3% Caucasian and 3% other groups. In addition, according to data reported for the 2020-21 school year, approximately 44.39% of parents report that a language other than English is spoken at home; this percentage as reported in DataQuest, is higher than San Bernardino County and the State of California. Moreover, the District reports 22.2% of the student population are designated as English learners and is also a greater percentage than the averages for San Bernardino County and the State of California. In regards to students of low income, approximately 88% was reported during the winter 2020-21 submission of the Consolidated Application. With this data in mind, the District's leadership is committed to promoting continued increased student achievement, fiscal responsibility and solvency, and a safe learning and working environment for enrichment and support of all students, staff and communities. The preschool through adult aged students and community are served through 19 elementary schools, 5 middle schools, 3 comprehensive high schools, 1 continuation high school and 1 independent study program as well as both state and district preschool programs and adult education.

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

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

Reflections: Successes

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

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

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

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

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

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

As there was not a public release of the CA Dashboard, the Fall of 2020, the following areas were reported as red or orange or yellow at the time of the Fall 2019 release:

- In the area of Chronic Absenteeism, the District was in "red" at 16.8% with groups of African American, Student with Disabilities, English Learners, Foster Youth, Hispanic, Homeless, Socioeconomically Disadvantaged, Two or More Races, and White reporting in "red" as well; Asian and Pacific Islander students were reported as "orange".
- In the area of Suspensions, the District was in "orange" with 4.6% students reported as being suspended at least once. The following groups of students were reported as "red" in this area: Foster Youth, Two or More Races, and Pacific Islander; African American, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and White were identified as "orange".
- Although in the area of English Language Arts, the District was reported as "yellow" with 37.4 points below standards, the following groups were reported as "orange" in this area: American Indian, Two or More Races, Students with Disabilities, and White.

- Although the area of Mathematics the district was rated as "yellow" with 78 points reported below standard. African American students were reported as "red"; American Indian, Foster Youth, Two or More Races, Students with Disabilities, and White groups were rated as "orange".
- As English Learner Progress is still not fully integrated into the CA Dashboard, 46% of assessed students were reported as making progress towards English language proficiency.

LCAP Highlights

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

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

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

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

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

Support for Identified Schools

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

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

Each principal took the lead on sharing this information with his/her stakeholders, holding parent meetings or sharing during existing, schedule times as well. As this notification was prior to March 2020 and the world pandemic, most of the sessions were in a face-to-face format. Each site also shared information with staff in regards to the data and identification as well as what the process would be for the following months. In addition, attended staff meetings, when asked, to support the principal when sharing the CSI status and related process. Moreover, CSI items of notification and information shared was monitored during FPM (Federal Program Monitoring) in May 2020 with Kolb Middle school (identified in 2018-19) as an example and all documentation was found to be satisfactory. Information about schools' CSI status and monitoring was also shared with parent stakeholder groups, including DAC (District Advisory Committee) who remain established and provide input to the district in regards to needs of Title I students and programs.

At the start of the 2020-21 school year, with the District's response to COVID-19, Rialto Unified began the year with distance learning as the instructional model. The Academic Agent for Special Programs, the facilitator of the school plan process, planned four virtual sessions for CSI schools, in particular, to focus on the creation of school improvement plans. Each session had a focus on a particular step of the plan writing process, including creating a robust needs assessment, using data outside of the dashboard to target underserved students, and creating actions to focus on underserved students as well as address pupil learning loss. During this session, a process was modeled by the Academic Agent as to how to review data and complete a comprehensive needs assessment. The data that was reviewed included iReady assessments given in 2019-20 school year in mathematics and reading, ELPAC scores for English learners, and local information as well as local data such as suspension and attendance pattern. This data and analysis was memorialized in each plan's Needs Assessment as well as tied to each goal and related actions. To facilitate cross site and grade level collaboration, identified schools had opportunities to write their plans in collaborative format through follow up Google Meets. During these conversations and beyond, sites identified evidenced based practices to include in plan actions. For example, at the elementary sites, a couple of sites had purchased structured guided reading programs and supplemental books to increase students' outcomes in literacy. Using a sample of a protocol of evidence based practices from LAUSD (Los Angeles Unified School District), sites reviewed possible actions from the past school plan as well as new ideas through this lens, using tools from Clearinghouse "What Works" site and data information gathered use of programs. Other sites looked at ways to improve student engagement with practices to target a group of students and increase social emotional outcomes for students. These practices included use of "Leader in Me" program that has had results and improvement in data at other sites in the district. Following, Ms. Mehochko hosted a session on budget and funding planning to incorporate the CSI funds above and beyond site Title I monies. This conversation also included identifying resource inequities that would help to improve student outcomes. In addition, online training information on resource inequities was shared with the CSI identified sites. Modeled examples were discussed with sites, including student interventions and targeted underserved students who needed additional support. CSI dollars were used for materials and activities -

excluding full time staff - including purchases of one time training or supplemental materials to address areas of need. School Plans were reviewed by the Academic Agent for Special Programs and feedback was submitted for site's consideration and revision. Fitzgerald, Preston, Werner, and Frisbie's School Plans were Board approved October 21, 2020; Zupanic's School Plan was approved on November 18, 2020. (Due to District's malware issue in August 2020, high schools had delayed instruction and device clearance and the board date was adjusted for secondary schools to reflect this delay.)

Monitoring and Evaluating Effectiveness

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

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

After each quarter (secondary) or trimester (elementary), each site leader will review data with School Site Council, teachers, and staff as to the actions that are showing improved outcomes for students and those areas that may need additional support. This monitoring also reviews the evidence Using the Plan, Do, Study, Act process, principals will work with stakeholders to review actions and expenditures and make modifications, when needed. While working with consultants from Innovate Ed during the 2018-19 and 2019-20 schools years, site leaders and support staff were trained and coached on the cycle of improvement model. Ms. Mehochko will review these sections in Document Tracking once complete and will provide feedback each quarter/trimester. In addition, CSI school principals will participate in a virtual meeting quarterly, to share successes and challenges, with fellow CSI sites. At the end of the school year, a cumulative review of each action will be entered into the Document Tracking system. Small group with CSI principals will occur via GoogleMeet or face to face meetings to review specific actions to their connection to evidence that is gathered in regards to effectiveness. The identified practices with the highest amount of evidence in support will be those actions that sites will be encouraged to showcase to peers as well as include in the next year's School Plan. Finally, before any purchase is completed, the requisitions and other requests follow a path similar to the routing of Title I monies and the Academic Agent for Special Programs ensures that actions are cited from the site school improvement plan. This ongoing monitoring and support will continue. Along with each site's School Site Council, district leads in curriculum and instructional will follow up and monitor to ensure implementation has moved from installation to full implementation. Feedback will be provided and adjustments will be made at that time.

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

Stakeholder Engagement

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

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

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

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

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

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

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

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

Each site has access to the associated MS Excel spreadsheet that was used to gather data. This data will be used by sites in the development of their School Plans, particularly in the Needs Assessment section.

As with past versions of the LCAP, Community Meetings were held at various times and were open to all those who were interested. Attendees included parents, community members, and staff - both certificated and classified. Times were varied between evenings and late afternoon in hopes of meeting the needs of all those who wanted to attend and provide input. Those dates included February 25th, March 3rd (2 sessions), March 4th, and March 16th for guardians or caretakers of Foster Youth.

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

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

A summary of the feedback provided by specific stakeholder groups.

Consultation with East Valley SELPA -

Administrator of the East Valley SELPA reviewed all goals and actions and approved what had been included for students with disabilities; final consultation occurred on May 2, 2021. Feedback from SELPA director was shared on current actions as they related to students with special needs. At the end of the final session, the lead from the SELPA reviewed all actions that addressed students with disabilities and felt

that this student group's needs were well met with all actions that were included. No further suggestions for improvement were suggested and high praise was given for those actions that were included.

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

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

Items recommended by DELAC and the EL Equity Team to improve outcomes for English Learners include:

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

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

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

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

- Provide additional support for student engagement activities
- Provide positive, safe, and engaging learning environments that are student and parent centered
- Provide additional Social Emotional Supports for students at all grade levels
- Provide Parent and Family Development through the Parent Center in preferred format
- Provide a clear line of communication for parents and the community
- Provide students with academic supports and wellbeing supports
- Professional Development sessions centered around equitable practices, culturally and linguistically responsive teaching, implicit and explicit bias, inclusive practices, trauma awareness, etc.
- Conceptual Math adoption and implementation that addresses language and culture
- Fund mentors, peers, cross-age tutors
- Provide Community Circles at high schools, continue Community Circles at middle schools and to develop alternative responses to student actions/behaviors and focus on the root causes of the actions
- Provide Parent Liaison positions for specific parent contact and resources as well as provide asynchronous parent trainings that could be accessed at times convenient to parents
- Continue to provide a virtual option for IEPs and Parent/Teacher Conferences for parents and care-givers who cannot attend in person

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

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

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

In review of a sampling of student surveys (approximately 700) before the LCAP draft writing process, the following were trends that were categorized, based upon students open ended response to the question, "How can your school help you learn?":

- 86 suggested increasing teacher training so teachers better understood their content, and their ability to create relationships
- 40 mentioned needing additional support in math
- 24 mentioned wanting additional science instruction
- 24 mentioned needing extra support in reading or English language arts instruction

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

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

LCAP Action Teams and Equity Teams feedback led to specific creation of Culturally Responsive Teaching and Learning actions in Goals 1 and 2 (specifically 1.4 for Diversified Curriculum and 2.3 and 2.4 for Culturally Responsive Teaching and Learning and Equity and Implicit Bias Training). With 44% of our students coming to our schools with a language other than English spoken at home and with an 88% low income rate, we know that Rialto Unified also has a substantial number of Standard English learners. In addition, 22.2% of Rialto Unified Students are classified as English learners, thus demonstrating need for additional support in language as well as access to content, and therefore this strategy will also support this group of learners. Therefore, training in these strategies as well as related support materials are needed.

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Redesignation Rate	2019-2020: 7.2%				Increase the district reclassification rate to 16%.
AP Scores	2019-2020: 40% of AP exams with a score of 3 or better				Increase the number of students with an AP score of 3 or better by 10%
Increase the Current Status – Average Distance from Level 3 for all students in grades 3 – 8 on the ELA CAASPP as reported by the California School Dashboard	2019 Dashboard: -37.4 points below standard (Yellow)				Decrease distance from standard met by 15 point to -22 points below standard.
Increase the Current Status – Average Distance from Level 3 for all students in grades 3 – 8 on the Math CAASPP as reported by the California School Dashboard	2019 Dashboard: -78 points below standard (Yellow)				Decrease distance from standard met by 15 point to -63 points below standard.
Increase the number of students scoring At or Above grade level for all students in grades 3-8 on iReady Reading	2021 Spring Reading Diagnostic: 3-5th grade: 37% overall, 60% AA, 20% EL, 9% Sped, 22%				Increase iReady percentage rates by a minimum of 5% for overall and underserved populations

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Foster, and 29% McKinney-Vento</p> <p>6-8th grade: 33% overall, 30% AA, 6% EL, 4% Sped, 23% Foster, and 26% McKinney-Vento</p>				
<p>Increase the number of students scoring At or Above grade level for all students in grades 3-8 on iReady Math</p>	<p>2021 Spring Math Diagnostic:</p> <p>3-5th grade: 25.1% overall, 17.9% AA, 12% EL, 7% Sped, 10.6% Foster, and 16.3% McKinney-Vento</p> <p>6-8th grade: 27.1% overall, 21.4% AA, 5.7% EL, 3.1% Sped, 13.3% Foster, and 18.3% McKinney-Vento</p>				<p>Increase iReady percentage rates by a minimum of 5% for overall and underserved populations</p>
<p>Increase overall Career Technical Education pathway completion rates.</p>	<p>2019-2020: An average of 18% of students that started a</p>				<p>Increase average pathway completion by a minimum of 10% for overall and historically</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	pathway completed the pathway				underserved populations
Increase the Current Status of students meeting or exceeding the standard- on the Science CaST as reported by the California School Dashboard	2018-2019: 5th 19.58% Met or Exceeded 8th 13.85% Met or Exceeded 12th 15.20% Met or Exceeded				Increase CaST percentage rates by a minimum of 5% for overall and underserved populations
Implement End of Course Exams for all 9th-11th grade science courses and increase the number of students scoring at or above 70%	N/A				After full implementation, at least 50% overall with less than a 10% difference for historically underserved populations
English Learner Progress Indicator on the CA Dashboard	For the 2018-2019 school year the English Learner Progress Indicator was 46%				Increase the English Learner Progress Indicator to 55%.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Dual Language Immersion	The District will continue to implement Dual Language Immersion (DLI) at 4 elementary, 1 middle and 1 high school. (Boyd, Kelley, Morris, Garcia, Jehue and Rialto High School) and will be expanded to 5	\$240,114.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>additional elementary schools with a pathway to 1 middle school and 1 high school in 2021-2022 (Bemis, Curtis, Dunn, Trapp, Werner Elementary, Rialto Middle School and Eisenhower High School). The District has gathered evidence from stakeholders and has reviewed data in support of including this action, specifically created to support English learners and promote primary and secondary language acquisition.</p> <p>This action sets in motion the staffing needed for current program funding as well as the new DLI classroom at Bemis, Curtis, Dunn, Trapp and Werner Elementary Schools.</p> <ul style="list-style-type: none"> • Administrators, teachers and BIA's will collaborate to ensure continuous improvement of the DLI program. • The Administrator for Multilingual Programs will continue to monitor and support this program. <p>Population Served: English Learners & Low Income students</p>		
2	Dual Language Immersion - Materials	Rialto Unified School District will continue to provide DLI classes district-wide with Spanish supplemental instructional materials for students enrolled in the DLI program to support primary language development that is principally directed to unduplicated students to increase academic achievement in ELA and proficiency in a second language.	\$80,100.00	No

Action #	Title	Description	Total Funds	Contributing
3	Dual Language Immersion - Targeted Instructional Assistants	<p>The District will hire an additional 25 instructional assistants to support Dual Language Immersion students in grades kindergarten through second grade. The purpose of these assistants will be to allow for small group configuration for additional oral and written language practice of students who are enrolled in the DLI program.</p> <p>Population Served: English Learners & Low Income students</p>	\$403,951.00	Yes
4	Seal of Biliteracy and Golden State Merit Seal	<p>The District will continue implementing the Seal of Biliteracy, providing recognition of biliteracy on the diplomas of qualifying high school seniors. Allocation is for Medallion of Biliteracy awarded to eligible High School Seniors. In addition Allocation is for Language Testing of students needing to qualify for the Seal of Biliteracy. Multilingual awards will be expanded to other grade levels to promote multilingualism at Elementary and Middle School.</p> <p>The District will continue to implement the Golden State Merit Seal (GSMS), providing recognition of outstanding academic accomplishment on diplomas of qualifying high school seniors. Allocation is for GSMS Medallion to Seniors that have met requirements.</p> <p>Students Served: Low Income Students, English learners, and Foster Youth</p>	\$15,000.00	Yes
5	VAPA Teachers and Music Teachers	The District will maintain 5 Elementary Music Specialists and 11 Elementary VAPA teachers to provide instruction in Visual and	\$2,765,998.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Performing Arts to provide grade 1st - 5th grade with lessons in the areas of art, drama, music as a mode to provide enrichment and additional experiences that at risk students may not individually have the means to participate in.</p> <p>In addition, this action allows for necessary materials to support the Elementary Music and VAPA programs as a way to support students' well rounded education.</p> <p>The Academic Agent for Special Programs will supervise these activities and monitor progress.</p> <p>Students Served: English Learners, Low Income & Foster Students</p>		
6	Diversified Curriculum	<p>Based on feedback from stakeholder groups, specifically equity action teams, the need to increase diversity and cultural representation in Rialto Unified curriculum has been expressed. Therefore, the following was suggested:</p> <p>Supplemental materials/diversified curriculum that represents different cultures and histories of various student ethnicities is needed for all K-12 students.</p> <p>To complete this task, the following actions in regards to materials will take place:</p> <ul style="list-style-type: none"> To begin, increase the titles of diverse, multicultural books for site libraries. 	\$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Supplemental curriculum and materials will be purchased to support Culturally and Linguistically Relevant Teaching and Learning (CLR) for those schools who are implementing this model. • Curriculum and support materials for new high school courses such as Ethnic Studies, Multicultural Literature, U.S. History: Race & Gender, and Women’s Studies. • Supplemental materials need to be purchased for secondary science classrooms to develop students’ identity as a scientifically literate and environmentally literate global citizen. • Process will be created to review new adoptions or supplemental materials in all subject areas to ensure representation of all members of the Rialto community. 		
7	CCR (College Career Readiness)	<p>The district will provide Career Technical Education (CTE) pathways at high schools to ensure that students are not only college ready but also career ready. Through these pathways, students will be exposed to career opportunities that they may not have been exposed to.</p> <ul style="list-style-type: none"> • The district will provide transportation to CTE courses available at the Chavez/ Huerta Center from the high schools. • Supplemental classroom instructional materials that ensure access to CTE courses and opportunities for industry certification and success of all students. <p>The District will expand Early College Credit programs and support program branding, provide college course textbooks and transportation between each of the high schools.</p>	\$4,618,418.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>The District will support expanded career awareness in middle and elementary schools by providing opportunities to personalize learning for students' strengths, needs, personal passions, and academic interests. Middle schools will implement interest profilers and create exploratory career courses.</p> <p>District will support expanded K-8 awareness and recruitment opportunities after school and over calendared breaks through creation of curriculum that aligns to high school CTE pathways.</p> <p>The Agent of Science and CTE Pathways will monitor and support this action.</p> <p>Students Served: Low Income Students</p>		
8	Naviance	<p>In support of the College and Career Indicator, various supports were researched and reviewed during the 2020-21 school year. Stakeholder feedback from LCAP Planning and Action Teams was also in support of product such as Naviance to support secondary students. The purpose of this program is to provide a user-friendly interface for students to plan for college and career options. Many students may have not traveled outside of Rialto Unified boundaries and this tool helps them to plan for success beyond the K-12 classroom.</p> <p>Naviance is a comprehensive 6-12th grade college and career readiness solution that helps districts and schools align student strengths and interests to postsecondary education. Naviance helps students choose coursework and meet state-mandated requirements. The platform provides all students with equitable access to information</p>	\$130,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>about colleges and careers so that they can make informed choices. In addition to helping students achieve college and career objectives, Naviance helps students build the social emotional, interpersonal, and transition skills they need for lifelong success.</p> <p>In addition to helping students achieve college and career objectives, Naviance helps students build the social emotional, interpersonal, and transition skills they need for lifelong success.</p> <p>Implementation will be trained and monitored by the Lead Academic Agent Secondary Innovation, Lead District Counselor, and the Agent for Science and CTE Pathways.</p> <p>Students Served: Low Income Students</p>		
9	Online SST (Student Study Team) Process	<p>Based on feedback from teachers and administrators, a uniform process for the Student Study Team (SST) will be put in place with an online tool. This will allow for consistent use across schools and grade levels when students are referred and met/discussed during SST (Student Study Team) meetings. A uniform tool is needed to address student's behavioural and academic needs in a consistent manner, specifically for students who experience high mobility and transfer from one Rialto Unified school to another. This tool will be used by principals, assistant principals, program specialists and strategists in addition to classroom teachers.</p> <p>Implementation will be trained and monitored by the Lead Academic Agent for Elementary and the Lead Academic Agent for Secondary Innovation.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Data gathered during 2021-22 school year be used to identify online tool to be purchased and establish budget for future implementation.		
10	Special Education - Transition Services and Curriculum	<p>For students who are identified with qualifying need, VirtualJobShadow.com will empower individuals to discover, plan and pursue their dreams with a unique video-based career planning platform. It's an interactive tool to assist students develop career paths based on choice, not change. Supports post-secondary education via job and college searches, career and interest assessments and lesson plans with career and workforce preparation activities.</p> <p>In addition, Job Ready & Life Ready Curriculum is a comprehensive career education, job preparation, and life skills program for grades 6-12+ and will be purchased for those student requiring this curriculum.</p> <p>Finally, TeachTown Curriculum will provide Social Skills and Independent Living Skills curriculum for students who receive special education services.</p> <p>Implementation will be trained and monitored by the Lead Special Services Agent.</p>	\$123,933.00	No
11	GoalBook - Tool for Teachers	The District will continue to provide Goalbook to assist educators working with special education students to vary their level of support through this articulated standards document. Based on feedback from	\$89,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>educators using this product, it has been deemed useful to assist in creating goals for students.</p> <p>Implementation will be trained and monitored by the Lead Special Services Agent.</p>		
12	Technology Devices and Instructional Technology Assistants	<p>The increased purchase of technology that allows a 1:1 technology to student ratio, the District will continue to provide Instructional Technology Assistants (ITAs) at all elementary and middle schools as well as the continuation high school. The ITAs will increase student use of technology by providing technology support using the Common Core State Standards K-12 Technology Skills Scope and Sequence, Keyboarding and Digital Citizenship.</p> <p>The District will continue to support Education Technology by maintaining 1:1 devices for student classroom use and the required infrastructure. The District will continue to provide access to internet service upon request.</p> <p>Implementation will be monitored by the Agent for Academic Technology.</p> <p>Students Served: Low Income, English Learners & Foster Youth</p>	\$23,452,320.00	Yes
13	Math Intervention	As a District, in grades 6-8 specifically, approximately 75% of students reported to be one to three (or more) levels below grade level on the	\$255,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Spring 2021 administration of the iReady assessment. Therefore, the District will continue to provide a math intervention program (ALEKS) for students in grades 6- 12 to address these learning gaps. Pre and post tests will be administered to inform instruction and address students' readiness and gaps in mathematics.</p> <p>For elementary, students, interventions provided are site-level decisions, based on need. The District will also explore a uniform intervention program for elementary schools to address readiness and gaps in mathematics.</p> <p>Implementation will be trained and monitored by the Lead Academic Agent Math, Science, and College and Career.</p>		
14	College Entrance and AP(Advanced Placement)Testing	<p>The District will provide for universal testing for the PSAT 8/9 for eligible 8th grade students, PSAT/NMSQT for eligible 10th grade students and the SAT School Day for eligible 11th grade students to increase students opportunities to access these college preparation and entrance tests without families incurring the cost.</p> <p>In addition, the District will pay the AP (Advance Placement) testing fees for eligible students. To support instruction, the District will provide the opportunity for secondary AP teachers to attend training offered through the College Board to ensure that they are providing instruction to meet the students' needs who are enrolled in AP classes and will take College Board assessments.</p> <p>Implementation will be trained and monitored by the Agent: Academic Technology and Lead Academic Agent Secondary Innovation.</p>	\$310,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
15	Adaptive Diagnostic Testing	<p>Based on the need to provided a consistent, adaptive diagnostic, the District will continue implementation of an adaptive diagnostic assessment, iReady, as was implemented since the 2017-18 school year.</p> <p>iReady Diagnostic will be administered to students in grades K-8 and intervention classes in grades 9-12 three times a school year to provide a customized evaluation of each student and to track student growth over time.</p> <p>During the 2020-21 school year, this diagnostic was used in place of CAASPP assessments in English Language Arts and Mathematics for grades 3rd-8th and this local data will be used ongoing to support instruction and will be monitored in the LCAP.</p> <p>Implementation will be trained and monitored by the Agent: Academic Technology.</p>	\$256,798.00	No
16	Data Analysis Platform	<p>From stakeholder input at LCAP planning and action team meetings as well as feedback from district and site leaders, the District will purchase a data analytics platform (Hoonuit & Synergy Data Warehouse) to bring in multiple data points into a single dashboard to easily track overall student, school, and district performance. This data system will allow for live data to be easily retrieved, reviewed, and monitored. Implementation of these new interfaces will be monitored at the district level in regards to usage as well as survey data from users on feedback of the two programs.</p> <p>Implementation will be trained and monitored by the Agent: Academic Technology.</p>	\$210,000.00	No

Action #	Title	Description	Total Funds	Contributing
17	Course Credit Recovery for Secondary Students	<p>The APEX High School Coordinators and teachers will be trained on APEX (the credit recovery program) implementation and updates and in implementation of an APEX common credit recovery model across the high schools during the school day and after school. Due to various extenuating circumstances, some students in high school become credit deficient and need a way to recover those credits. This action and related tool is used to address that concern.</p> <p>APEX will continue to be purchased and implemented in all high schools and the continuation high school.</p> <ul style="list-style-type: none"> • The District will provide summer school for high school students that were credit deficient in a traditional setting as well as through APEX online learning. • The District will provide a summer school intervention class for incoming 9th graders that needed support in ELA and Math to prevent the need for additional credit recovery. <p>Implementation will be trained and monitored by the Lead Academic Agent for Secondary Innovation.</p> <p>Students Served: English Learners, Low Income and Foster Students</p>	\$976,619.00	Yes
18	Reading Specialists for Inclusion	<p>Currently, 7-8 Reading Specialists have been trained and are in place at sites that are implementing an inclusion model. In support of a District wide literacy and numeracy initiative, these specialists will remain at each school site and be trained in inclusive practices. The ultimate goal for this staff is to support literacy instruction and to decrease the amount of students with an IEP who are served by pull-out models.</p>	\$1,094,693.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>In addition, these specialists are trained through Neuhaus Education Center with the latest research-based strategies and materials to teach reading, writing, and spelling to all students, including those with dyslexia. (Cost of training has been included in Goal 1 Action 22).</p> <p>Based on program expansion of other sites moving towards a full inclusion model, additional staff will be hired.</p> <p>Implementation will be trained and monitored by the Lead Academic Agent, Elementary Innovation.</p>		
19	K-12 Independent Study	<p>The District will expand independent study to serve a greater number of students in grades K-8 after transitioning from a Distance Learning model during the 2020-21 school year; this program will be site based for elementary (at Henry Elementary) in addition to supports through Student Services and Zupanic (Secondary Independent School).</p> <p>Implementation will be trained and monitored by the Lead Student Services Agent.</p>	\$442,340.00	Yes
20	Early Learning and Care Program	<p>The District provides early learning and care services for all children ages 3 years of age to 5 years of age. These programs provide an educational component that is developmentally, culturally, and linguistically appropriate for all children served. The programs also provide meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees.</p>	\$1,108,725.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • The District will offer six Rialto preschool programs that support innovative instructional offerings such as inclusion, social emotional learning, STEM and early literacy. These classrooms have been created and will be maintained for parents who do not meet the necessary qualifications for State Preschool classes. • This action was carried over from the 2017-20 LCAP as enrollment has continued at capacity for those classrooms. <p>Implementation will be trained and monitored by the Agent for Early Education.</p> <p>Students Served: Low Income Students</p>		
21	Bilingual Instructional Assistants for Primary Language Support	<p>The District will maintain 64 bilingual instructional assistants to support the primary language needs of English Learners at the beginning levels of English proficiency through classroom support. These Instructional Assistants will be assigned to classes with the highest number of English learners at the lower English proficiency levels and will support students with one on one and small group instruction. In addition, primary language support is provided to the students as needed.</p> <p>Implementation will be trained and monitored by the Agent of Multilingual Programs.</p> <p>Students Served: English Learners</p>	\$862,006.00	Yes

Action #	Title	Description	Total Funds	Contributing
22	Literacy & Numeracy	<p>Based on a review of data and input from stakeholder, the District is implementing a literacy and numeracy initiative, beginning the 2021-22 school year, as part of the Extended Learning Opportunities Grant.</p> <p>All nineteen (19) elementary schools for grades 1-3 will focus entirely on literacy and numeracy foundation for every student. Up to nineteen (19) first grade classrooms will have co-teachers composed of two credentialed teachers as teachers of record (hire up to nineteen (19) first grade teachers).</p> <p>In addition, the District will hire a minimum of one (1) Reading Specialist will support every 1st-3rd grade level team of teachers at all elementary schools (approximately 45 teachers). The Reading Specialists will push into each non co-teacher classroom grades 1st-3rd to provide additional timely, differentiated support to students with academic literacy and numeracy needs.</p> <p>Implementation will be trained and monitored by the Lead Academic Agent Elementary Innovation and Lead Academic Agent Math and Early College Programs.</p>	\$8,607,906.00	No
23	Literacy and Numeracy - District Support	<p>Based on a review of data and input from stakeholder, the District is implementing a literacy and numeracy initiative, beginning the 2021-22 school year, as part of the Extended Learning Opportunities Grant.</p> <p>In addition, the District will hire five (5) District TOSA's (Teachers on Special Assignment) with expertise in literacy (2 TOSA's) & numeracy (3 TOSA's) to support and train teachers and parents in foundational literacy & numeracy at all elementary schools.</p>	\$530,444.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>These TOSA's will be centralized at the district level; however, they will provide centralized support and training as well as will regularly collaborate with site Reading Specialists, elementary site strategists, and secondary coaches for English language arts and Math.</p> <p>Implementation will be trained and monitored by the Lead Academic Agent Elementary Innovation and Lead Academic Agent Math and Early College Programs.</p>		
24	Literacy and Numeracy at the Secondary Sites	<p>There will also be a total of nine (9) Reading Specialists, one for each middle and high school to work with students that are reading far below grade level as identified through CAASPP and District Benchmark. These Reading Specialists will teach classes utilizing differentiated curriculum to meet academic needs.</p> <p>Secondary schools will develop a schoolwide literacy instructional focus. At our secondary schools literacy strategies are incorporated in all disciplines.</p> <ul style="list-style-type: none"> • To support this work our secondary schools will work with Innovate Ed in a cycle of inquiry and implementation. (Action in Goal 2) • To monitor and increase accountability sites will develop a walkthrough protocol tool and instructional rounds. • To monitor and increase accountability, all secondary sites will use the state Interim Assessments Blocks 	\$1,167,048.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>All secondary schools will select and implement a reading intervention program for the sites 5% of students with the lowest reading level; curriculum will be purchased and trained using site based funds.</p> <p>Implementation will be trained and monitored by the Lead Academic Agent Secondary Innovation and Lead Academic Agent Math, Science, and College and Career.</p>		
25	Additional Information Technology Staff	<p>The Information Technology (IT) department added five positions to provide the support that is necessary with 1:1 student devices and an increased use of technology in the classroom. The IT department added 1 Technology Trainer, 2 Technology Support Techs and 2 WAN specialists.</p> <p>Students Served: Low Income, Foster Youth and English Learner Students</p>	\$741,030.00	Yes
26	Instructional Aides	<p>Instructional aides are added to classrooms identified as having the most need to reduce the adult to student ratio. Reducing the adult to student ratio allows the teacher to differentiate instruction, with the delivery assisted by the instructional aides. There are 95 positions.</p> <p>Students Served: Low Income Students</p>	\$4,134,393.00	Yes

Action #	Title	Description	Total Funds	Contributing
27	Behavior Support Assistants	<p>29 Behavior Support Assistants positions were added to assist teachers in the shaping of student's behavior and communication skills to improve behaviors targeted for intervention.</p> <p>Students Served: Low Income, Foster and English Learner Students</p>	\$824,271.00	Yes
28	Milor High School Class Size	<p>Average class size will be lower at Milor High School. A smaller class gives the teacher the opportunity to identify those students that are not progressing academically and intervene in a timely manner. The lower class size gives the teacher flexibility to develop differentiated instruction and ensure students on the Milor campus graduate on time. The school is allotted an additional 5 teacher positions above the contractual teacher to student ratio.</p> <p>Students Served: Low Income, Foster and English Learner Students</p>	\$569,463.00	Yes
29	Library Technicians	<p>In support of the District's literacy initiative, all schools sites will maintain their library technician. These positions are key in making student lifelong readers by introducing them to books, materials, technology and activities that make reading fun and engaging. These position have also been key in diversifying reading material at all grade levels and ensuring available books are up to District standards.</p>	\$2,301,051.00	Yes
30	Additional Middle School Counselors	<p>The District ensured each grade level at the middle school had at least one counselor assigned. A total of four counselors were added.</p>	\$448,491.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>These positions were added to increase the amount of time the middle school counselors can spend supporting students' academic and emotional well-being.</p> <p>Students served: Low Income Students</p>		
31	Lower K-3 Class Size	<p>As a condition of receiving the LCFF grade span adjustment funding the school district has to maintain an average class enrollment of no more than 24 students for each school site in kindergarten and grades 1 to 3. The LCFF grade span adjustment funding does not cover the incremental cost of offering the reduced class size. The District has continued to offer smaller class sizes in kindergarten and grades 1 to 3 in an effort to offer a learning environment where the teacher can allocate more time to each student and their unique needs.</p> <p>Students Served: Low Income Students</p>	\$2,111,634.00	Yes
32	Early College Credit Program	<p>The District will expand Early College Credit programs and support program branding, provide college course textbooks and transportation between each of the high schools.</p> <p>The Agent of Science and CTE Pathways will monitor and support this action.</p>	\$31,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
33	Middle and Elementary School Career Exploration	<p>The District will support expanded career awareness in middle and elementary schools by providing opportunities to personalize learning for students' strengths, needs, personal passions, and academic interests. Middle schools will implement interest profilers and create exploratory career courses. District will support expanded K-8 awareness and recruitment opportunities after school and over calendared breaks through creation of curriculum that aligns to high school CTE pathways.</p> <p>The Agent of Science and CTE Pathways will monitor and support this action.</p> <p>Students Served: Low Income Students</p>	\$0.00	No
34	AP Teachers Professional Development	<p>To support instruction, the District will provide the opportunity for secondary AP teachers to attend training offered through the College Board to ensure that they are providing instruction to meet the students' needs who are enrolled in AP classes and will take College Board assessments.</p> <p>Implementation will be trained and monitored by the Agent: Academic Technology and Lead Academic Agent Secondary Innovation.</p>	\$40,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

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

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

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher Induction - Core Service for Induction Teachers	<p>The Rialto Unified School District continues to provide its Induction Program for new teachers to clear General Education and Education Specialist teaching credentials.</p> <p>In accordance to Induction Standards, the Rialto Induction Program will:</p> <ul style="list-style-type: none"> • Provide a stipend for two Lead Induction and Teacher Support Mentors to implement the day-to-day responsibilities of managing Induction with reduced caseload of no more than five (5) Participating Teachers • Provide mentoring support to Participating Teachers through Induction Mentors • Provide additional Induction Mentors, as needed based on an Induction Mentor/Participating Teacher ratio of 1/20 • Provide Participating Teachers job embedded professional development options that meet their professional growth needs <p>Implementation will be performed and monitored by the Lead Academic Agent for Professional Learning and Induction.</p> <p>Students Served: Low Income Students</p>	\$1,127,786.00	Yes
2	Teacher Induction - Professional Development	<p>In order to have highly qualified teachers the school district offers the Induction Program for new teachers. In support of the Induction Program for new teachers, the following Professional Development will be coordinated by the Lead Agent for Professional Learning and Induction will be available for participating teachers and mentors:</p>	\$335,421.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Participating Teachers will receive district-level New Teacher training in core areas (ELA, Math, Science, History/SS, World Languages). Induction will provide support for the teachers with the implementation of new learnings • Ongoing professional development will be provided to Induction Mentors • Substitute coverage for Participating Teachers to participate in peer observations of master teacher classrooms or participate in professional development • The Induction Program will partner with Multilingual Programs to provide professional development in Student Shadowing to Year 2 Induction Participating Teachers • Focus on instructional strategies and equitable classroom practices to support African American students that are low income, foster or English learners, Students with Special Needs that are low income, foster or English learners and English Learners. <p>Implementation will be trained and monitored by the Lead Academic Agent for Professional Learning and Induction.</p> <p>Students Served: Low Income, English Learners and Foster Students</p>		
3	Emerging Linguist Specialist and Site English Learner Facilitators	All elementary, all middle school and the continuation/independent study will be provided a stipend to implement a Site English Learner Facilitator (SELF) position. The SELF will be trained by Multilingual Programs to support site administrators and teachers to implement an effective site English Learner program. This position was created in the Fall of 2020 with the implementation of the Learning Continuity Plan and many sites reported positive feedback of this position as the	\$541,082.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>site communicator on EL needs in addition to administration and support staff.</p> <p>At the high school an Emerging Linguist Specialist (ELS) will provide intervention services to English Learners during the school day. Services will include tracking student progress and recommending resources to ensure student academic success. The ELS will support site administrators and teachers to implement an effective English Learner program.</p> <p>Implementation will be performed and monitored by the Agent for Multilingual Programs.</p> <p>Students Served: English Learner Students</p>		
4	Culturally Responsive Teaching and Learning	<p>Tiered Professional Development Supports for teachers, administrators and instructional support staff will be provided through the 2021-2024 LCAP. This action was included based on student performance data and gaps noted of underserved students as well as input received from Equity Action Teams.</p> <ul style="list-style-type: none"> During the 2021-22 school year, training of all Educational Services and Site administrators in all aspects related to Culturally Responsive Teaching and Learning (CLR) will occur. This will allow for the needed classroom support and progress monitoring to be properly provided. 	\$296,335.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • During the 2022-23 school year, initial training will include a specific overview to build foundation for all teachers (and other participants). <p>During the 2023-24 school year, the following will occur:</p> <ul style="list-style-type: none"> • Follow up support to include site based training as well as the inclusion of CLR in all instructional and content area training. • Follow up coaching to support the application and implementation of instructional strategies that would focus on building students’ brainpower and helping them build upon their existing knowledge. • Follow up training and support in differentiated lesson design that is inclusive of culturally relevant practices and culturally relevant and diverse instructional materials in all subject areas. <p>Implementation will be performed and monitored by the Lead Academic Agent for Professional Learning and Induction.</p> <p>Students Served: Low Income, English Learners and Foster Students that are African American or Latino Students</p>		
5	Equity and Implicit Bias Training	During the 2020-21 school year, the School Board for the Rialto Unified School District presented a resolution, declaring that racism was a public health crisis. Therefore, District staff have identified actions to address this important issue.	\$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Initial training in the areas of equity and implicit bias will include a specific overview to build foundation for all teachers and follow up to include site based training as well as inclusion in subject area training. This training will be provided by outside consultants who have previously worked in Rialto Unified, including Dr. Sharroky Hollie and Robert Jackson, as well as current Rialto Unified staff.</p> <p>During the 2021-22 school year, the focus of training will be site and district leadership, creating a foundation that subsequent LCAP years will focus on implementation with certificated and classified staff. Ongoing monitoring will occur within the Education Services Department where student dashboard data will be reviewed as well as training feedback from participants.</p> <p>Implementation will be performed and monitored by the Lead Academic Agent for Professional Learning and Induction.</p> <p>Students Served: Low Income, English Learners and Foster Students</p>		
6	Williams Teacher Requirement	<p>The District will fill all teaching positions with instructional staff that are fully credentialed and highly qualified to teach the subjects/courses/grade levels they are appropriately assigned. This will ensure all students received instruction by a qualified teacher.</p> <p>Implementation will be performed and monitored by the Agent for Early Education and the Academic Agent for Special Programs.</p>	\$183,320,643.00	No

Action #	Title	Description	Total Funds	Contributing
7	Williams Textbook Requirement	<p>The District will ensure that all students, in all schools, are provided textbooks and instructional materials in all core subject areas at a 1:1 ratio. Providing adequate textbooks and instructional materials in the classroom and at home ensures students have the appropriate reference materials to learn.</p> <ul style="list-style-type: none"> The District plans to complete a textbook adoption for Science (TK-12) and World Languages (6-12) during the 2021-22 school year. <p>Implementation will be performed and monitored by the Agent Early Education and the Academic Agent for Special Programs.</p> <p>Students Served: Low Income Students</p>	\$5,461,027.00	No
8	Elementary Strategists	<p>The District will maintain 20 elementary site based Instructional Support Teachers/ Teacher on Special Assignments to support the elementary schools (1 for each of the 19 elementary schools) who will model effective instructional strategies through professional development and coaching for all classroom teachers, provide intervention for students in academic need, and train parents. Specifically, for the 2021-22 school year, elementary strategists will support grades 4th - 5th with the implementation of the Literacy and Numeracy Initiatives. For a portion of their work day, they will work with a small group of intensive students based on a review of local data, including iReady Diagnostic. This action was carried over from the 2017-20 LCAP and was requested and supported through feedback of LCAP action teams as well as site administration.</p>	\$3,555,184.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Implementation will be performed and monitored by the Lead Academic Agent Elementary Innovation and Lead Academic Agent Math.</p> <p>Students Served: Low Income Student, English learners, Foster Youth</p>		
9	Literacy Training	<p>For the 2021-22 school year, tiered professional development supports for K-12 Teachers will occur as follows:</p> <ul style="list-style-type: none"> • Language Essentials for Teachers of Reading and Spelling (LETRS) training provided to all 1st - 3rd grad teachers to support Foundational Literacy. • Writing across the curriculum supporting the work of all sites around RACE and CER structures (RACE: R=Restate the Question. The first step is to change the question into a statement. A = Answer the Question. C = Cite Text Evidence. E = Explain What it Means. CER- Claim, Evidence, Reasoning.) will be provided to all teachers in grades 6-12. Training will be provided to ensure these practices are embedded in all subject matters. Additionally, this support will happen through our Innovate Ed collaborative professional development. <p>Targeted Tier 2 Professional Development Supports (for Reading Specialists, Secondary Coaches and Elementary Strategists) will include:</p> <ul style="list-style-type: none"> • Specialized training to support foundational literacy for Reading Specialists (for example, LETRS or Neuhaus). 	\$1,037,062.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Co-teaching best practices training will be provided annually for the Reading Specialists. • Intensive training in Literacy for Elementary Strategists (for example, LETRS or Neuhaus). • Training in RACE and CER writing strategies for secondary coaches. <p>Targeted Tier 3 Professional Development Supports (for individual teachers, parents, and students) will include:</p> <ul style="list-style-type: none"> • Based on feedback from teachers and staff, the Reading and Literacy Authorization courses will be available to all K-12 teachers and will be in collaboration with the University of Southern California. Over the course of this funding, this opportunity will be provided to any interested teacher. Enrollment and textbook will be paid for by the District for up to 100 teachers each academic year. This authorization will increase teachers' understanding of the foundations and theory of teaching reading to students at an age level. <p>Implementation will be performed and monitored by the Lead Academic Agent for Elementary Innovation and Lead Academic Agent for Professional Learning and Induction.</p> <p>Students Served: Low Income</p>		
10	School Site Strategic Planning	Since the 2016-17 school year, the District has worked to create a District Strategic Plan and completed a revision to this district plan during the 2019-20 school year. This Strategic Plan outlines Rialto's beliefs, mission, objectives, and parameters. To implement this plan,	\$193,478.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Rialto uses Strategics which is the method by which a community continuously creates a plan to serve extraordinary purpose.</p> <p>In turn, each school site has previously developed and will refine a its own site Strategic Plan during the 2021-22 school year. The District will provide Professional Development support to individual schools as they implement their site Strategic Plans through the use of existing trained staff as well as materials from Dr. William J. Cook, Jr.</p> <p>A district created a video series on strategic thinking and social class to be facilitated by principals to share with staff. All district sites will create new two year strategic action plans. A consultant will provide strategic thinking and social class training to new administrators.</p> <p>Implementation will be performed and monitored by the Lead Academic Agent Elementary for Innovation and Lead Strategic Agent for Strategics, Congruence, and Social Justice.</p> <p>Students Served: Low Income Students</p>		
11	Numeracy (Math) Training	<p>For the 2021-22 school year, Tier 1 Professional Development Supports (for all elementary teachers and all secondary math teachers) will include an introductory professional development for all elementary teachers on math routines that support diverse learners.</p> <p>Ongoing professional development for all 6th -8th grade math teachers will have a different focus each school year as follows:</p>	\$1,096,723.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • The 21/22 foci will be 6th grade math concepts and Standards for Mathematical Practices (SMPs) in a compacted curriculum toolkit. • Foci for 22/23 will be 7th grade math concepts and SMPs in a compacted curriculum. • Foci for 23/24 will be 8th grade and Math 1 concepts and SMPs in a compacted curriculum. <p>Ongoing professional development for all 9th-12th grade math teachers will be using visual models during specific course instruction.</p> <ul style="list-style-type: none"> • The annual foci will be: Math 1 in 21/22, Math 2 in 22/23, and Math 3 in 23/24. <p>Provide teachers with professional development on Digital Notebooks and note taking strategies for students.</p> <ul style="list-style-type: none"> • Tier 2 Provide professional development for numeracy specialists/Instructional Support Strategists (elementary) and math coaches (secondary) <p>Professional development book studies utilizing “Elementary and Middle School Mathematics Teaching Developmentally” and “Singapore Method: Using the Singapore Bar Models to Solve Problems.” The district will support this effort by purchasing these books for math lead teachers, strategists (at the elementary sites), and coaches (at the secondary sites).</p> <p>Professional development book studies utilizing “Routines for Reasoning” and “2023 California Draft Mathematics Framework.” The district will support this effort by purchasing these books for math lead teachers, strategists, and coaches.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Tier 3 Professional Development Supports (for individual teachers and/or parents)</p> <p>Create at least 1 “model” enrichment kit for grades K-3. These kits will include: lessons, materials and supplies that can be easily acquired and support foundational numeracy standards. Optional professional development will be offered on the lessons within the kit as well as directions for how to replicate the kits for teachers and parents.</p> <p>Optional ongoing professional development for individual elementary and secondary math teachers with the Silicon Valley Math Initiative (SVMI) on utilizing performance tasks to inform instruction.</p> <p>Optional professional development will be offered on how to utilize instructional technology (like Desmos) in secondary math classes.</p> <p>Implementation will be performed and monitored by the Lead Academic Agent Math.</p>		
12	Special Education (Equity and Inclusion)	<p>To meet the needs of students with disabilities, the following training will be provided by existing Rialto Unified staff as well outside consultants, if needed, who have expertise in a specific area.</p> <p>Training for district administrators, principals and assistant principals will include:</p> <ul style="list-style-type: none"> • Leading Inclusive Education; Addressing Disproportionality in Special Education and Discipline, Scheduling with Inclusion in Mind; Supervision Co-Teaching; IEP Training; each training will be provided and monitored by the Department of Special Services. 	\$355,695.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Training for Education Specialists, General Education Teachers, Paraprofessional Trainings will include (based on individual site or program need):</p> <ul style="list-style-type: none"> • Differentiation and Universal Design for Learning; IEP Process Training, Co-Teaching Training for Teachers; Specialized Academic Instruction; Tiered Interventions (reading/encoding strategies; comprehension strategies, metacognitive strategies) Supporting Inclusive Practices, PECKS, Smart Boards, iPads, Writing Tools, FBA/BIP, Professional Crisis Management (PCM), Family Engagement; Applied Behavioral Analysis (ABA) Methodology and Services; Least Restrictive Environment/Inclusive Practices Guidelines; Transition Services (Virtual Video Shadowing); INTELLIKEYS - Access for All. <p>Implementation will be supported and monitored by the Lead Special Services Agent.</p>		
13	Multilingual Programs Professional Development	<p>The Multilingual (ML) Programs Office will provide training and implementation support teachers in the following areas:</p> <ul style="list-style-type: none"> • 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 <p>Professional Development and Ongoing Collaboration will be provided to teachers at each Dual Language Immersion Site.</p>	\$258,678.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>SIOP (Sheltered Instruction Observation Protocol) - The District will continue to SIOP train teachers in teams for schools who voluntarily choose to implement this strategy at their school site. SIOP Materials will be purchased for all teachers participating in SIOP training.</p> <p>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.</p> <p>Collaboration amongst teachers of English Learners: ML 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.</p> <p>Implementation will be trained and monitored by the Agent for Multilingual Programs.</p> <p>Students Served: English Learner Students</p>		
14	Social Emotional Learning (SEL) Professional Development	Based on needs identified during the pandemic and previous years through surveys such as those provided through Panorama Education, training will be provided district wide on tiered components of Social Emotional Learning (SEL) to include instruction around CASEL (The Collaborative for Academic, Social, and Emotional Learning) 5 Competencies, Restorative Practices, and other prevention & intervention training.	\$430,343.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Each school will implement Tier 1 schoolwide SEL instruction and curriculum and will be purchased with site funds and trained and monitored at each site, based on curriculum/program selection.. • All RUSD school administrators will be Restorative Practices certified by the fall of 2021. <p>Implementation will be trained and monitored by the Lead Student Services Agent.</p>		
15	Assessment, Grading and Data Training	<p>The District uses several student data programs that help assess student performance. Training will be provided for new student data management programs such as Hoonuit and Synergy Assessment as well as follow up training for existing programs such as iReady Diagnostic and IABs.</p> <p>This training will be up to two to four hours per teacher at school site, based on schedule created and maintained by the Education Technology department. Recordings of trainings will also be available on demand for teachers and administrators to view at their own convenience. The District will maintain the Education Technology staff to administer the training.</p> <p>Implementation will be trained and monitored by the Agent Academic Technology.</p> <p>Students Served: Low Income Students</p>	\$452,555.00	Yes

Action #	Title	Description	Total Funds	Contributing
16	Alternative Curriculum for non-diploma track students	<p>The District will continue to purchase the Unique curriculum for the Special education students in moderate/severe classrooms. Unique will include the curriculum and training for mod/severe teachers to implement this program successfully.</p> <p>Implementation will be trained and monitored by the Lead Special Services Agent.</p>	\$31,000.00	No
17	PAR (Peer Assistance and Review Program) for Tenured Teachers	<p>The District will continue implementing the Peer Assistance and Review Program (PAR) according to the guidelines outlined in the certificated collective bargaining agreement.</p> <p>The PAR Program will:</p> <ul style="list-style-type: none"> • Provide eight (8) part-time PAR Consulting Teachers, who can each support up to two permanent teachers. • Provide additional PAR Consulting Teachers to the program, as needed. • Provide a governing PAR Joint Panel of 4 certificated teachers, selected by REA, and 3 administrators, selected by the superintendent's designee. • Provide ongoing professional development to the PAR Consulting Teachers and PAR Joint Panel to enable them to effectively support teachers. In house professional development will be provided by the Lead Induction and Teacher Support Mentors. <p>Implementation will be trained and monitored by the Lead Academic Agent Professional Learning and Induction.</p>	\$90,987.00	Yes

Action #	Title	Description	Total Funds	Contributing
18	STEM (Science Technology Engineer and Math) Training	<p>For the 2020-21 school year, Tier 1 Professional Development Supports (for all elementary teachers and all secondary science teachers) will be provided as follows:</p> <ul style="list-style-type: none"> Introductory professional development on science textbook adoption materials for K-12 teachers will be planned, implemented, and monitored, based on the curriculum that may be piloted or selected. <p>For specialized training, Tier 2 Professional Development Supports (for elementary specialists, all middle school science teachers, or all high school science teachers) will be provided on science related topics.</p> <p>Tier 3 Professional Development Supports (for individual STEM elective teachers at the secondary level and/or parents)</p> <ul style="list-style-type: none"> Introductory professional development will be provided with materials that may be piloted and later adopted. <p>Implementation will be trained and monitored by the STEM and College and Career Pathways Coordinator.</p> <p>Students Served: Low Income Students</p>	\$78,773.00	Yes
19	Secondary ELA and Math Coaches	To support secondary content areas of English/Language Arts and Math, the District will maintain 19 Secondary Coaches to coach teachers on ELA and Math best practices, data analysis, and student support and monitoring. In addition, they will collaborate on a bi-monthly basis with content similar coaches and district leads to review current iReady and IAB data. Effectiveness will be monitored based	\$2,672,283.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>upon coaching calendars and feedback from teachers after the delivery of professional development.</p> <p>Implementation will be performed and monitored by the Lead Academic Agent Elementary Innovation and Lead Academic Agent Math.</p> <p>Students Served: Low Income Students</p>		
20	Home to School Transportation	<p>The District will continue to offer home to school transportation at no cost to eligible students. Providing home to school transportation to low income families helps these students maintain good attendance.</p> <p>Implementation will be performed and monitored by the Lead Risk Management & Transportation Agent</p> <p>Students Served: Low Income Students</p>	\$3,647,117.00	Yes
21	Health Clinic & Services	<p>There has been an increased need of health care as the District's enrollment of students with medical needs increases. Each school site is staffed with a health clerk; however, to improve the quality of service to the low income students with limited access to adequate health care, the District has a health clinic. The health clinic is staffed</p>	\$1,753,563.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>with 10 Registered Nurses, 1 Health Coordinator, 3 Licensed Vocation Nurses and 2 Health Services Technicians.</p> <p>Students Served: Low Income Students, English learners, Foster Youth</p>		
22	Instructional Specialist	The 2 Instructional Strategist will continue to help teachers learn how to differentiate instruction through a collaborative, push in model.	\$331,619.00	Yes
23	College and Career Centers	A College and Career center will be operated at each high school to give students access to college and career exploration. Each center is staffed with a Career Center Technician that helps students with college applications, financial aid applications, resumes, scholarships and other college and career processes.	\$229,790.00	Yes
24	Mobile Custodial Crew	The District will maintain the mobile custodial crew to ensure all schools is clean, sanitized and disinfected year-round. The mobile crew ensures students have a clean environment to maximize the student learning experience by reducing distractions, improving appeal of schools and improving the health conditions in which students learn. The mobile crew is comprised of 5 positions that supplement the custodial staff at the school site.	\$490,006.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Students Served: Low Income Students		
25	Program Specialist	Assists schools sites with smaller enrollment numbers with support in monitoring and coaching instruction, planning for short term and long term needs, as well as promoting positive school culture with one on one work with students and families.	\$1,031,132.00	Yes
26	Routine, Repair & Maintenance of School Sites	The District is required to maintain a restricted maintenance account within their general fund to be used for ongoing and major maintenance of school buildings. This account is funded by a contribution equal to 3% of the General Fund expenditures. In order to keep the schools in good repair, the District contribute an amount above the 3% in order to address the repairs in a timelier manner and present students with the optimal learning environment.	\$3,429,429.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

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

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

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	welcome at their child's school.				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Support for Foster Youth - Staff Support	<p>During the 2019-20 school year, approximately 1.1% of the student population were identified as Foster Youth and 7.7% were low income students without permanent housing. Therefore, the data suggests the increase of an additional 12-month classified staff member to support these students instead of one position (provided in the 2017-20 LCAP).The positions will be changed from 10-months to 12 month.</p> <p>Monitoring of this action will be the Lead Academic Agent for Student Services.</p>	\$155,851.00	Yes
2	Foster Youth - Additional Supports	<p>As originally outlined in the District's Learning Continuity Plan, Rialto Unified will contract with a Motel/Hotel to provide temporary housing for Rialto Unified families that are unsheltered due to economic hardship. This support will continue for the 2021-22 school year as the community adjusts and returns to full functioning after the pandemic.</p> <p>In addition, the District will contract with a community service provider to administer case management for unsheltered low income families. This service will support families in transitioning to permanent housing and provide additional services. Identified students will also be provided support in the form of instructional supplies, food, and clothing.</p>	\$605,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Supervision of this program and these staff members will be the Lead Academic Agent for Student Services.</p> <p>Students Served: Low Income Students, English learners, Foster Youth</p>		
3	Engagement of students in extra curricular activities	<p>The District will maintain support for middle and high school extra curricular activities to keep students engaged. The Middle School Sport program is staffed with a program coordinator. Funds will be allocated to purchase the necessary supplies and services.</p> <p>Supervision of this program and these staff members will be the Lead Academic Agent for Student Services and Lead Academic Agent for Secondary Innovation.</p> <p>Students Served: Low Income Students, English learners, and Foster Youth</p>	\$2,679,005.99	Yes
4	Engagement of students during school day	Revision of some electives at the secondary level to align with interests of students will occur during the 2021-22 school year to increase engagement opportunities based on student interest.	\$1,018,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Middle schools will have the option to add an eSports elective. The elective will focus on different modules to expose students to the different elements of eSports (video production, team building, etc.)</p> <p>District staff along with site leadership will research lunchtime activities and options after surveying students in regards of interest; support will be provided to school sites with implementation during the duration of the 2021-2024 LCAP.</p> <p>Middle schools will write new course descriptions of electives and align with staff or new staff (if needed).</p> <p>To support during the instructional day, additional training will be provided for all those supervising students (e.g. noon duty aides) during these activities.</p> <p>Monitoring of this program and these staff members will be the Lead Academic Agent Secondary Innovation and Agent for Academic Technology.</p> <p>Students Served: Low Income Students, Foster Youth, and English learners</p>		
5	Improve Dropout data	<p>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.</p> <p>The District will provide annual training to all staff responsible for updating the dropout codes in the student information system to</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>ensure that students are entered correctly. These trainings for staff will be provided during regular work hours.</p> <p>No additional costs incurred.</p> <p>Supervision of this program and these staff members will be the Lead Academic Agent for Student Services and Lead Academic Agent Secondary Innovation.</p>		
6	Social Emotional Learning Professional Development	Rialto Unified School Districts will provide social-emotional curriculum district-wide principally directed to unduplicated students, that includes training for teachers and administrators to address trauma related concerns and students that have been disproportionately impacted by COVID-19 to support decrease in learning loss and an increase in student academic achievement.	\$458,000.00	Yes
7	Wellness Centers	Based on suspension and expulsion data since 2010, Rialto Unified supported the development of Wellness Centers at the secondary level were created, staffed, and implemented. The Wellness Center is an inclusive space that acknowledges the participatory relationship between place and people utilizing the unique structures in the regenerative space. The support staff of this regenerative place curates activities and levels of stimuli that regenerate a person's mental and physical energy to enrich and strengthen all the health benefits of being relaxed and happy.	\$1,485,811.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Wellness Centers will be maintained and staffed at the 5 middle schools, 3 high schools, and 1 continuation school. This action will be supported and monitored by the Student Services Department.</p> <p>Supervision of this program and these staff members will be the Lead Academic Agent for Student Services and Lead Academic Agent for Secondary Innovation.</p> <p>Students Served: Low Income, English learners, Foster Youth</p>		
8	Social Emotional Learning/Educational Related Mental Health Services	<p>The following staff and positions support the educational related mental health needs of all Rialto Unified School District students and families:</p> <p>Psychologists</p> <p>The District increased the number of psychologist by 3 positions to improve the quality and timeliness of assessment performed for students. Based on their assessments students are then referred to the appropriate program.</p> <p>Applied Behavior Analysis Specialist</p> <p>The ABA specialists work with students that have behaviors that are disruptive to their learning. The ABA specialist works with the students, teachers and parents to change or correct that behavior.</p>	\$4,004,581.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Therapeutic Behavioral Strategist (TBS)</p> <p>Therapeutic Behavioral Strategists (TBS) have Licensed Mental Health Clinician to consult regarding clinical programming and triaging for students to insure clinical best practice.</p> <ul style="list-style-type: none"> • They monitor and support mental health and social and emotional well-being of pupil as well as provide Universal Supports to expose all students to Prevention and Intervention Social Emotional Learning. • Selective Supports will be utilized to provide targeted interventions for specific needs of students utilizing individual and group settings. <p>Emotional Health Therapist (EHT)</p> <p>The EHT provide the following services:</p> <ul style="list-style-type: none"> • Tier III Social-Emotional Supports will be provided by licensed clinicians. • Licensed Clinical Social Workers (LCSW) • Licensed Marriage and Family Therapist (MFT) • Crisis Intervention Services: methods used to offer immediate, short-term help to individuals who experience an event that produces emotional, mental, and behavioral distress or problems <p>Tier III Services (Most intensive supports)</p> <ul style="list-style-type: none"> • Clinical Case Management: assists students and their family in accessing mental health and social welfare related programs, facilitates coordination between the systems involved and links to community resources. 		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Case Consultations: a collaborative meeting or series of meetings to problem solve, develop, monitor, and or modify a comprehensive assessment or individualized treatment plan or to review services and progress towards objectives. • Educationally Related Mental Health Services: intensive therapeutic services that address a myriad of significant emotional and behavioral problems manifesting across settings for students who receive Special Education Services <p>Monitoring of this program and these staff members will be the Lead Academic Agent for Student Services.</p> <p>Students Served: Low Income, English learners, Foster Students</p>		
9	Safety Intervention and Support Services	<p>The District will work with school site administration to provide prevention/intervention and other means of correction (i.e. counseling, family support, alternative placement, etc.) to reduce the expulsion rate.</p> <p>The Safety Intervention & Community Specialist will continue to modify the delivery of services with an emphasis on prevention and intervention. Safety Intervention Specialists will continue to be trained in One Circle and Restorative Practice to deliver PBIS Tier 1 and 2 interventions by the Safety Intervention & Community Intervention Specialist.</p> <p>Monitoring of this program and these staff members will be the Lead Academic Agent for Student Services.</p>	\$196,009.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Students Served: Low Income Students, English learners, and Foster Youth</p>		
<p>10</p>	<p>Student Services Support for Students and Families</p>	<p>The District will maintain 1 Positive Behavior Intervention and Support (PBIS) Teacher on Special Assignment (TOSA) to provide support and follow up in the implementation of PBIS at each cohort at school sites. This support will include trainings and support of Self Assessment Surveys.</p> <p>The District will continue to implement Positive Behavioral Interventions and Supports (PBIS) for cohort 1 and 2, and 3.</p> <ul style="list-style-type: none"> • All Cohorts – Ongoing support provided by RUSD PBIS TOSA • The District and/or School Site will provide extra duty hours to PBIS team members in order to plan for training of site staff. • District will provide a stipend to a secondary counselor who has a Masters in Social Work to supervise university social worker interns. In addition, the district will maintain a Counselor on Special Assignment (COSA)/Restorative Practices Coach. • The District will maintain 3 PBIS/At-Risk (At-Promise) High School Counselors whose caseloads will consist of all high school foster and low income students that do not have permanent housing. The counselors will service the middle school and elementary school foster youth as well. They will monitor attendance, discipline, grades and credits. <p>Supervision of this program and these staff members will be the Lead Academic Agent for Student Services and Lead Academic Agent Secondary Innovation.</p>	<p>\$832,974.00</p>	<p>Yes</p>

Action #	Title	Description	Total Funds	Contributing
		Students Served: Low Income and Foster Students		
11	Family Engagement	<p>The District will maintain a District Parent Center - The Curtis T. Winton Parent Institute - to provide parent classes and training on all preschool - 12th Grade programs and curriculum.</p> <p>Parent Center staff will inform parents of the course offerings at the Parent Center and related resources.</p> <p>Moreover, the district will provide a variety of delivery modalities for parent classes and training available through the parent center, publishing a monthly calendar of events that will be placed on the district's web page.</p> <p>The Multilingual Programs Office and each school site will maintain an English Learner Plan which outlines the steps that will be taken when a new family arrives to the district and school site.</p> <ul style="list-style-type: none"> • Training at the district and school site level will be provided to parents in the area of reclassification, attendance, ELPAC, the EL Roadmap, and other areas of interest identified by parents at Coffee with the Principal and Coffee with the Multilingual Programs Agent. <p>The District will improve services to parents whose first language is not English by continuing to provide 7 interpreters.</p>	\$847,173.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Supervision of this program and these staff members will be the Lead Academic Agent for Professional Learning and Induction.</p> <p>Students Served: Low Income, Foster and English Learner Students</p>		
12	Communication with Parents and Community	Based on feedback from parent equity groups and the LCAP Planning and Action Team, Education Services Department will work to improve district-wide communication and principally directed to unduplicated parents for the purpose of increasing positive parent survey to district and school connectedness, student academics, and social-emotional supports.	\$227,000.00	Yes
13	Website and Online Presence	<p>The District, during the 2021-22 school year, will work to streamline communication for all stakeholders.</p> <p>Specifically, Education Services will pay extra duty for a staff member to improve web presence of Curtis T. Winton Parent Institute and related district pages to ensure that the pages are easy for parents to navigate.</p> <p>For trainings that have occurred virtually or in person, recordings will be posted online for on demand viewing.</p> <p>Media Services staff will be maintained to manage District website and online platforms. They will also ensure the school websites are being</p>	\$427,796.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>updated in a timely manner and following standards established for effective communication with parents. Communication is also secured by the Media Services department through other mediums such as letters, phone calls, texts, video and other forms.</p> <p>Supervision of this program and these staff members will be the Lead Academic Agent Professional Learning and Induction.</p> <p>Students Served: Low Income, Foster and English Learner Students</p>		
14	Student and Community Engagement	<p>Marketing of schools and district brands will be enhanced to better communicate with the community. This action will inform the community of available student program, parent activities and other relevant information to improve student and parent engagement. The District will contract with local business marquees throughout the community to publicize events and celebrate accomplishments as well. School sites will purchase signage, murals, banners and other products that promote their brand of emphasis tied to their site strategic plan.</p> <p>In an effort to improve student engagement and school climate, spirit wear will be allowed up to \$35 per employee. Staff will use spirit wear on designated dates.</p> <p>Supervision of this program and these staff members will be the Lead Academic Agent for Secondary Innovation, Lead Academic Agent for Elementary Innovation, and the Agent for Communication/Media Services.</p>	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Students Served: Low Income, Foster and English Learner Students		
15	Chronic Absenteeism	<p>As an area of past District Differentiated Assistance (during the 2019-20 school year), this data and related factors remain a focus area.</p> <p>To support the District and school sites, Rialto Unified will maintain a District centralized home visitation team including a District Prevention/Intervention Specialist provided by the San Bernardino County Probation Department, and three liaisons.</p> <p>An attendance specialist and an extra attendance clerk at each high school will be maintained to perform the additional due diligence in researching chronic absenteeism.</p> <p>The district will provide attendance intervention through Student Truancy Reduction and Intervention Team (STRAIT)</p> <p>Supervision of this data and these staff members will be the Lead Academic Agent for Student Services and Agent for Child Welfare and Attendance.</p> <p>Students Served: Low Income, Foster and English Learner Students</p>	\$898,838.00	Yes

Action #	Title	Description	Total Funds	Contributing
16	Equity and Cultural Community Engagement	In response to the various races and ethnicities present in the Rialto community, the Rialto Unified School District will promote district-wide supplemental instructional materials and celebrations of historical and cultural events that is principally directed to unduplicated students to increase self-awareness and understanding of cultural diversity for the purpose of positively impacting student school culture and climate surveys, increasing academic growth, and reclassification rates of English Learners.	\$50,000.00	Yes
17	Rialto Equity Council	<p>Beginning in the 2018-19 school year, the district established a Rialto Equity Council with group specific councils and teams, representing African American students, English learners, and students receiving Special Education services. Therefore, the District will maintain a stakeholder group made up of students, parents, teachers, administrators, board of education and community members to continue to address the needs of the underserved students.</p> <p>The Council will:</p> <ul style="list-style-type: none"> • Review and shape policy and procedures • Build collective awareness and capacity in equity • Recognize best equity practices. <p>Costs included in this action will be for training materials, printing and refreshments.</p> <p>Supervision of this council will be the Lead Strategic Agent: Strategics, Congruence, and Social Justice and the Lead Innovation Agent.</p>	\$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
18	Family Engagement - Part 2 - District Committees	<p>Rialto Unified will maintain a committee of parents representing lower socioeconomic students, English learners, Latino students, and African American students and community stakeholders' representative of the District's student population for the evaluation and development of the annual review of the LCAP.</p> <p>All schools and the District will ensure that they have full parent representation and participation on their schools' SSC, ELAC, and AAPAC as well as the Districts' DAC, DELAC, DAAPAC, and Alianza Latina meetings throughout the year.</p> <ul style="list-style-type: none"> • Specifically, the District will maintain a District African American Parent Advisory Council (DAAPAC). DAAPAC parents will be provided learning opportunities, such as conferences, workshops and guest consultants. In addition, DAAPAC will plan an annual, districtwide Black History Celebration • LCAP input will be sought at least twice per year at district parent committees: DAC, DELAC, DAAPAC, and Alianza Latina parent meetings. <p>The District will continue to sponsor the Annual Parent Summit to connect parents and families with school, district, and community services.</p> <p>This action will specifically be monitored and support by the Lead Academic Agent for Professional Development and Induction, the Academic Agent for Special Programs, and the Agent for Multilingual Programs.</p>	\$36,134.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Costs in this action will include refreshments, materials, duplicating, and cost of consultants, as needed, to support these district level committees.</p> <p>Supervision of these councils will be the Agents of Education Services.</p>		
19	Innovative Classroom Furniture	<p>Innovative classroom furniture will be purchased to create engaging learning environments. During the 2018-19 school year. there was a pilot of use of flexible seating that received positive feedback from principals, teachers and students. To increase students engagement in the class with choice and flexibility, this action is included to expand this pilot, district wide.</p> <p>Supervision of this action will be the Purchasing Agent</p> <p>Students Served: Low Income, English Learners, and Foster Youth</p>	\$2,950,963.00	No
20	Step Up Attendance Recovery Program	<p>The Step-Up Attendance recovery program will be offered to allow students to recover missed instruction and attendance.</p> <p>During 27 Saturdays of the year teachers and support staff are hired to offer instruction. Students that have missing attendance can attend the Saturday class and receive attendance credit. This program aims to establish good attendance habits.</p>	\$1,867,317.00	No

Action #	Title	Description	Total Funds	Contributing
		Students Served: Low Income Students, English learners, and Foster Youth		
21	District Registration Center	<p>Parent engagement is achieved when there is an established network of resources. At Rialto Unified parent engagement goes beyond the school and the parent center. The District registration center serves as an information hub for District information, initiatives and resources. The center has improved the quality of the interaction with parents and the timeliness in which students are enrolled at schools. The center has improved the initial intake process that has allowed for better identification of incoming students that are identified as low income, foster or English learners.</p> <p>Monitor of this action is the Lead Agent for Student Services.</p> <p>Students Served: Low Income Students, English learners, and Foster Youth</p>	\$674,367.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

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

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A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

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

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Dual Language Immersion (Related Goals and Actions - 1.1 and 1.3) and Seal of Biliteracy/Golden State Seal (Related Goal and Action - 1.4)

- **ACTION** - Based on feedback from parent advisory committees as well as success of students in achievement of the grade level content standards, the District will continue to implement Dual Language Immersion (DLI) at 4 elementary, 1 middle and 1 high school. (Boyd, Kelley, Morris, Garcia, Jehue and Rialto High School) and will be expanded to 5 additional elementary schools with a pathway to 1 middle school and 1 high school in 2021-2022 (Bemis, Curtis, Dunn, Trapp, Werner Elementary, Rialto Middle School and Eisenhower High School. Each class is comprised of approximately 50% of English learners, allowing students to develop both primary and target languages. The District will continue implementing the Seal of Biliteracy, providing recognition of biliteracy on the diplomas of qualifying high school seniors. This action directly provides support to English learners, Foster Youth and low-income students who have been able to maintain academic proficiency in Spanish as well as English.
- **NEED** - District-wide, academic outcomes on the CAASSPP for all underserved students at DLI sites should improve. On the CAASPP for ELA in 2018-19, 36.0% of all students were at or above proficiency level while 34.5% low-income students, 7.7% English learners, and 28.13% of Foster Youth were at that same benchmark. Moreover, on the CAASPP for Math in 2018-19, 22.42% of all students were at or above proficiency level while 21.02% low-income students, 4.68% English learners, and 6.25% Foster Youth were at that same benchmark. Since 2015, 1,482 students have earned the Seal of Biliteracy and since 2018, 924 students have earned the Golden Merit Seal.
- **CONTINUANCE** - Supplemental funds have supported similar actions in previous please have proven to be an effective use of funds as evidenced by analysis of common measures indicate that 80% of students are reaching grade level proficiency in reading and speaking in Spanish by the third grade as compared to 46% of students reading at grade level in English by the third grade in

non-DLI programs. In addition, in 2018, the principal of Dr. Ernest Garcia Elementary School was named CAFE's (California Association for Bilingual Education) "Administrator of the Year" for her work in implementing a Dual Language Immersion program at her school site. In 2021, a third grade teacher at J.P. Kelley Elementary School, was named CAFE's Teacher of the Year, for excellence in a DLI classroom. Various members of the DLI team have been invited to present at the San Bernardino County Bright Spots Annual Conference and at the state CAFE conference. Outside district leaders and teachers have come to visit and observe Rialto DLI Programs through the San Bernardino Dual Immersion Network because of the innovative practices and program design that Rialto has implemented.

- NEW - Expansion of DLI model to 5 additional elementary schools with a pathway to 1 middle school and 1 high school in 2021-2022 (Bemis, Curtis, Dunn, Trapp, Werner Elementary, Rialto Middle School and Eisenhower High School).
- OUTCOMES - The District expects this to result in continued increased outcomes in ELA and Math for students participating in the DLI program as well as increased numbers of graduates earning the Seal of Biliteracy and the Golden Merit Seal.

Technology Devices, Instructional Technology Assistants (Related Goal and Action - 1.12), Additional Information Technology Staff (Related Goal and Action - 1.25), and Library Media Technicians (Related Goal and Action - 1.29)

- ACTION - During the District's response to the COVID 19 Pandemic, Rialto Unified distributed 16,144 devices and 5,414 hotspots for Internet connectivity. As our community represents 88.6% of low-income students, 23.5% English learners, and 1.1% of Foster Youth as reported on the Fall 2020 Dashboard, there was a need to ensure all students had access to technology and the Internet in order to access core and supplemental subject content. In addition, in the Fall of 2021, the District worked to have textbook access be strictly digital (when possible) unless parent requests physical copies. With the District's response to increased devices and hotspots, the Information Technology (IT) department added five positions to provide the support that is necessary with 1:1 student devices and an increased use of technology in the classroom.
- NEED - On the CAASPP for ELA in 2018-19, 36.0% of all students were at or above proficiency level while 34.5% low-income students, 7.7% English learners, and 28.13% of Foster Youth were at that same benchmark. Moreover, on the CAASPP for Math in 2018-19, 22.42% of all students were at or above proficiency level while 21.02% low-income students, 4.68% English learners, and 6.25% Foster Youth were at that same benchmark.
- CONTINUANCE - Supplemental funds have supported similar actions to increase access to 1:1 student to device ratio in previous plans and were proven to be an effective use of funds as this technology was needed for distance learning and for access to content. In comparison of Spring 2018 and 2019 CAASPP Scores, all students decreased distance from standard by - 6.5 in ELA; in the same content, low-income students decreased by - 6.9 points, English learners by - 6.7, and Foster Youth by - 8.4. Using the same comparison years, all students decreased by - 5.6 on the distance from standard in Math; in the same content, low-income students decreased by - 5.9 points, English learners by - 6.5, and Foster Youth by - 13.4. Actions will be principally directed to English learners, Foster Youth, and low-income students.
- OUTCOMES - The District expects this to result in continued increased outcomes in ELA and Math, specifically, as students will have a way to independent access to technology. The District anticipates an increase of 5% of in each supplemental/concentration group during the next administration of CAASPP.

VAPA (Visual and Performing Arts) Teachers and Music Teachers (Related Goal and Action - 1.5) -

- **ACTION** - As a way of providing a well rounded education to students and to give them access to the arts that may be limited due to status of language acquisition, Foster Youth placement or low or limited income. the District will maintain 5 Elementary Music Specialists and 11 Elementary VAPA teachers to provide instruction in Visual and Performing Arts for students in grades 1st - 5th. In addition, the 11 Elementary VAPA teachers allow for elementary classroom teachers to have 16 hours, each, of additional planning to differentiate lessons for students, specifically low-income, English learners, and Foster Youth.
- **NEED** - On the CAASPP for ELA in 2018-19, 36.0% of all students were at or above proficiency level while 34.5% low-income students, 7.7% English learners, and 28.13% of Foster Youth were at that same benchmark. Moreover, on the CAASPP for Math in 2018-19, 22.42% of all students were at or above proficiency level while 21.02% low-income students, 4.68% English learners, and 6.25% Foster Youth were at that same benchmark. There is a need to increase students' access to a well rounded education in addition to supporting teacher's collaboration time for increased lesson planning.
- **CONTINUANCE** - Supplemental funds have supported similar actions to increase access students potential limited access to visual and performing arts and music. In addition, there were past increases in ELA and Math in comparison from beginning of the year to the end of the year with additional time and effort that goes to student's motivation and elementary teacher's planning. In comparison of Spring 2018 and 2019 CAASPP Scores, all students decreased distance from standard by - 6.5 in ELA; in the same content, low-income students decreased by - 6.9 points, English learners by - 6.7, and Foster Youth by - 8.4. Using the same comparison years, all students decreased by - 5.6 on the distance from standard in Math; in the same content, low-income students decreased by - 5.9 points, English learners by - 6.5, and Foster Youth by - 13.4. Actions will be principally directed to English learners, Foster Youth, and low-income students.
- **OUTCOMES** - The District expects this to result in continued increased outcomes in ELA and Math. The District anticipates an increase of 5% overall at the end of the 2021-22 school year.

College and Career Readiness (Related Goals and Actions - 1.7, 1.14, 1.34, 1.32 and 2.23)

- **ACTION** - To prepare students for college and career, supports and activities will be provided to allow students in grades K-12 to explore opportunities and for secondary students to have a designated place to complete research and file applications related to college and career. In addition, this area also includes an action to pay for students' college entrance exams, including PSAT, SAT, and ACT.
- **NEED** - For 2020, in 35% all students were prepared while 35.1% low-income students, 12.3% English learners, and 15.6% Foster Youth were at that same benchmark. These discrepancies in performance highlight the need to continue this support to close the various gaps.
- **CONTINUANCE** - Supplemental funds have supported similar actions to increase access students access to college and career opportunities. In addition, there were past increases on the College and Career Indicator increased overall 3.2%, 4.1% of low-income students, 6% of EI's, and -1.8% for Foster Youth between 2018-2020 as reported on the CA Dashboard. Continued need exists to increase these percentages. Actions will be principally directed to English learners, Foster Youth, and low-income students.
- **OUTCOMES** - The District expects this to result in continued increased outcomes in the College and Career Readiness Indicator. The District anticipates an increase of 5% of in each supplemental/concentration group during the 2021-22 school year.

Culturally Responsive Teaching and Learning - (Related Goals and Actions - 2.4, 2.5, and 3.16)

- **ACTION** - During the 2021-22 school year, all Educational Services and Site administrators will be trained in all aspects related to Culturally Responsive Teaching and Learning (CLR). This training will outline necessary classroom support and progress monitoring. During the 2022-23 school year, initial training will include a specific overview to build foundation for all teachers (and other participants). As a reminder from above, 88.6% of low-income students, 23.5% English learners, and 1.1% of Foster Youth as well as 85% of students are Latino, 8.7% African American, and 2.9% White.

This training, in particular, is needed to assist teachers and staff to meet the needs of English learners, Foster Youth, and Low Income students as well as address engagement and connection of students and families to the school and district.

- **NEED** - For 2019-20 school year, 4.6% of all students were suspended while 4.8% low-income students, 4.8% English learners, and 10.9%% Foster Youth were at that same benchmark. The District anticipated an decrease of 1% of in each supplemental/concentration group during the 2021-22 school year. In addition, academic outcomes on the CAASSPP for students should also improve. On the CAASPP for ELA in 2018-19, 36.0% of all students were at or above proficiency level while 34.5% low-income students, 7.7% English learners, and 28.13% of Foster Youth were at that same benchmark. Moreover, on the CAASPP for Math in 2018-19, 22.42% of all students were at or above proficiency level while 21.02% low-income students, 4.68% English learners, and 6.25% Foster Youth were at that same benchmark.
- **CONTINUANCE** - While the Rialto Equity Council was started in the 2017-2020 LCAP, the additional actions that are planned are expansions to that work to address student engagement and academic gaps. In addition, there were past increases in ELA and Math in comparison from beginning of the year to the end of the year with additional time and effort that goes to student's motivation and elementary teacher's planning. In comparison of Spring 2018 and 2019 CAASPP Scores, all students decreased distance from standard by - 6.5 in ELA; in the same content, low-income students decreased by - 6.9 points, English learners by - 6.7, and Foster Youth by - 8.4. Using the same comparison years, all students decreased by - 5.6 on the distance from standard in Math; in the same content, low-income students decreased by - 5.9 points, English learners by - 6.5, and Foster Youth by - 13.4. Actions will be principally directed to English learners, Foster Youth, and low-income students.
- **OUTCOMES** - The District expects this to result in continued decrease amounts in student suspensions. For 2019-20 school year, 4.6% of all students were suspended while 4.8% low-income students, 4.8% English learners, and 10.9%% Foster Youth were at that same benchmark. The District anticipated an decrease of 1% of in each supplemental/concentration group during the 2021-22 school year. In addition, academic outcomes on the CAASSPP for students should also improve. On the CAASPP for ELA in 2018-19, 36.0% of all students were at or above proficiency level while 34.5% low-income students, 7.7% English learners, and 28.13% of Foster Youth were at that same benchmark. Moreover, on the CAASPP for Math in 2018-19, 22.42% of all students were at or above proficiency level while 21.02% low-income students, 4.68% English learners, and 6.25% Foster Youth were at that same benchmark. The District anticipates an increase of 5% of in each supplemental/concentration group during the next administration of CAASPP.

District Literacy and Numeracy Initiative - (Related Goals and Actions - 2.8, 2.9, 2.11 and 2.19)

- **ACTION** - For the 2021-22 school year, tiered professional development supports for K-12 Teachers will occur as follows: Language Essentials for Teachers of Reading and Spelling (LETRS) training provided to all 1st - 3rd grade teachers to support Foundational Literacy and writing across the curriculum supporting the work of all sites. This training is crucial for K-12 teachers to understand the academic literacy needs of low income students and English learners. For the 2021-22 school year, professional development supports for K, 4th, and 5th elementary grades and all secondary math teachers will be provided on math routines that support diverse learners. To support these actions, the District will maintain 20 elementary site based Instructional Support

Teachers/Strategists to support the elementary schools (1 for each of the 19 elementary schools) who will model effective instructional strategies through professional development and coaching for all classroom teachers, provide intervention for students in academic need, and train parents. In addition, to support secondary content areas of English/Language Arts and Math, the District will maintain 19 Secondary Coaches to support teachers in ELA and Math. Because of the high academic needs of low income students, this is a crucial support needed for those most at risk.

- **NEED** - On the CAASPP for ELA in 2018-19, 36.0% of all students were at or above proficiency level while 34.5% low-income students, 7.7% English learners, and 28.13% of Foster Youth were at that same benchmark. Moreover, on the CAASPP for Math in 2018-19, 22.42% of all students were at or above proficiency level while 21.02% low-income students, 4.68% English learners, and 6.25% Foster Youth were at that same benchmark.
- **CONTINUANCE** - While the Elementary Strategists and the Secondary Coaches were first funded in the 2017-2020 LCAP, the additional actions that are planned are part of a new district-wide initiative. In comparison of Spring 2018 and 2019 CAASPP Scores, all students decreased distance from standard by - 6.5 in ELA; in the same content, low-income students decreased by - 6.9 points, English learners by - 6.7, and Foster Youth by - 8.4. Using the same comparison years, all students decreased by - 5.6 on the distance from standard in Math; in the same content, low-income students decreased by - 5.9 points, English learners by - 6.5, and Foster Youth by - 13.4.
- **NEW** - Literacy & Numeracy - All nineteen (19) elementary schools for grades 1-3 will focus entirely on literacy and numeracy foundation for every student. Up to nineteen (19) first grade classrooms will have co-teachers composed of two credentialed teachers as teachers of record (hire up to nineteen (19) first grade teachers). This action is necessary given low proficiency rates in reading as stated above for grades K-5, specifically with English learners, Foster Youth, and low-income students. Baseline data will be collected to support student outcomes and actions will be principally directed to English learners, Foster Youth, and low-income students.
- **OUTCOMES** - The District anticipates an increase of 5% overall at the end of the 2021-22 school year. In addition, the District anticipates an increase of 5% of in each supplemental/concentration group during the next administration of CAASPP.

Engagement of Students Inside and Outside of the School Day - (Related Goals and Actions - 3.3, 3.4, 3.7)

- **ACTION** - The District will support secondary extra curricular and sports activities to be implemented. In addition, an eSports program will be initiated during the 2021-22 school year. The District will also maintain Wellness Centers at all secondary school sites to address students' social and emotional needs.
- **NEED** - For 2019-20 school year, 4.6% of all students were suspended while 4.8% low-income students, 4.8% English learners, and 10.9% Foster Youth were at that same benchmark. The District anticipated an decrease of 1% of in each supplemental/concentration group during the 2021-22 school year. In addition, attendance outcomes for students should also improve. For 2019-20, Chronic Absenteeism was 16.8% of all students were at or above proficiency level while 17.8% low-income students, 13.7% English learners, and 24.6% of Foster Youth were at that same benchmark. The District anticipates an decrease of 2% of in each supplemental/concentration group during the 2021-22 school year.
- **CONTINUANCE** - While Wellness Centers were started in the 2017-2020 LCAP, the additional actions that are planned are expansions to that work to address student engagement and chronic absenteeism. According to student and parent surveys were in positive support and indicated that the Wellness Centers were effective in assisting with the needs of students around trauma related issues.

- NEW - The addition of other extra curricular activities, including eSports, are new actions. Baseline data will be collected to support student outcomes actions will be principally directed to English learners, Foster Youth, and low-income students.
- OUTCOMES - The District expects this to result in continued decrease amounts in student suspensions and with chronic absenteeism.

Social Emotional Learning/Educational Related Mental Health Services and Staff Professional Development - (Related Goals and Actions - 3.6 and 3.8)

- NEED/ACTION - Every school will implement a social-emotional curriculum during the 2021-22 school year. This curriculum will be chosen by the individual sites based on stakeholder feedback. In addition, all site administrators will be trained in restorative practice and alternatives to suspensions by the National Council for Behavioral Health. In addition, staff and positions included in these actions support the educational related mental health needs of all Rialto Unified School District. These actions are contributing as the focus is to help staff with understanding of the high needs of the most at risk students, including low income, Foster Youth, and English learners.
- CONTINUANCE - While some professional development and some positions were supported in the 2017-2020 LCAP, the additional actions that are planned are expansions to that work to address student engagement and chronic absenteeism. Actions will be principally directed to English learners, Foster Youth, and low-income students.
- OUTCOMES - The District expects this to result in continued decrease amounts in student suspensions. For 2019-20 school year, 4.6% of all students were suspended while 4.8% low-income students, 4.8% English learners, and 10.9%% Foster Youth were at that same benchmark. The District anticipated an decrease of 1% of in each supplemental/concentration group during the 2021-22 school year. In addition, attendance outcomes for students should also improve. For 2019-20, Chronic Absenteeism was 16.8% of all students were at or above proficiency level while 17.8% low-income students, 13.7% English learners, and 24.6% of Foster Youth were at that same benchmark. The District anticipates an decrease of 2% of in each supplemental/concentration group during the 2021-22 school year.

Family Engagement - (Related Goals and Actions - 3.10, 3.11, 3.12)

- NEED/ACTION - The District will maintain a District Parent Center - The Curtis T. Winton Parent Institute - to provide parent classes and training on all preschool - 12th Grade programs and curriculum. This support is additional outreach that is needed to build and maintain relationships with parents or guardians of low-income students, Foster Youth, and English learners. In addition, communication methods between the district and school site, school site to families, and families to district and school site. In the Spring of 2021, a Title I survey was sent out to Rialto families. Approximately, 3000 parents responded. In that survey, 77% reported that they understood their child's academic goal, 56% reported that they knew how to get involved with committees or groups at school, and 67% of parents new about support services such as counseling or tutoring. Finally, the Remind application, text and email messages and phone calls were the preferred methods of contact.
- CONTINUANCE - While some family engagement activities were supported in the 2017-2020 LCAP, the additional actions that are planned are expansions to that work to increase parent and family engagement. Actions will be principally directed to English learners, Foster Youth, and low-income students.
- OUTCOMES - The District anticipates an increase of 5% on the Title I Survey that will be sent out in the Spring of 2022.

Independent Study - Expansion and Lower Class Sizes- (Related Goal and Actions - 1.19, 1.28, and 1.31)

- ACTION - For the 2021-22 school year, in the fall of 2021, the district expanded an Independent Study program that previously focused on grades 9-12. With this expansion, there was a need to provide a robust offering of independent study program to meet the various needs of our underserved students, low-income, Foster Youth, and English learners. The maximum class sizes according to Rialto Unified's contract with the teacher bargaining unit include 32 for grades K-3, 34 for grades 4-5, 36 for grades 6-8 and 36 for grades 9-12. This additional staff is used to provide smaller class sizes than the maximum allowed per contract to target students' needs. Providing smaller class sizes will allow greater opportunities for more individualized instruction.
- NEED - On the CAASPP for ELA in 2018-19, 36.0% of all students were at or above proficiency level while 34.5% low-income students, 7.7% English learners, and 28.13% of Foster Youth were at that same benchmark. Moreover, on the CAASPP for Math in 2018-19, 22.42% of all students were at or above proficiency level while 21.02% low-income students, 4.68% English learners, and 6.25% Foster Youth were at that same benchmark.
- NEW - Provide independent study opportunity to students not currently attending regular, in person instruction. Baseline data will be collected to support student outcomes. Actions will be principally directed to English learners, Foster Youth, and low-income students.
- OUTCOME - The District expects this to result in continued increased outcomes in ELA and Math. The District anticipates an increase of 5% overall in each CAASPP area at the end of the 2021-22 school year.

Secondary Credit Recovery System and Math Intervention - (Related Goals and Actions - 1.13 and 1.17)

- ACTION - APEX is a credit recovery model used across the high schools during the school day and after school. Due to various extenuating circumstances, some students in high school become credit deficient and need a way to recover those credits; many of those students are low-income, Foster Youth, and English learners; in addition, ALEKS is a math intervention program that addresses students' gaps in math in grades 6-12.
- NEED - On the College and Career Readiness indicator, for 2020, 35% all students were prepared while 35.1% low-income students, 12.3% English learners, and 15.6% Foster Youth were at that same benchmark. These discrepancies in performance highlight the need to continue this support to close the various gaps. During the 2020-21 school year, 1,397 of students had enrolled in APEX Credit Recovery while 690 completed course work to earn grades.
- CONTINUANCE - These actions were carried over from the 2017-20 LCAP due to increase in ELA and Math scores. In comparison of Spring 2018 and 2019 CAASPP Scores, all students decreased distance from standard by - 6.5 in ELA; in the same content, low-income students decreased by - 6.9 points, English learners by - 6.7, and Foster Youth by - 8.4. Using the same comparison years, all students decreased by - 5.6 on the distance from standard in Math; in the same content, low-income students decreased by - 5.9 points, English learners by - 6.5, and Foster Youth by - 13.4.
- OUTCOMES - The District expects this to result in continued increased outcomes in the College and Career Readiness Indicator. The District anticipates an increase of 5% of in each supplemental/concentration group during the 2021-22 school year. In addition, the District anticipates an increase of students who complete the APEX program with successful credit recovery through earning grades.

Student and Community Engagement, Support, and Intervention Services - (Related Goals and Actions - 1.30, 2.10, 3.9, 3.14)

- ACTION - Every school will implement specific site strategic plans, addressing the gaps that remain from completing strategic goals. Some schools include in this plan actions to focus the curriculum to programs such as outdoor education or implementation

of STEM (Science Technology Engineering and Math) Academics. Moreover, additional support for the students and community with training and facilitation by the Safety Intervention and Community Engagement Specialist. These actions are contributing as the focus is to help staff with understanding of the high needs of the most at risk students, including low income, Foster Youth, and English learners.

- NEED - For 2019-20 school year, 4.6% of all students were suspended while 4.8% low-income students, 4.8% English learners, and 10.9% Foster Youth were at that same benchmark. In addition, attendance outcomes for students should also improve. For 2019-20, Chronic Absenteeism was 16.8% of all students were at or above proficiency level while 17.8% low-income students, 13.7% English learners, and 24.6% of Foster Youth were at that same benchmark. Therefore, this money is specifically directed to unduplicated students while servicing all students to close the gaps in outcomes.
- CONTINUANCE - While some professional development and some positions were supported in the 2017-2020 LCAP, the additional actions that are planned are expansions to that work to address these continued efforts toward improved outcomes. Based on feedback, these actions were effective and will be continued for the 2021-22 school year. On parent surveys, many reported the need for school sites to provide social and emotional learning and engagement of all students.
- OUTCOMES - The District expects this to result in continued decrease amounts in student suspensions and chronic absenteeism. The District anticipates an decrease of 2% of in each supplemental/concentration group during the 2021-22 school year.

Supplemental Custodial and Maintenance Support (Related Goals and Actions - 2.24)

- ACTION - With additional parent involvement activities happening at the school site and district levels, supplemental support is needed. As more parents are included in these training efforts to explain programs and support at home learning, specifically for English learners, low-income and Foster Youth, it is important to maintain these spaces, keeping them safe and clean.
- NEED - In the Spring of 2021, a Title I survey was sent out to Rialto families. Approximately, 3000 parents responded. In that survey, 77% reported that they understood their child's academic goal, 56% reported that they knew how to get involved with committees or groups at school, and 67% of parents new about support services such as counseling or tutoring. Finally, the Remind application, text and email messages and phone calls were the preferred methods of contact.
- CONTINUANCE - Continued support of school and district facilities is needed. 90% of parents reported that they feel welcome at school and in the district and Rialto Unified want to continue with this positive response.
- OUTCOMES - The District anticipates an increase of 5% on the Title I Survey that will be sent out in the Spring of 2022.

Support for New Teacher Induction and PAR (Peer Assistant Review) Program - (Related Goals and Actions - 2.1, 2.2, 2.17)

- ACTION - In order to meet the needs of our diversified student population, first and foremost, including low-income students, English learners, and Foster Youth, there has been a need to include supports for new teachers to be trained on various classroom strategy and related pedagogy within Rialto Unified. In addition, to continue to provide the best instruction to our most at-risk students, the PAR (Peer Assistant Review) program exists to ensure teachers can be coached to improve use of the latest strategies as demonstrated by a reduction of teachers on an assistance plan.
- NEED - Since 2017-18, approximately 600 teachers have participated in the Induction and New Teacher training program. From 2020-21 to 2021-22, there was an increase need for induction support by 25% due to a retirement incentive that was offered during the 2020-21 school year. In regards to academics, on the CAASPP for ELA in 2018-19, 36.0% of all students were at or above proficiency level while 34.5% low-income students, 7.7% English learners, and 28.13% of Foster Youth were at that same

benchmark. Moreover, on the CAASPP for Math in 2018-19, 22.42% of all students were at or above proficiency level while 21.02% low-income students, 4.68% English learners, and 6.25% Foster Youth were at that same benchmark.

- CONTINUANCE - With positive feedback during certification visit during the 2019-20 school year from the CA Commission on Teacher Credentialing along with the increase need for induction support by 25%, this action was moved forward from the 2017-2020 LCAP. In comparison of Spring 2018 and 2019 CAASPP Scores, all students decreased distance from standard by - 6.5 in ELA; in the same content, low-income students decreased by - 6.9 points, English learners by - 6.7, and Foster Youth by - 8.4. Using the same comparison years, all students decreased by - 5.6 on the distance from standard in Math; in the same content, low-income students decreased by - 5.9 points, English learners by - 6.5, and Foster Youth by - 13.4.
- OUTCOMES - The District expects this to result in continued amounts of teachers who participate in these training programs. The District anticipates an increase of 5% overall in each CAASPP area at the end of the 2021-22 school year.

STEM (Science, Technology, Engineering, and Math) and Assessment Training - (Related Goals and Actions - 2.15 and 2.18)

- ACTION - Based on teacher's feedback in regards to the Local Dashboard Indicators, there is a need to increase professional training about what is offered in core services in the area of science and the related NGSS standards as well as technology and assessment use.
- NEED - On the Local Dashboard Indicators for 2020-21, teachers rated their level of understanding and implementation of the content at a "3", out of a scale of "1-5" whereas they rated Math and ELA as a "5".
- OUTCOME - The District expects this to result in the Local Dashboard Indicator to be at a higher implementation level than "3" with the provided training and staff development.

Early Learning and Care Program (Related Goal and Action 1.20)

- ACTION - The District will offer six Rialto preschool programs that support innovative instructional offerings such as inclusion, social emotional learning, STEM and early literacy. These classrooms have been created and will be maintained for parents who do not meet the necessary qualifications for State Preschool classes. These six classrooms allow for approximately 120 students to have the opportunity to participate in a preschool program before entering the K-12 system.
- NEED - This offering is high on the list during all LCAP stakeholder feedback sessions as it gives students an additional learning opportunity that they would not have without. In addition, the District wishes to increase the number of students who attend preschool and develop readiness to enter K-12 students. Currently, 16% all kindergarten students enrolled in the 2021-22 demonstrated to on grade level readiness. Thus, this data shows a need to prepare our students for entrance into the K-12 system.
- CONTINUANCE - The action was originally included in the 2017-2020 LCAP and in order to keep continuity in program, it has been included in this plan. Based on feedback, these actions were effective and will be continued for the 2021-22 school year. Actions will be principally directed to English learners, Foster Youth, and low-income students.
- OUTCOMES - The District will continue to monitor attendance and participation in these additional classrooms as well as the potential for maintenance and expansion.

Centralized Registration Center and Health and Clinic Services - (Related Goals and Actions - 2.21 and 3.21)

- ACTION - With the needs of low-income, English learners, and Foster Youth foremost in mind, the district has created centralized services that support parents and families with enrolling students into the district with a one stop location. Staff assist in the

process and ensure all forms are completed and information is gathered, including screening for language proficiency as well as identification of additional social services that students may qualify for in-district. This ensures that students are enrolled quickly and remain continuously enrolled without issue.

- NEED - For 2019-20, Chronic Absenteeism was 16.8% of all students were at or above proficiency level while 17.8% low-income students, 13.7% English learners, and 24.6% of Foster Youth were at that same benchmark.
- CONTINUANCE - These actions were included in previous plans based on the identified need of support in addition to the district being identified for "differentiated assistance" during the 2019-20 school year in the area of Chronic Absenteeism. Based on feedback, these actions were effective and will be continued for the 2021-22 school year. Based on feedback, these actions were effective and will be continued for the 2021-22 school year.
- OUTCOMES - The District anticipates an decrease of 2% of in each supplemental/concentration group during the 2021-22 school year.

Home Visitation Team to Address Absenteeism Issues - (Related Goal and Action - 3.15)

- ACTION - In order to address attendance issues of low-income, English learners, and Foster Youth, staff has been assigned to assist with home visits to connect with parents and families of students who have attendance issues.
- NEED - For 2019-20, Chronic Absenteeism was 16.8% of all students were at or above proficiency level while 17.8% low-income students, 13.7% English learners, and 24.6% of Foster Youth were at that same benchmark.
- NEW - This action is new as it addresses new attendance concerns that have appeared post-pandemic. Baseline data will be collected to support student outcomes. Actions will be principally directed to English learners, Foster Youth, and low-income students.
- OUTCOMES - The District anticipates an decrease of 2% of in each supplemental/concentration group during the 2021-22 school year for Chronic Absenteeism.

Additional Supports for Differentiated Instruction for At-Risk Students - (Related Goals and Actions - 1.26, 1.27, 2.25, 2.20, and 2.22)

- ACTION - In order to meet the needs of students who are at the top of the intervention tier in math and language arts, additional supports are provided to monitor and support instruction in addition to providing supplemental transportation for those students who demonstrate need.
- NEED - On the CAASPP for ELA in 2018-19, 36.0% of all students were at or above proficiency level while 34.5% low-income students, 7.7% English learners, and 28.13% of Foster Youth were at that same benchmark. Moreover, on the CAASPP for Math in 2018-19, 22.42% of all students were at or above proficiency level while 21.02% low-income students, 4.68% English learners, and 6.25% Foster Youth were at that same benchmark. This data highlights the gaps in achievement for all students, specifically English learners, Foster Youth, and low-income students.
- NEW - This action is new, targeting additional inside and outside of the classroom supports that are needed to address students at the highest intervention tier. Baseline data will be collected to support student outcomes. Actions will be principally directed to English learners, Foster Youth, and low-income students.
- OUTCOMES - The District expects this to result in continued amounts of teachers who participate in these training programs. The District anticipates an increase of 5% overall in each CAASPP area at the end of the 2021-22 school year.

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

Emerging Linguist Specialist, Site English Learner Facilitators, and Bilingual Instructional Assistants for Primary Language Support - (Related Goals and Actions - 2.13 and 1.21)

- **ACTION** - Based on stakeholder feedback to increase site support and develop understanding of English learner needs, all elementary, all middle school and the continuation/independent study will be provided a stipend to implement a Site English Learner Facilitator (SELF) position. At the high school an Emerging Linguist Specialist (ELS) will provide intervention services to English Learners during the school day. This is targeted support specifically for English learners. In addition, the District will maintain 64 bilingual instructional assistants to support the primary language needs of English Learners at the beginning levels of English proficiency through classroom support. This action a specific, direct support to English Learners.
- **NEED** - As gaps exist between performance of English learners in comparison to all students, this support for teachers and students is needed to help students as they acquire the language they need to access the core content. On the CAASPP for ELA in 2018-19, 36.0% of all students were at or above proficiency level while 34.5% low-income students, 7.7% English learners, and 28.13% of Foster Youth were at that same benchmark. Moreover, on the CAASPP for Math in 2018-19, 22.42% of all students were at or above proficiency level while 21.02% low-income students, 4.68% English learners, and 6.25% Foster Youth were at that same benchmark.
- **CONTINUANCE** - Continued support of English learners is needed in both language proficiency development and mastery of content.
- **OUTCOME** - The District expects this to result in continued increased outcomes in ELA and Math. The District anticipates an increase of 5% overall in each CAASPP area at the end of the 2021-22 school year.

Multilingual Programs Professional Development - (Related Goal and Action - 2.13)

- **ACTION** - To support the varied needs of English learners in the district, the department of Multilingual programs provides professional development in the areas of student shadowing, access to content (integrated ELD), and specific linguistic support (designated ELD).
- **NEED** - As gaps exist between performance of English learners in comparison to all students, this support for teachers and students is needed to help students as they acquire the language they need to access the core content. On the CAASPP for ELA in 2018-19, 36.0% of all students were at or above proficiency level while 34.5% low-income students, 7.7% English learners, and 28.13% of Foster Youth were at that same benchmark. Moreover, on the CAASPP for Math in 2018-19, 22.42% of all students were at or above proficiency level while 21.02% low-income students, 4.68% English learners, and 6.25% Foster Youth were at that same benchmark.
- **CONTINUANCE** - Continued support of English learners is needed in both language proficiency development and mastery of content.
- **OUTCOME** - The District expects this to result in continued increased outcomes in ELA and Math. The District anticipates an increase of 5% for English learners in each CAASPP area at the end of the 2021-22 school year.

Staff Support for Foster Youth - (Related Goal and Action - 3.1 and 3.2)

- ACTION - Two staff members will be hired to support Foster Youth students and families. These supports include connection with school and community resources as well as other ongoing support such as connection with counselors or other services. In addition, each secondary school is assigned a "PBIS Counselor" who works with Foster Youth in grades K-12 to ensure that both academic and social and emotional needs are being met.
- NEED - For 2019-20 school year, 4.6% of all students were suspended while 4.8% low-income students, 4.8% English learners, and 10.9% Foster Youth were at that same benchmark. In addition, attendance outcomes for students should also improve. For 2019-20, Chronic Absenteeism was 16.8% of all students were at or above proficiency level while 17.8% low-income students, 13.7% English learners, and 24.6% of Foster Youth were at that same benchmark. Foster Youth has remained disproportionate in both measures.

The District anticipates an decrease of 2% of in the Foster Youth student group during the 2021-22 school year in both suspension as well as chronic absenteeism data.

The limited actions described here, in Prompt 2, coupled with the LEA-wide and schoolwide actions described above in Prompt 1, allow the district to meet or exceed its percentage to increase or improve services of 34.15% quantitatively.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$229,102,038.99	\$35,529,205.00		\$26,203,533.00	\$290,834,776.99

Totals:	Total Personnel	Total Non-personnel
Totals:	\$247,904,790.99	\$42,929,986.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Dual Language Immersion	\$187,242.00			\$52,872.00	\$240,114.00
1	2	All English Learners & Low Income Students	Dual Language Immersion - Materials		\$50,000.00		\$30,100.00	\$80,100.00
1	3	English Learners Foster Youth Low Income	Dual Language Immersion - Targeted Instructional Assistants	\$403,951.00				\$403,951.00
1	4	English Learners Foster Youth Low Income	Seal of Biliteracy and Golden State Merit Seal	\$15,000.00				\$15,000.00
1	5	English Learners Foster Youth Low Income	VAPA Teachers and Music Teachers	\$2,765,998.00				\$2,765,998.00
1	6	All African American, Latino students, English learners	Diversified Curriculum	\$50,000.00				\$50,000.00
1	7	English Learners Foster Youth Low Income	CCR (College Career Readiness)	\$3,055,752.00	\$1,327,942.00		\$234,724.00	\$4,618,418.00
1	8	All	Naviance		\$130,000.00			\$130,000.00
1	9	All	Online SST (Student Study Team) Process					\$0.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	Students with Disabilities	Special Education - Transition Services and Curriculum		\$123,933.00			\$123,933.00
1	11	Students with Disabilities	GoalBook - Tool for Teachers		\$89,000.00			\$89,000.00
1	12	Low Income	Technology Devices and Instructional Technology Assistants	\$6,522,320.00			\$16,930,000.00	\$23,452,320.00
1	13	English Learners Foster Youth Low Income	Math Intervention	\$255,000.00				\$255,000.00
1	14	English Learners Foster Youth Low Income	College Entrance and AP(Advanced Placement)Testing	\$310,000.00				\$310,000.00
1	15	All	Adaptive Diagnostic Testing				\$256,798.00	\$256,798.00
1	16	All	Data Analysis Platform				\$210,000.00	\$210,000.00
1	17	English Learners Foster Youth Low Income	Course Credit Recovery for Secondary Students	\$655,465.00	\$233,600.00		\$87,554.00	\$976,619.00
1	18	All	Reading Specialists for Inclusion		\$1,094,693.00			\$1,094,693.00
1	19	English Learners Foster Youth Low Income	K-12 Independent Study	\$442,340.00				\$442,340.00
1	20	English Learners Foster Youth Low Income	Early Learning and Care Program	\$1,108,725.00				\$1,108,725.00
1	21	English Learners	Bilingual Instructional Assistants for Primary Language Support	\$862,006.00				\$862,006.00
1	22	All	Literacy & Numeracy		\$8,607,906.00			\$8,607,906.00
1	23	All	Literacy and Numeracy - District Support		\$530,444.00			\$530,444.00
1	24	All	Literacy and Numeracy at the Secondary Sites		\$1,167,048.00			\$1,167,048.00
1	25	English Learners Foster Youth Low Income	Additional Information Technology Staff	\$741,030.00				\$741,030.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	26	English Learners Foster Youth Low Income	Instructional Aides	\$4,134,393.00				\$4,134,393.00
1	27	English Learners Foster Youth Low Income	Behavior Support Assistants	\$824,271.00				\$824,271.00
1	28	English Learners Foster Youth Low Income	Milor High School Class Size	\$569,463.00				\$569,463.00
1	29	English Learners Foster Youth Low Income	Library Technicians	\$2,301,051.00				\$2,301,051.00
1	30	English Learners Foster Youth Low Income	Additional Middle School Counselors	\$448,491.00				\$448,491.00
1	31	English Learners Foster Youth Low Income	Lower K-3 Class Size	\$2,111,634.00				\$2,111,634.00
1	32	English Learners Foster Youth Low Income	Early College Credit Program	\$31,000.00				\$31,000.00
1	33	All	Middle and Elementary School Career Exploration					\$0.00
1	34	English Learners Foster Youth Low Income	AP Teachers Professional Development	\$40,000.00				\$40,000.00
2	1	English Learners Foster Youth Low Income	Teacher Induction - Core Service for Induction Teachers	\$1,127,786.00				\$1,127,786.00
2	2	English Learners Foster Youth Low Income	Teacher Induction - Professional Development	\$335,421.00				\$335,421.00
2	3	English Learners	Emerging Linguist Specialist and Site English Learner Facilitators	\$541,082.00				\$541,082.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	English Learners Foster Youth Low Income	Culturally Responsive Teaching and Learning	\$260,023.00			\$36,312.00	\$296,335.00
2	5	English Learners Foster Youth Low Income	Equity and Implicit Bias Training	\$100,000.00				\$100,000.00
2	6	All	Williams Teacher Requirement	\$162,470,646.00	\$16,336,902.00		\$4,513,095.00	\$183,320,643.00
2	7	All	Williams Textbook Requirement	\$2,067,284.00	\$3,393,743.00			\$5,461,027.00
2	8	English Learners Foster Youth Low Income	Elementary Strategists	\$2,433,621.00			\$1,121,563.00	\$3,555,184.00
2	9	English Learners Foster Youth Low Income	Literacy Training	\$89,724.00	\$947,338.00			\$1,037,062.00
2	10	English Learners Foster Youth Low Income	School Site Strategic Planning	\$193,478.00				\$193,478.00
2	11	English Learners Foster Youth Low Income	Numeracy (Math) Training	\$1,086,723.00	\$10,000.00			\$1,096,723.00
2	12	Students with Disabilities	Special Education (Equity and Inclusion)				\$355,695.00	\$355,695.00
2	13	English Learners	Multilingual Programs Professional Development	\$75,368.00			\$183,310.00	\$258,678.00
2	14	All	Social Emotional Learning (SEL) Professional Development		\$430,343.00			\$430,343.00
2	15	Low Income	Assessment, Grading and Data Training	\$391,077.00			\$61,478.00	\$452,555.00
2	16	Students with Disabilities	Alternative Curriculum for non-diploma track students		\$31,000.00			\$31,000.00
2	17	English Learners Foster Youth Low Income	PAR (Peer Assistance and Review Program) for Tenured Teachers	\$90,987.00				\$90,987.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	18	English Learners Foster Youth Low Income	STEM (Science Technology Engineer and Math) Training	\$78,773.00				\$78,773.00
2	19	English Learners Foster Youth Low Income	Secondary ELA and Math Coaches	\$1,753,341.00			\$918,942.00	\$2,672,283.00
2	20	English Learners Foster Youth Low Income	Home to School Transportation	\$3,647,117.00				\$3,647,117.00
2	21	English Learners Foster Youth Low Income	Health Clinic & Services	\$1,753,563.00				\$1,753,563.00
2	22	English Learners Foster Youth Low Income	Instructional Specialist	\$331,619.00				\$331,619.00
2	23	Low Income	College and Career Centers	\$229,790.00				\$229,790.00
2	24	English Learners Foster Youth Low Income	Mobile Custodial Crew	\$490,006.00				\$490,006.00
2	25	English Learners Foster Youth Low Income	Program Specialist	\$1,031,132.00				\$1,031,132.00
2	26	All	Routine, Repair & Maintenance of School Sites	\$3,429,429.00				\$3,429,429.00
3	1	Foster Youth	Support for Foster Youth - Staff Support	\$155,851.00				\$155,851.00
3	2	Foster Youth	Foster Youth - Additional Supports	\$605,000.00				\$605,000.00
3	3	English Learners Foster Youth Low Income	Engagement of students in extra curricular activities	\$2,679,005.99				\$2,679,005.99
3	4	English Learners Foster Youth Low Income	Engagement of students during school day	\$1,000,000.00	\$18,500.00			\$1,018,500.00
3	5	All	Improve Dropout data					\$0.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	6	English Learners Foster Youth Low Income	Social Emotional Learning Professional Development	\$1,000.00			\$457,000.00	\$458,000.00
3	7	English Learners Foster Youth Low Income	Wellness Centers	\$478,998.00	\$1,006,813.00			\$1,485,811.00
3	8	English Learners Foster Youth Low Income	Social Emotional Learning/Educational Related Mental Health Services	\$4,004,581.00				\$4,004,581.00
3	9	English Learners Foster Youth Low Income	Safety Intervention and Support Services	\$128,510.00			\$67,499.00	\$196,009.00
3	10	English Learners Foster Youth Low Income	Student Services Support for Students and Families	\$506,392.00			\$326,582.00	\$832,974.00
3	11	English Learners Foster Youth Low Income	Family Engagement	\$674,779.00			\$172,394.00	\$847,173.00
3	12	English Learners Foster Youth Low Income	Communication with Parents and Community	\$40,000.00			\$187,000.00	\$227,000.00
3	13	All	Website and Online Presence	\$427,181.00			\$615.00	\$427,796.00
3	14	English Learners Foster Youth Low Income	Student and Community Engagement	\$50,000.00				\$50,000.00
3	15	English Learners Foster Youth Low Income	Chronic Absenteeism	\$898,838.00				\$898,838.00
3	16	English Learners Foster Youth Low Income	Equity and Cultural Community Engagement	\$50,000.00				\$50,000.00
3	17	All	Rialto Equity Council	\$30,000.00				\$30,000.00
3	18	All	Family Engagement - Part 2 - District Committees	\$36,134.00				\$36,134.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	19	All	Innovative Classroom Furniture	\$2,950,963.00				\$2,950,963.00
3	20	All	Step Up Attendance Recovery Program	\$1,867,317.00				\$1,867,317.00
3	21	English Learners Foster Youth Low Income	District Registration Center	\$674,367.00				\$674,367.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$55,773,084.99	\$80,154,507.99
LEA-wide Total:	\$39,448,443.99	\$60,206,712.99
Limited Total:	\$2,643,258.00	\$2,826,568.00
Schoolwide Total:	\$13,681,383.00	\$17,121,227.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Dual Language Immersion	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Boyd Elementary, Kelley Elementary, Morris Elementary, Garcia Elementary, Bemis Elementary, Curtis Elementary, Dunn Elementary, Trapp Elementary, Werner Elementary, Jehue Middle School, Rialto Middle School, Eisenhower High School, Rialto High School	\$187,242.00	\$240,114.00
1	3	Dual Language Immersion - Targeted Instructional Assistants	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Boyd Elementary, Kelley Elementary, Morris Elementary, Garcia Elementary, Bemis Elementary, Curtis Elementary, Dunn Elementary, Trapp Elementary, Werner Elementary, Jehue Middle School, Rialto Middle School,	\$403,951.00	\$403,951.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
					Eisenhower High School, Rialto High School		
1	4	Seal of Biliteracy and Golden State Merit Seal	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	\$15,000.00
1	5	VAPA Teachers and Music Teachers	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools, Higher Emphasis at Henry Elementary Grades K-5	\$2,765,998.00	\$2,765,998.00
1	7	CCR (College Career Readiness)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,055,752.00	\$4,618,418.00
1	12	Technology Devices and Instructional Technology Assistants	LEA-wide	Low Income	All Schools	\$6,522,320.00	\$23,452,320.00
1	13	Math Intervention	Schoolwide	English Learners Foster Youth Low Income	Grades 6-12	\$255,000.00	\$255,000.00
1	14	College Entrance and AP(Advanced Placement)Testing	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle and High Schools 8-12	\$310,000.00	\$310,000.00
1	17	Course Credit Recovery for Secondary Students	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle and High Schools Grades 6-8	\$655,465.00	\$976,619.00
1	19	K-12 Independent Study	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Henry Elementary/ Rialto Middle School	\$442,340.00	\$442,340.00
1	20	Early Learning and Care Program	LEA-wide	English Learners Foster Youth Low Income	Pre-K	\$1,108,725.00	\$1,108,725.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	21	Bilingual Instructional Assistants for Primary Language Support	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: All Elementary and Middle Schools	\$862,006.00	\$862,006.00
1	25	Additional Information Technology Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$741,030.00	\$741,030.00
1	26	Instructional Aides	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,134,393.00	\$4,134,393.00
1	27	Behavior Support Assistants	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$824,271.00	\$824,271.00
1	28	Milor High School Class Size	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Milor High School	\$569,463.00	\$569,463.00
1	29	Library Technicians	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,301,051.00	\$2,301,051.00
1	30	Additional Middle School Counselors	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Frisbie Middle School, Kolb Middle School, Kucera Middle School, Rialto Middle School	\$448,491.00	\$448,491.00
1	31	Lower K-3 Class Size	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools K-3	\$2,111,634.00	\$2,111,634.00
1	32	Early College Credit Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$31,000.00	\$31,000.00
1	34	AP Teachers Professional Development	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All High Schools Grades 9-12	\$40,000.00	\$40,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	1	Teacher Induction - Core Service for Induction Teachers	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,127,786.00	\$1,127,786.00
2	2	Teacher Induction - Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$335,421.00	\$335,421.00
2	3	Emerging Linguist Specialist and Site English Learner Facilitators	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$541,082.00	\$541,082.00
2	4	Culturally Responsive Teaching and Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$260,023.00	\$296,335.00
2	5	Equity and Implicit Bias Training	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	\$100,000.00
2	8	Elementary Strategists	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools TK-5	\$2,433,621.00	\$3,555,184.00
2	9	Literacy Training	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$89,724.00	\$1,037,062.00
2	10	School Site Strategic Planning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$193,478.00	\$193,478.00
2	11	Numeracy (Math) Training	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,086,723.00	\$1,096,723.00
2	13	Multilingual Programs Professional Development	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$75,368.00	\$258,678.00
2	15	Assessment, Grading and Data Training	LEA-wide	Low Income	All Schools	\$391,077.00	\$452,555.00
2	17	PAR (Peer Assistance and	LEA-wide	English Learners Foster Youth	All Schools	\$90,987.00	\$90,987.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		Review Program) for Tenured Teachers		Low Income			
2	18	STEM (Science Technology Engineer and Math) Training	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$78,773.00	\$78,773.00
2	19	Secondary ELA and Math Coaches	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle and High Schools Grades 8-12	\$1,753,341.00	\$2,672,283.00
2	20	Home to School Transportation	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,647,117.00	\$3,647,117.00
2	21	Health Clinic & Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,753,563.00	\$1,753,563.00
2	22	Instructional Specialist	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$331,619.00	\$331,619.00
2	23	College and Career Centers	Schoolwide	Low Income	Specific Schools: Carter High School, Eisenhower High School, Rialto High School	\$229,790.00	\$229,790.00
2	24	Mobile Custodial Crew	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$490,006.00	\$490,006.00
2	25	Program Specialist	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,031,132.00	\$1,031,132.00
3	1	Support for Foster Youth - Staff Support	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$155,851.00	\$155,851.00
3	2	Foster Youth - Additional Supports	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$605,000.00	\$605,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	3	Engagement of students in extra curricular activities	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 6-12	\$2,679,005.99	\$2,679,005.99
3	4	Engagement of students during school day	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle and High Schools 6-12	\$1,000,000.00	\$1,018,500.00
3	6	Social Emotional Learning Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	\$458,000.00
3	7	Wellness Centers	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle and High Schools 6-12	\$478,998.00	\$1,485,811.00
3	8	Social Emotional Learning/Educational Related Mental Health Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,004,581.00	\$4,004,581.00
3	9	Safety Intervention and Support Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$128,510.00	\$196,009.00
3	10	Student Services Support for Students and Families	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$506,392.00	\$832,974.00
3	11	Family Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$674,779.00	\$847,173.00
3	12	Communication with Parents and Community	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	\$227,000.00
3	14	Student and Community Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	\$50,000.00
3	15	Chronic Absenteeism	LEA-wide	English Learners Foster Youth	All Schools	\$898,838.00	\$898,838.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
3	16	Equity and Cultural Community Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	\$50,000.00
3	21	District Registration Center	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$674,367.00	\$674,367.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.