

# LCFF Budget Overview for Parents

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

CDS Code: 36-67843-0000000

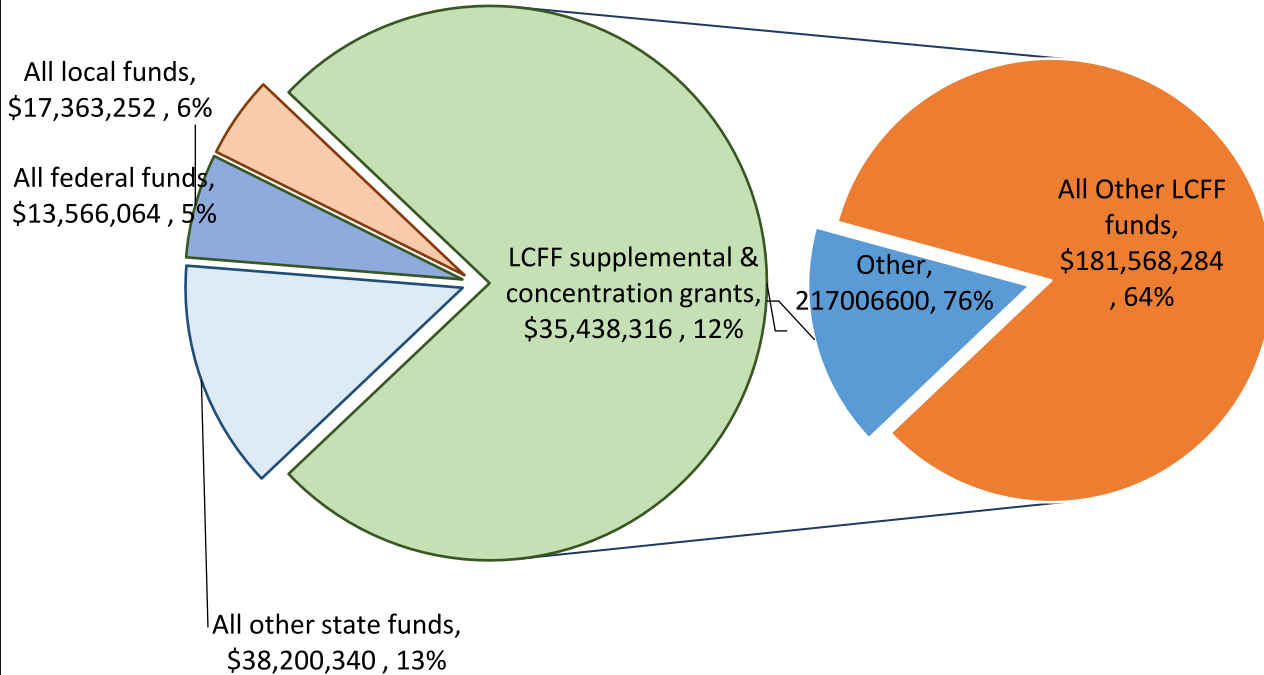
School Year: 2021 – 22

LEA contact information: Mauricio Arellano, 909-307-5300, mauricio\_arellano@redlands.k12.ca.us

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

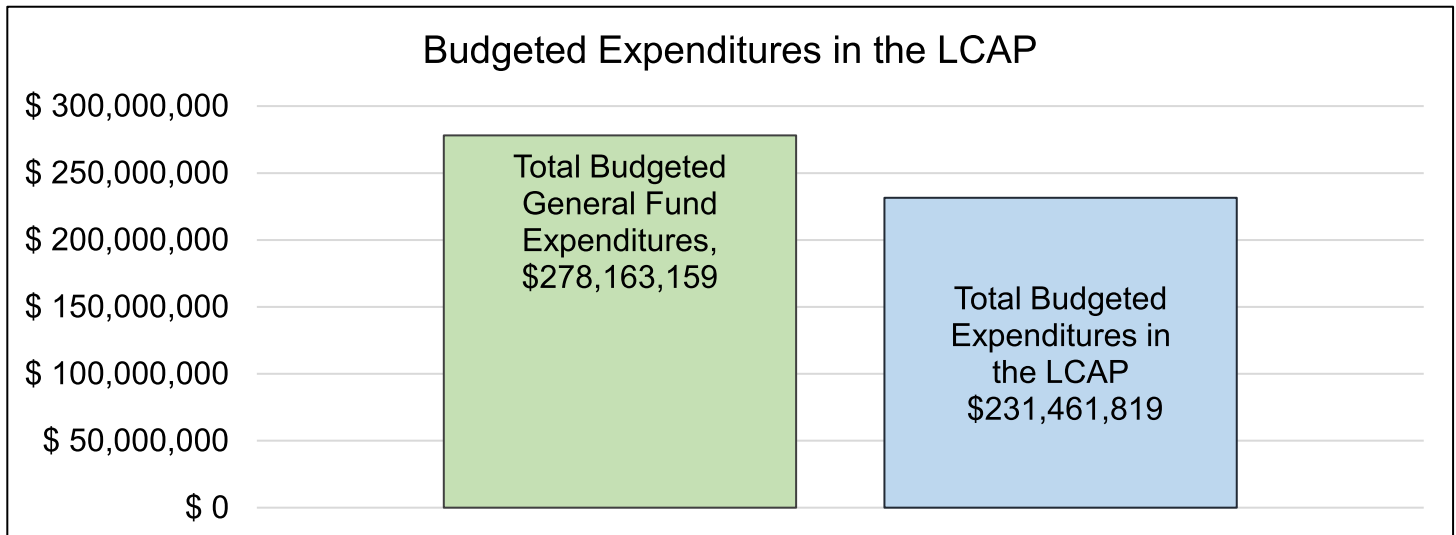


This chart shows the total general purpose revenue Redlands Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Redlands Unified School District is \$286,136,255.68, of which \$217,006,600.00 is Local Control Funding Formula (LCFF), \$38,200,339.52 is other state funds, \$17,363,252.00 is local funds, and \$13,566,064.16 is federal funds. Of the \$217,006,600.00 in LCFF Funds, \$35,438,316.00 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 Redlands 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.

Redlands Unified School District plans to spend \$278,163,158.68 for the 2021 – 22 school year. Of that amount, \$231,461,819.00 is tied to actions/services in the LCAP and \$46,701,339.68 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Facilities/Maintenance & Operations Budgets; Student Textbooks; School site and District Office general budgets; Other employee salaries and benefits not tied to LCAP actions; On Site After School (ASES) programs; COVID Federal and State funded expenditures (accounted for in other documentation in compliance with reporting requirements).

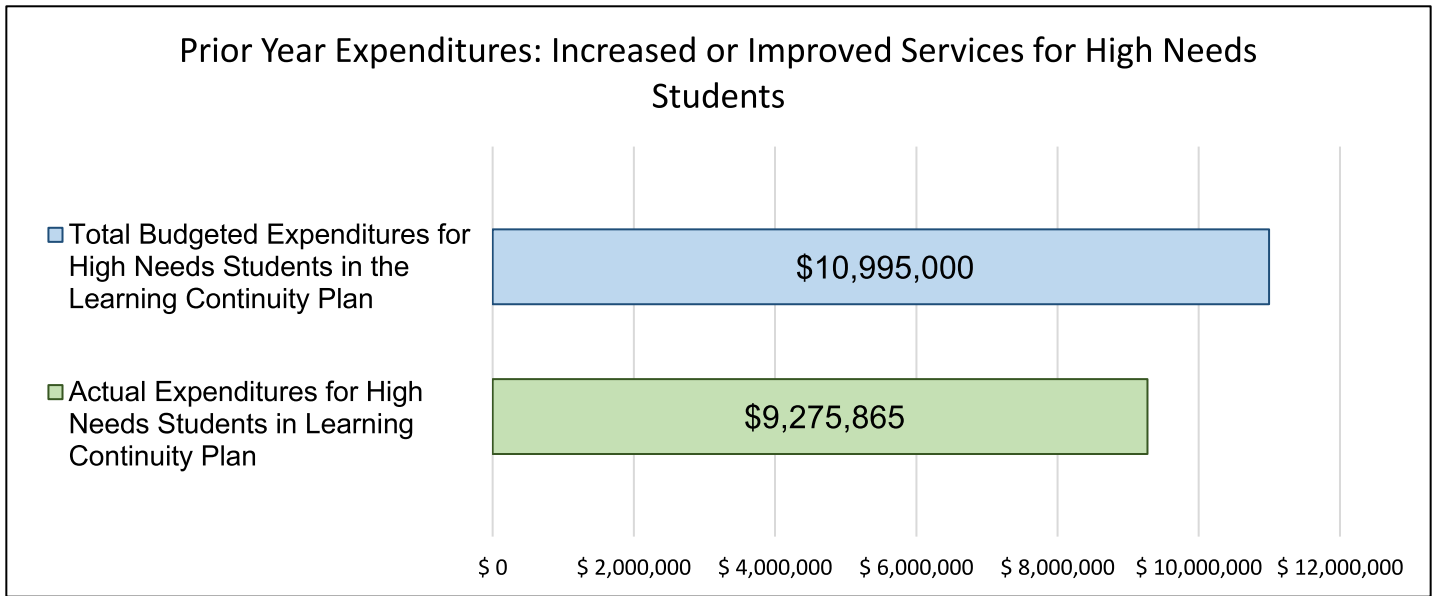
## Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Redlands Unified School District is projecting it will receive \$35,438,316.00 based on the enrollment of foster youth, English learner, and low-income students. Redlands Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP.

Redlands Unified School District plans to spend \$55,329,642.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



This chart compares what Redlands 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 Redlands 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, Redlands Unified School District's Learning Continuity Plan budgeted \$10,995,000.00 for planned actions to increase or improve services for high needs students. Redlands Unified School District actually spent \$9,275,864.87 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$1,719,135.13 had the following impact on Redlands Unified School District's ability to increase or improve services for high needs students:

The budgeted actions and services in the Learning Continuity and Attendance Plan for 2020-21 actually exceeded the total estimated amount. However, specific actions in the Mental Health and Social and Emotional Well-Being and in the Pupil Engagement and Outreach areas were unable to be accounted for as contributing despite being principally directed towards meeting the needs of unduplicated students. Additionally, some savings were realized in other areas due to the availability of CARES Act funding.



## 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
Redlands Unified School District	Mauricio Arellano Superintendent	Mauricio_Arellano@redlands.k12.ca.us 909-307-5300

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

Continue existing efforts to foster student academic success by creating a cohesive and focused base program for all students.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 3: Parental Involvement (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> SARC Reporting FIT Reports</p> <p><b>19-20</b> Maintain 100%</p> <p><b>Baseline</b> 100% of schools meet “Exemplary” or “Good” standard</p>	<p>100% of the sites met "Exemplary" or "Good" standard.</p>
<p><b>Metric/Indicator</b> Teacher Assignment</p> <p><b>19-20</b> Maintain 100%</p> <p><b>Baseline</b> 100% of RUSD teachers are appropriately assigned</p>	<p>100% of teachers are appropriately assigned.</p>
<p><b>Metric/Indicator</b> Instructional Materials Aligned to State Standards</p> <p><b>19-20</b> Maintain 100%</p> <p><b>Baseline</b> 100% of students have the current board adopted materials</p>	<p>RUSD students were provided appropriate instructional materials in the 2019-20 school year.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.1 Provide high quality appropriately assigned teachers, counselors, administrators, and teacher coaches</p> <p>a. Recruit, hire and retain fully credentialed and highly qualified teachers</p> <p>b. Ensure site Master Schedules/teacher assignments reflect appropriate placement</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$65,546,341.00</p> <p>3000-3999: Employee Benefits LCFF \$24,749,479.00</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$48,106,622.41</p> <p>3000-3999: Employee Benefits LCFF \$27,616,772.94</p>
<p>1.2 Provide safe and clean facilities</p> <p>a. Special projects (principally directed towards ESP schools)</p> <p>b. M &amp; O work order operational costs</p> <p>c. M &amp; O Supervisor, (Williams)</p> <p>d. M &amp; O Foreman, (Williams)</p> <p>e. M &amp; O Equipment and Supplies</p> <p>f. M &amp; O Facilities Monitoring and Support (PLC)</p>	<p>2000-2999: Classified Personnel Salaries LCFF \$164,216.00</p> <p>3000-3999: Employee Benefits LCFF \$75,305.00</p> <p>4000-4999: Books And Supplies LCFF \$126,359.00</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$869,120.00</p>	<p>2000-2999: Classified Personnel Salaries LCFF \$177,851.68</p> <p>3000-3999: Employee Benefits LCFF \$88,036.48</p> <p>4000-4999: Books And Supplies LCFF \$0</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$840,681.26</p> <p>6000-6999: Capital Outlay LCFF \$107,000.00</p>
<p>1.3 Provide standards-based instructional materials for all students</p> <p>a. Purchase all necessary state standards based instructional materials to support student achievement</p> <p>b. Provide on-going support/revision of web-based K-12 scope and sequence aligned state standards</p> <p>c. Purchase a Common Assessment Item Bank to support district benchmark assessments</p> <p>d. Provide Destiny Resource Management Program for district textbook inventory maintenance</p> <p>e. Provide web content filtering management (iBoss) as required for CIPA compliance</p>	<p>4000-4999: Books And Supplies LCFF, Title I, Title III, Title III EI, Lottery, CRBG, Perkins, Partnership Academies \$6,860,781.00</p> <p>5000-5999: Services And Other Operating Expenditures LCFF, Title I, Title III, Title III EI, Lottery, CRBG, Perkins, Partnership Academies \$345,000.00</p>	<p>4000-4999: Books And Supplies LCFF, Title I, Title III, Title III EI, Lottery, CRBG, Perkins, Partnership Academies \$4,147.77</p> <p>5000-5999: Services And Other Operating Expenditures LCFF, Title I, Title III, Title III EI, Lottery, CRBG, Perkins, Partnership Academies \$146,693.34</p> <p>1000-1999: Certificated Personnel Salaries LCFF, Title I, Title III, Title III EI, Lottery, CRBG,</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Perkins, Partnership Academies \$16,481.28  3000-3999: Employee Benefits LCFF, Title I, Title III, Title III EI, Lottery, CRBG, Perkins, Partnership Academies \$3,344.54
1.4 As allocated in previous years, provide instructional support services to all schools a. Provide site funding resources for student intervention supports before, during, and after school b. Provide personnel and materials needed to effectively support the Continual School Improvement Model	1000-1999: Certificated Personnel Salaries LCFF (SSP) \$386,560.00  2000-2999: Classified Personnel Salaries LCFF (SSP) \$293,837.00  3000-3999: Employee Benefits LCFF (SSP) \$217,694.00  4000-4999: Books And Supplies LCFF (SSP) \$1,002,462.00  5000-5999: Services And Other Operating Expenditures LCFF (SSP) \$46,988.00	1000-1999: Certificated Personnel Salaries LCFF (SSP) \$225,046.21  2000-2999: Classified Personnel Salaries LCFF (SSP) \$344,465.26  3000-3999: Employee Benefits LCFF (SSP) \$144,143.74  4000-4999: Books And Supplies LCFF (SSP) \$802,485.63  5000-5999: Services And Other Operating Expenditures LCFF (SSP) \$365,275.50  6000-6999: Capital Outlay LCFF (SSP) \$149,230.06
1.5 Provide operational support services and classified support personnel to all schools as needed a. Provide personnel and materials needed to effectively support the basic operations of the district and school sites	2000-2999: Classified Personnel Salaries LCFF \$19,382,516.00  3000-3999: Employee Benefits LCFF \$8,420,280.00  4000-4999: Books And Supplies LCFF \$478,439.00	2000-2999: Classified Personnel Salaries LCFF \$21,342,740.73  3000-3999: Employee Benefits LCFF \$9,362,915.56  4000-4999: Books And Supplies LCFF \$196,563.28
1.6 Provide support staff personnel to all schools as needed a. FTEs for grades TK-3 to maintain staffing ratios	1000-1999: Certificated Personnel Salaries LCFF \$1,341,307.00  3000-3999: Employee Benefits LCFF \$462,188.00	1000-1999: Certificated Personnel Salaries LCFF \$1,341,307.00  3000-3999: Employee Benefits LCFF \$462,188.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.7 Parent &amp; Community Engagement</p> <p>a. Technology Platform for Parent Communication</p> <p>b. Community Engagement Technician</p> <p>c. Community Engagement equipment, materials, supplies</p> <p>d. Website Manager &amp; App Specialist</p> <p>e. Technology infrastructure support &amp; oversight</p> <p>f. Technical support to implement instructional technology plan (moved from goal 3.4)</p>	<p>2000-2999: Classified Personnel Salaries LCFF \$1,032,370.00</p> <p>3000-3999: Employee Benefits LCFF \$467,221.00</p> <p>4000-4999: Books And Supplies LCFF \$5,940.00</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$183,585.00</p>	<p>2000-2999: Classified Personnel Salaries LCFF \$1,076,780.12</p> <p>3000-3999: Employee Benefits LCFF \$496,392.34</p> <p>4000-4999: Books And Supplies LCFF \$16,991.84</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$294,509.55</p> <p>1000-1999: Certificated Personnel Salaries LCFF \$635.00</p>
<p>1.8 Beginning Teacher Support</p> <p>a. Teacher Induction Program Support</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$91,260.00</p> <p>3000-3999: Employee Benefits LCFF \$18,740.00</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$115,000.00</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$252,764.71</p> <p>3000-3999: Employee Benefits LCFF \$50,955.86</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$121,555.79</p>
<p>1.9 Increase support to School Improvement and Professional Development</p> <p>a. LCAP Coordinator</p> <p>b. Program supplies and support materials</p> <p>b. Materials and Supplies for LCAP Advisory Committee</p> <p>c. Support for LCAP Program Oversight</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$95,560.00</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$50,229.00</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$45,926.00</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$4,463.00</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$118,120.81</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$56,596.06</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$55,656.35</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$2,906.37</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$15,000.00	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,122.35

## Goal Analysis

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

For Goal 1, most of the planned expenditures were tied directly to certificated and classified salaries. Even with the increased needs precipitated by school closures and the transition to distance learning in March 2020, budgeted and actual expenditures remained fairly consistent for this goal with the following exceptions:

- \* The largest difference between budgeted and actual expenditures was noted in Goal 1.1, where expenditures decreased by more than \$17 million.
- \* One of the areas with the largest differential is related to standards-based materials and assessments in Goal 1.3. The budgeted amount was more than \$6 million; however, the actual expenditure was approximately \$4,000.
- \* Although the number of new hires was similar to previous years, a negotiated increase in salaries raised the personnel costs from approximately \$92,000 to \$252,000.

Anticipated expenditures that were not utilized during COVID-19 were either reallocated to provide additional supports and services to RUSD students, families, and staff, or rolled over. A committee of K-8 teachers participated in the initial steps of a science textbook adoption process, and substitutes were provided for the committee members; however, the work was placed on hold in March 2020 with the onset of COVID-19. The delay of the textbook adoption, along with the delay of the related cost, is directly reflected in the difference in allocated and actual expenditures in goal 1.3.

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

From August 2019 through March 2020, Redlands Unified School District (RUSD) implemented the base program as planned for all students, which is evidenced in the summary of progress for each of the actions and services of Goal 1. The actions and services for this goal were implemented with great success resulting in the efficient and effective implementation of base programs. All state and local metrics were met and exceeded the requirements established during the monitoring process of the LCAP. The actions and services included within Goal 1 continue to contribute to several of the state's eight priorities. The measures included within other LCAP goals require a strong base program with consistent monitoring and support from all divisions within the district. RUSD has consistently maintained high performance ratings in the areas of Teacher Assignment and Facilities in Good Repair. All metrics

associated with the goal indicate that RUSD is within the specified guidelines established through the Williams Legislation and exceed requirements within local measures including Parent Engagement and Community Outreach.

### Successes

New teachers participated in a weeklong preservice training entitled "New Teacher Orientation," and new hires were trained on district technological tools and district-adopted curriculum and texts. In addition, all new hires received mentoring from experienced, certificated staff. Not only did new teachers participate regularly in grade-level collaborations, they also had access to online trainings and afterschool workshops centered on instructional technology, classroom pedagogy, and student engagement.

Standards-based instructional materials were provided to all students throughout the time of distance learning, which began in March 2020. Scope and Sequence materials were maintained and enhanced, as well.

The common assessment program (Illuminate) was purchased out of Goal 3.4; IBoss was utilized appropriately to filter harmful content on the internet. Website and App Specialist support continued, as appropriate.

District and school-site communication with parents remained a top priority. RUSD used Schoolwires, which is the primary application for the district website for parent information and engagement. Additionally, ThoughtExchange was used as the primary method for gathering input and ideas from parents and the community. These methods of communicating with parents and gathering feedback continue to be a success practice for RUSD.

### Challenges

Due to COVID-19 school closures in March 2020, the district faced several challenges. A disruption of instruction occurred as the district transitioned from in-person learning to distance learning. In addition to professional development for teachers, staff, and administrators, academic interventions shifted from in-person to online. In-person, before- and after-school tutoring at the elementary and middle school levels were also impacted. However, teachers and students continued to have access to online supplemental programs, such as Lexia Core5 and Dreambox at the elementary level and Lexia PowerUp and Mathia at the middle school level. Access to Kahn Academy at the high schools remained consistent.

## Goal 2

Continue existing efforts to foster positive school environments to effectively support student learning

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)  
Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> District Attendance Rate  <b>19-20</b> Increase ADA at 96.3%  <b>Baseline</b> 2016-17 - 95.65%	The total district attendance rate for 2019-21 was 95.49%
<b>Metric/Indicator</b> Suspension State Indicator  <b>19-20</b> Decline .3%  <b>Baseline</b> .2%	2.6% (CA Dataquest)
<b>Metric/Indicator</b> Expulsion Rate  <b>19-20</b> Maintain  <b>Baseline</b> Data was not reported as part of the LCAP	2019-2020 ALL - 0.03% (6) EL - 0.00% FY - 0.00% HY- 0.02% LI - 0.04% SWD - 0.03% AA - 0.07% A - 0.00%

Expected	Actual
	H/L - 0.04% W - 0.02%
<p><b>Metric/Indicator</b> High School/Middle School Dropout Rate</p> <p><b>19-20</b> Decrease .5%</p> <p><b>Baseline</b> 3.5%/0%</p>	<p>The four-year cohort dropout rate for RUSD is represented using local data (AERIES):</p> <p>District 4%</p> <p>African American 5.3%</p> <p>Hispanic/Latino 5.5%</p> <p>White 2.3%</p> <p>Students with Disabilities 5.2%</p> <p>English Learners 7%</p> <p>Foster 29%</p> <p>Homeless 5.9%</p> <p>Socio Economic Disadvantaged 5.4%</p>
<p><b>Metric/Indicator</b> Chronic Absenteeism</p> <p><b>19-20</b> Decrease 1%</p> <p><b>Baseline</b> 8% (1720 students)</p>	<p>Chronic Absenteeism rates for RUSD are represented using local data (AERIES):</p> <p>District 9.1%</p> <p>African American 13.6%</p> <p>Hispanic/Latino 10.5%</p> <p>White 7.0%</p>

Expected	Actual
	<p>Students with Disabilities 16.6%</p> <p>English Learners 10.7%</p> <p>Foster 15.1%</p> <p>Homeless 11.4%</p> <p>Socio Economic Disadvantaged 12.2%</p>
<p><b>Metric/Indicator</b> Family Involvement Survey – School Connectedness and Student Engagement</p> <p><b>19-20</b> Maintain “Met” on Local School Climate Indicator</p> <p><b>Baseline</b> Local Indicator Dashboard Reporting: Met</p>	<p>A parent engagement survey was administered in the Winter of 2020. Due to Covid-19, the state did not require LEAs to report information for the CA Dashboard. However, all requirements for the Parent Involvement Indicator were still met by Redlands Unified School District.</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.1 Provide individual and group counseling opportunities as well as social skills classes to students to promote positive school climate and associated supports</p> <p>a. Increase Elementary Counselors to provide social and emotional support to elementary students</p> <p>b. Materials &amp; Supplies</p> <p>c. Mileage</p> <p>d. Maintain additional counselors for the middle schools to support socio-emotional health</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$2,050,195.00</p> <p>3000-3999: Employee Benefits LCFF \$625,930.00</p> <p>4000-4999: Books And Supplies LCFF \$14,500.00</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$21,625.00</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$2,223,275.21</p> <p>3000-3999: Employee Benefits LCFF \$691,766.91</p> <p>4000-4999: Books And Supplies LCFF \$5,447.46</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$3,236.03</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>2.2 Provide support structures and interventions to students in grades TK-12 to foster school safety and student academic success.</p> <p>a. Contract student drug testing services (MEDI)</p> <p>b. Provide IST Site Leader stipends to assist in identifying student needs</p> <p>c. Provide a classified Security Manager to coordinate a safe K-12 learning environment</p> <p>d. Provide School Safety Officers and additional security support at the high schools</p> <p>e. Increase campus monitor hours at designated sites</p> <p>f. Provide assistant principal at sites to support intervention and equity</p> <p>g. Provide site level access security software</p> <p>h. Provide staff training for student safety</p>	<p>1000-1999: Certificated Personnel Salaries LCFF, MEDI \$719,633.00</p> <p>2000-2999: Classified Personnel Salaries LCFF, MEDI \$244,653.00</p> <p>3000-3999: Employee Benefits LCFF, MEDI \$257,036.00</p> <p>5000-5999: Services And Other Operating Expenditures LCFF, MEDI \$585,487.00</p>	<p>1000-1999: Certificated Personnel Salaries LCFF, MEDI \$771,190.13</p> <p>2000-2999: Classified Personnel Salaries LCFF, MEDI \$168,259.44</p> <p>3000-3999: Employee Benefits LCFF, MEDI \$236,055.17</p> <p>5000-5999: Services And Other Operating Expenditures LCFF, MEDI \$583,073.18</p> <p>4000-4999: Books And Supplies LCFF, MEDI \$1,077.50</p>
<p>2.3 Provide staff training on Positive Behavioral Interventions to reduce student suspensions and expulsions</p> <p>a. Provide necessary training for positive behavioral interventions</p> <p>b. Increase Positive Behavior Intervention Support program</p> <p>c. Continue to support current Positive Behavior Support program</p> <p>d. Classified support to monitor program implementation</p> <p>e. Assign certificated support to the PBIS program to coordinate Tier III Behavioral Health Interventions</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$66,941.00</p> <p>2000-2999: Classified Personnel Salaries LCFF \$20,803.00</p> <p>3000-3999: Employee Benefits LCFF \$26,492.00</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$53,533.00</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$77,923.32</p> <p>2000-2999: Classified Personnel Salaries LCFF \$21,099.80</p> <p>3000-3999: Employee Benefits LCFF \$30,496.63</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$17,212.05</p> <p>4000-4999: Books And Supplies LCFF \$241.81</p>
<p>2.4 Develop sense of student connectedness through character education programs, staff training, mentoring, positive student recognition</p> <p>a. Support Character Education with appropriate funding</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$301,46.55</p> <p>2000-2999: Classified Personnel Salaries LCFF \$6,994.27</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$52,709.75</p> <p>2000-2999: Classified Personnel Salaries LCFF \$9,954.24</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits LCFF \$5,704.22 4000-4999: Books And Supplies LCFF \$150,000.00 5000-5999: Services And Other Operating Expenditures LCFF \$90,000.00	3000-3999: Employee Benefits LCFF \$8,800.63 4000-4999: Books And Supplies LCFF \$44,636.33 5000-5999: Services And Other Operating Expenditures LCFF \$92,663.02
2.5 Increased parent and community outreach regarding available resources and parent involvement opportunities a. Support parent and community outreach programs with appropriate funding and training b. Provide infrastructure and support for community outreach activities	2000-2999: Classified Personnel Salaries Title I, TIII Immigrant Funding, LCFF, CRBG \$49,800.00 3000-3999: Employee Benefits Title I, TIII Immigrant Funding, LCFF, CRBG \$15,109.00 4000-4999: Books And Supplies Title I, TIII Immigrant Funding, LCFF, CRBG \$15,789.00 5000-5999: Services And Other Operating Expenditures Title I, TIII Immigrant Funding, LCFF, CRBG \$35,180.00	2000-2999: Classified Personnel Salaries Title I, Title III, Title III Immigrant Funding, LCFF \$13,887.98 3000-3999: Employee Benefits Title I, TIII Immigrant Funding, LCFF, CRBG \$1,249.39 4000-4999: Books And Supplies Title I, TIII Immigrant Funding, LCFF, CRBG \$1,342.73 5000-5999: Services And Other Operating Expenditures Title I, Title III, Title III Immigrant Funding, LCFF \$123,703.98

## Goal Analysis

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

Due to COVID-19 requirements and needed supports, slight differences in budgeted funds and actual expenditures exist. For example, additional funds were used to increase the number of certificated personnel for both counseling and safety. Each elementary site received a counselor for the 2019-2020 school year, and RUSD hired a district safety manager to provide leadership and guidance to district safety officers. Safety officers participated in professional learning opportunities and training. Additionally, some campus monitor hours were increased at selected sites prior to school closures in March 2020. All professional development opportunities shifted from in-person trainings to virtual workshops. Work related to standards-based materials, such as K-8 science and physics textbook adoptions, were put on hold; however, in-person collaboration days were held prior to March 2020. Planned

expenditures for PBIS supports were not fully utilized because on-site training stopped due to school building closures in the spring of 2020. Additionally, County Office of Education grant funds were awarded to the district to support the work of PBIS during the 19-20 school year which are represented in goal 2.1 and 2.4. Differences in goal 2.5 can be attributed to the transfer of an existing contract for parent communications being moved from goal 1.7 to goal 2.5 to align with parent engagement efforts. Differences in salaries and materials for goal 2.5 are a result of canceling the end of year Multicultural Festival as a result of COVID-19.

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

#### Successes

Redlands Unified School District (RUSD) continued to implement and monitor services and programs to support students' social emotional, behavioral, and academic needs. Prior to school site closures in March 2020, RUSD provided Positive Behavioral Interventions and Supports (PBIS) trainings and administered the Tiered Fidelity Inventory (TFI) for sites that volunteered. In addition, the same 15 school sites participated in a PBIS coaches' network on a monthly basis. Certificated staff participated in ongoing training related to positive behavioral interventions until March 2020. Even though the CDE did not require LEAs to report family involvement for the CA Dashboard, the metric for the Local Climate Indicator was still met. These efforts helped to foster safe learning environments at the school sites and in the virtual setting as students and staff transitioned to a full distance learning model.

#### Challenges

To determine dropout rates and chronic absenteeism, Redlands Unified School District (RUSD) used local Aeries data because CA Dashboard data were unavailable. Although the expected dropout rate was a decrease of .5%, the actual dropout rate slightly increased from 3.5% to 4.0% overall. Students in unduplicated groups had higher than average dropout rates and chronic absenteeism. For all students, the chronic absenteeism rate slightly increased by 1%. Attendance rates slightly decreased from 96.3% to 95.49%. Due to COVID-19 requirements, many supports shifted from in-person to virtual. This shift provided some challenges and opportunities to analyze systems and make needed changes. One of the challenges was leveraging and maintaining systems within a virtual setting. Parent and community outreach continued, and counselors and teachers communicated with students through digital means. Toward the end of the 2019-2020 school year, virtual outreach and online resources for parents were available. As in previous years, a family and parent involvement survey was conducted via the district's ThoughtExchange, which provided valuable input from stakeholders.



# Goal 3

All students will participate in a high-quality K-12 instructional program aligned to State Standards including the Common Core

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 7: Course Access (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            District Math (Gr 3-8, 11) State Indicator</p> <p><b>19-20</b>            Maintain Green            Increase by 2 points</p> <p><b>Baseline</b>            District Student Performance Level Medium (Green)            Increased +6.7 points</p>	<p>State Indicators suspended due to COVID-19            Local Indicators:            STAR Math (grades 3-5): 45.4% Proficient (increase by .4% from 2018-2019)            STAR Math (Grades 6-8): 50% Proficient (decrease by 1% from 2018-2019)</p>
<p><b>Metric/Indicator</b>            District ELA (Gr 3-8, 11) State Indicator</p> <p><b>19-20</b>            Increase to Blue            Increase by 2 points</p> <p><b>Baseline</b>            District Student Performance Level Medium (Green)            Increased +13.4 points</p>	<p>State Indicators suspended due to COVID-19            Local Indicators:            STAR Early Lit 58.9% Proficient (decrease by 5.3% from 2018-2019):            STAR Reading (Grades 3-5): 52% Proficient (decrease by 1.4% from 2018-2019)            STAR Reading (Grades 6-8): 38% Proficient (decrease by 1% from 2018-2019)</p>

Expected	Actual
<p><b>Metric/Indicator</b> EL State Indicator</p> <p><b>19-20</b> Maintain Green Increase percentage of students in Level 4 by 2%</p> <p><b>Baseline</b> District Student Performance Level Low (Yellow)</p>	<p>Summative ELPAC state testing was initially suspended and put on hold due to COVID-19 school closures. An "Optional" Summative ELPAC administration opportunity for the 19-20 school year resumed in Fall of 2020-2021. RUSD participated in the "Optional" Summative ELPAC for some students in proficiency levels three and four, as recommended by CDE and for the purpose of potential reclassification. There is no EL state indicator data to report at this time.</p>
<p><b>Metric/Indicator</b> Visual and Performing Arts Participation in 4th and 5th Grades</p> <p><b>19-20</b> Increase 1%</p> <p><b>Baseline</b> 32% Participation</p>	<p>1,003 (32.2%) students grades 4th-5th participated in Instrumental Music, which is basically a maintain in participation.</p>
<p><b>Metric/Indicator</b> Visual and Performing Arts Student Groups Participation in 4th and 5th Grades</p> <p><b>19-20</b> Increase 1%</p> <p><b>Baseline</b> 41% of students enrolled in program</p>	<p>Of the students who participated in Elementary Instrumental Music, 49% were identified as a selected student group, which is an increase of 8%.</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.1 Provide mathematics and reading instructional support to increase math and ELA scores with a focus on curriculum, instructional strategies, interventions, planning and student learning (specifically address the needs of English Learner, Special Education, and African American student groups).</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$291,004.00</p> <p>3000-3999: Employee Benefits LCFF \$85,355.00</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$314,167.83</p> <p>3000-3999: Employee Benefits LCFF \$89,339.33</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<ul style="list-style-type: none"> <li>a. On-site instructional support Grades K—8</li> <li>b. Materials, supplies for professional learning</li> <li>c. High school math foundational support courses offered through Summer Freshmen Ready and Honors Bridge programs (expenditures captured in goal 4.3)</li> <li>d. District-wide Collaboration Days (Substitute Pay and Teacher Hourly)</li> <li>e. Instructional Materials, Site Licenses and Technology to support program implementation</li> </ul>	<ul style="list-style-type: none"> <li>4000-4999: Books And Supplies LCFF \$81,500.00</li> <li>5000-5999: Services And Other Operating Expenditures LCFF \$115,500.00</li> </ul>	<ul style="list-style-type: none"> <li>4000-4999: Books And Supplies LCFF \$738.82</li> <li>5000-5999: Services And Other Operating Expenditures LCFF \$62,634.75</li> </ul>
<p>3.2 Increase Visual &amp; Performing Arts supports to expand course of study through a K-12 VAPA Program</p> <ul style="list-style-type: none"> <li>a. Continue to support elementary music program to provide access at all elementary sites</li> <li>b. Provide hourly compensation for additional instructional support as needed</li> <li>c. Program equipment, materials and supplies</li> <li>d. Transportation costs</li> <li>e. Provide a Theater Technician at each comprehensive high school</li> </ul>	<ul style="list-style-type: none"> <li>1000-1999: Certificated Personnel Salaries LCFF \$243,629.00</li> <li>2000-2999: Classified Personnel Salaries LCFF \$137,088.00</li> <li>3000-3999: Employee Benefits LCFF \$155,539.00</li> <li>4000-4999: Books And Supplies LCFF \$8,000.00</li> <li>5000-5999: Services And Other Operating Expenditures LCFF \$32,700.00</li> <li>6000-6999: Capital Outlay LCFF \$5,000.00</li> </ul>	<ul style="list-style-type: none"> <li>1000-1999: Certificated Personnel Salaries LCFF \$252,761.52</li> <li>2000-2999: Classified Personnel Salaries LCFF \$113,592.00</li> <li>3000-3999: Employee Benefits LCFF \$76,498.91</li> <li>4000-4999: Books And Supplies LCFF \$2,581.23</li> <li>5000-5999: Services And Other Operating Expenditures LCFF \$26,314.41</li> <li>6000-6999: Capital Outlay LCFF \$0</li> </ul>
<p>3.3 Develop/provide reading and math intervention at all elementary and middle school sites to increase student proficiency</p> <ul style="list-style-type: none"> <li>a. District-wide reading &amp; math assessment tool to monitor student progress and identify student needs for extra support</li> <li>b. Purchase supplemental reading/math intervention curriculum K-8 as needed to effectively assess and guide reading/math instruction to increase student proficiency</li> </ul>	<ul style="list-style-type: none"> <li>5000-5999: Services And Other Operating Expenditures LCFF \$280,000.00</li> </ul>	<ul style="list-style-type: none"> <li>5000-5999: Services And Other Operating Expenditures LCFF \$31,257.65</li> </ul>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.4 Implementation of state standards including the Common Core</p> <p>a. Instructional Technology support for teachers to implement adopted material components and to develop and implement the district Instructional Technology Plan (training costs, hourly, substitutes, Instructional Technology teaching support personnel, site Innovation teachers)</p> <p>b. Grants to teachers for instructional innovation</p> <p>c. Clerical support to monitor and implement Instructional Technology Plan</p> <p>d. Administrative Support to monitor and implement Instructional Technology Plan</p> <p>e. Technical support to implement Instructional Technology Plan Instructional technology on-going laptop purchase, repair, and replacement (expenditure captured in 1.7)</p> <p>f. Laptop check-out program</p> <p>g. Next Generation Science Standards (NGSS) Training and Collaboration (Substitute &amp; Hourly Pay)</p> <p>h. NGSS/STEAM Coordinator to provide instructional support</p> <p>i. Next Generation Science Standards Materials and Technology to support implementation</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$1,295,786.00</p> <p>2000-2999: Classified Personnel Salaries LCFF \$175,411.00</p> <p>3000-3999: Employee Benefits LCFF \$478,469.00</p> <p>4000-4999: Books And Supplies LCFF \$133,483.00</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$410,485.00</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$911,953.30</p> <p>2000-2999: Classified Personnel Salaries LCFF \$201,616.78</p> <p>3000-3999: Employee Benefits LCFF \$375,157.05</p> <p>4000-4999: Books And Supplies LCFF \$38,914.11</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$277,568.39</p> <p>6000-6999: Capital Outlay LCFF \$19,634.72</p>
<p>3.5 Develop comprehensive Writing Program K-12 at all school sites to increase student proficiency in CCSS Genres and Literacy Standards across all content areas</p> <p>a. Support site implementation K-12</p> <p>b. Design district-wide writing common assessments which include calibration, assessment rubrics to monitor student progress, and resources to provide meaningful feedback to students for revision and editing</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$358,969.00</p> <p>3000-3999: Employee Benefits LCFF \$112,144.00</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$289,529.07</p> <p>3000-3999: Employee Benefits LCFF \$85,742.91</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$12,000.00</p>
<p>3.6 Math Support courses at the secondary level and elementary intervention</p> <p>a. Continue staffing at each middle school</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$526,963.00</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$574,431.54</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
b. Continue staffing to provide increased math support at each comprehensive high school c. Provide one FTE per TI site for elementary math intervention d. Provide instructional materials for support classes e. Support Training & Collaboration f. Intervention technology and curriculum	3000-3999: Employee Benefits LCFF \$145,438.00  5000-5999: Services And Other Operating Expenditures LCFF \$466,026.00	3000-3999: Employee Benefits LCFF \$192,187.36  5000-5999: Services And Other Operating Expenditures LCFF \$0

## Goal Analysis

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

Because of COVID-19 requirements and restrictions, some funds for actions and services were not used as planned. Instead, the funds were shifted to other academic supports and to address unique needs. For example, expenditures for books and supplies for reading and math instructional supports decreased, as did expenditures for reading and math intervention services. Additionally, in areas where funds were underspent, COVID-19 funds were used for items like hotspots and technological needs. ELPAC testing was placed on hold by the California Department of Education due to school closures. Although funds budgeted for the writing assessments were utilized, the last writing assessment was not administered due to COVID-19 requirements. Distance learning for all students began in March 2020 and unspent funds were carried forward to be allocated in the 21.22 LCAP.

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

Throughout the 2019-2020 school year, RUSD focused on developing and delivering high quality instructional programs aligned to State Standards, including Common Core. Reading and math intervention teachers supported student learning by providing Tier II and Tier III supports at the elementary level. Educational Services supported the intervention teachers by providing time and space for collaboration and ongoing professional development opportunities at the district and county offices. After-school tutoring programs, using online programs such as Lexia and Dreambox, were developed and implemented at elementary schools. However, efforts to expand the after-school tutoring program stopped due to school closures in March 2020. Although many programs were started, complete implementation was not fully realized. Therefore, the effectiveness of certain actions and services cannot be accurately evaluated.

### Successes

Programs, professional development, interventions, and assessments were impacted by varying degrees due to the school closures in March 2020. At the elementary level, 3rd - 5th grade students were targeted in four, 5-6-week math intervention sessions. A total of 378 3rd graders (25%), 351 4th graders (23%), and 376 5th graders (24%) participated in at least one intervention session. STAR

Math data showed a 6.1% growth in 3rd grade, 3.4% growth in 4th grade, and 1.2% growth in 5th grade students who participated in math intervention in at least one session. Math intervention teachers worked collaboratively with teachers to provide tiered supports in and outside of the classrooms.

In the elementary schools, district participation in Instrumental Music continued to maintain, and, through equity efforts, more students in designated student groups participated.

At the middle school level (grades 6-8), teachers participated in two, half days of professional learning in September and October to support their understanding of the structural changes and online component of the curriculum and the required rigor of assessment. In addition, five to six volunteer teachers from each site participated in in-class coaching for implementation for approximately four hours across three separate days. In September, high school biology and chemistry curriculum was completed, and implementation followed. A biology scope and sequence was completed and piloted during the adoption process. A chemistry scope and sequence was developed and piloted following the curriculum adoption.

Instructional technology programs and applications such as Lexia, STAR, and Discovery Education were purchased and utilized to support CORE academics and interventions. Instructional technology materials were purchased to support students in the classroom and bridge an equity divide of accessing technology and the internet at home. In April 2020, more than 5,000 Chromebooks and 200 hotspots were distributed to students to assist them with distance learning. That number jumped to more than 16,000 Chromebooks and 1000 hotspots in the fall, as effects of the pandemic on the school system heightened. This purchase, maintenance, and support of technology was a critical component to the success of a remote instructional model. Widespread, on-going teacher training was conducted for instructional technology, as well as distance learning technical support. More than 50 training videos were created by Instructional Technology coaches, in addition to hundreds of hours of live online support to teachers.

The new STEAM Coordinator supported STEAM, Coding and Robotics, Math Curriculum, AP, and the Science textbook adoption district-wide. At the secondary level, additional English and math support positions were utilized to address class size reduction, C-STEM, accelerated math courses, and academic support classes.

Prior to the onset of COVID-19 in March 2020, in-person professional learning opportunities based on District initiatives were ongoing and available to district staff. RUSD Collaboration Days were held as well. In-person professional development opportunities became virtual-only workshops after March 2020. Between July 2019 and the onset of "stay at home" orders in March of 2020, 81 workshops and/or professional development trainings were offered. Some of these trainings were multi-day workshops. More than 1,400 employees attended these trainings.

### Challenges

Local indicators were used in determining academic growth because state testing did not occur. Due to school closures in March 2020, only four of six math intervention sessions were held. Students in 3rd - 5th grades were targeted, but 1st - 2nd grade students were not serviced, as they were the intended targeted group for sessions five and six. The district implemented Lexia (reading) and Dreambox (math) to support struggling students. Data from these programs were inconsistent as school closures did not allow for

consistent student monitoring. At the middle school level, afterschool support using STAR data, Lexia PowerUp, and MATHia online curriculum was limited, with minimal student participation. Although Star Math proficiency increased slightly (.4%) for students in grades 1-5 across the district, students in 5th grade decreased in proficiency by a larger percentage than other grade levels. After March 2020, RUSD did not require the final screening for Star Reading and Math in grades K-8.

A challenge with the elementary instrumental music program was the continuation to recruit more students. This year, RUSD changed the recruiting process and purchased more instruments to be available for students who cannot rent them. However, due to COVID-19 and school closures, recruiting efforts were minimal.

Elementary Writing Assessments were purchased for each grade level (K - 5th). Due to COVID-19, only two writing assessment prompts were administered. Analysis of data showed proficiency rates similar to ELA state data from the previous year. The last writing assessment was not administered due to COVID-19 school closures. Thus, full data analysis did not occur.

The COVID-19 closure prevented the completion of the in-class coaching for the volunteer middle school math teachers, as well as the (Next Generation Science Standards) NGSS curriculum adoption, despite the advanced process of the pilot. The K-8 science adoption was put on hold due to difficulties with furthering pilot work within a virtual learning environment. It was determined pilot work would need to be halted until an in-class pilot could continue.

Because of minimal EL data, the EL Department and sites reviewed previous year data for student placement and for students who met reclassification criteria. STAR data for EL students in grades K-8 showed that more than 60% of students were below standard in reading. Available data for EL students in grades 2 - 12 showed 75.4% (850/1126) of EL students ended the school year with a grade of C or better in English Language Arts (ELA). Conversely, 24.5% (276/1126) of EL students earned a D or F in English Language Arts at the end of the school year.

The April training for high school teachers for the 12th grade curriculum, ERWC 3.0, was postponed, and the high school Physics adoption was also placed on hold.

# Goal 4

Increase the number of students successfully ready for college and career.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> State Metric District College and Career Indicator</p> <p><b>19-20</b> Increase 3%</p> <p><b>Baseline</b> N/A</p>	<p>The College and Career Indicator for 2019-20 was 92.8%. (increase of .3%)</p>
<p><b>Metric/Indicator</b> District Cohort Graduation Rate</p> <p><b>19-20</b> Increase .05%</p> <p><b>Baseline</b> 92.8%</p>	<p>The four year adjusted cohort graduation rate for RUSD was 92.3% according to CA Dataquest. (declined .3%)</p>
<p><b>Metric/Indicator</b> District Cohort Dropout Rate</p> <p><b>19-20</b> Decrease .1%</p> <p><b>Baseline</b></p>	<p>The 4 year cohort dropout rate for RUSD, which increased slightly, is represented using local data (AERIES):            District 4%            African American 5.3%            Hispanic/Latino 5.5%            White 2.3%</p>



Expected	Actual
3.5%	Students with Disabilities 5.2% English Learners 7% Foster 29% Homeless 5.9% Socio Economic Disadvantaged 5.4%
<b>Metric/Indicator</b> Graduates Completing UC/CSU Entrance <b>19-20</b> Increase 2% <b>Baseline</b> 47.2%	709/1582 44.8% (declined 2.4%)
<b>Metric/Indicator</b> AP Examinations Taken/Student Participation <b>19-20</b> Increase 25 tests Increase 25 students <b>Baseline</b> 2015-16: 2544 tests/ 1245 students	Total number of 3,247 AP Exams were taken by 1348 students in 2020. This was an increase of 179 exams but a decrease of 353 students.
<b>Metric/Indicator</b> AP Pass Rate 3+ <b>19-20</b> Increase by 10 Students <b>Baseline</b> 2015-16:1710 score 3+	The AP pass rate for 2020 was 65%, a growth of 2% from the previous year.
<b>Metric/Indicator</b> District EAP Results <b>19-20</b> Increase by 1% in ELA, 3% in Math <b>Baseline</b>	State testing was suspended due to COVID 19.

Expected	Actual
ELA 61.9 points above L3/Change +16 Points Math 25.7 points above L3/Change +6.4 points	
<b>Metric/Indicator</b> SAT Test Takers  <b>19-20</b> Increase by 50 tests  <b>Baseline</b> 2016-17: 1468 tests 82% Participate Rate	1495 tests, which is slightly less than expected, were taken with a 91.4% participation rate (increased 9.4%)
<b>Metric/Indicator</b> SAT Mean Scores  <b>19-20</b> Increase mean score by .05%  <b>Baseline</b> 2015-16: Mean Score Reading 509/Mean Score Math 516/Mean Score Writing 496	Evidence-Based Reading/Writing 516.7 (increased 11.7 pts) Math 513.6 (declined 2.4 pts)
<b>Metric/Indicator</b> CTE Course Enrollment  <b>19-20</b> Increase by 5%  <b>Baseline</b> 2487 students 36.8%	2167/6564 33% (declined 3.8%)
<b>Metric/Indicator</b> Local Metric AVID Enrollment	Middle School 665/4782 13.9%, High School 759/6564 11.6% (down 6%)

Expected	Actual
<p><b>19-20</b> Increase by 2%</p> <p><b>Baseline</b> 1224 students 19%</p>	
<p><b>Metric/Indicator</b> Local Metric AVID Enrollment in AP</p> <p><b>19-20</b> Increase by 2%</p> <p><b>Baseline</b> 30% of AVID students enrolled in AP Coursework</p>	192/759 25.3% (declined 4.3%)
<p><b>Metric/Indicator</b> Local Metric AVID Grades “C or Better”</p> <p><b>19-20</b> Increase by 2%</p> <p><b>Baseline</b> Math 86% ELA 88%</p>	Math 81%, ELA 84.8% (declined 5% and 3.2% respectively)
<p><b>Metric/Indicator</b> Local Metric Dual Enrollment</p> <p><b>19-20</b> Increase students 2%</p> <p><b>Baseline</b> 10 courses 195 students</p>	20 courses for 365 Students (increase of 10 courses and 170 students respectively)
<p><b>Metric/Indicator</b> Implementation of State Standards</p> <p><b>19-20</b></p>	ELA CCSS: Full With Sustainability (5) ELD: Full (4) MATH CCSS: Full With Sustainability (5) NGSS: Initial (3)

Expected	Actual
<p>LEA Progress: Increase all to Implementation Level 4 Maintain or increase Levels 4+</p> <p><b>Baseline</b> Reflection Tool: LEA Progress ELA CCSS: Full Implementation (5) ELD: Initial Implementation (3) Math CCSS: Full Implementation (5) NGSS: Beginning Development (2) History: Beginning Development (2) Technology: Beginning Development (2) Professional Development: Full Implementation (5)</p>	<p>History: Initial (3) Technology: Not measured PD: Full (4)</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4.1 Provide training and collaboration time to establish equitable AVID programs at all participating schools</p> <p>a. Summer institute &amp; Fall Site Team Conference Training Expenses</p> <p>b. Membership fees to AVID Consortium</p> <p>c. Certificated personnel (one for each comprehensive HS and each middle school) to coordinate program and teach AVID electives</p> <p>d. Provide AVID tutoring and support at all high schools and middle schools</p> <p>e. Instructional Support Materials</p> <p>f. Provide Extra Period allocation at Orangewood to provide AVID elective</p> <p>g. Provide CCSS aligned AVID strategy training for all middle school ELA teachers</p> <p>h. Substitutes and/or hourly pay for non-contract day training</p> <p>i. Provide funding for district coordinator training and sub/hourly support at the site level to expand AVID to five elementary sites</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$685,900.00</p> <p>2000-2999: Classified Personnel Salaries LCFF \$175,000.00</p> <p>3000-3999: Employee Benefits LCFF \$230,310.00</p> <p>4000-4999: Books And Supplies LCFF \$10,000.00</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$133,000.00</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$746,089.40</p> <p>2000-2999: Classified Personnel Salaries LCFF \$200,501.26</p> <p>3000-3999: Employee Benefits LCFF \$262,925.52</p> <p>4000-4999: Books And Supplies LCFF \$1,287.79</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$289,492.19</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4.2 Develop CTE Pathways for each comprehensive high school and provide the use of industry standard equipment and materials</p> <p>a. Provide certificated support (one FTE at each high school) to serve as CTE Program /Work Experience Teacher for the Career Center and to monitor program implementation and coordinate instructional program)</p> <p>b. Program Administrative Support</p> <p>c. Purchase needed materials and supplies for each CTE Pathways at all high schools</p> <p>d. Refine Pathway course sections at high schools</p> <p>e. Purchase Equipment for Pathways</p> <p>f. Establish industry connections to support Pathways</p> <p>g. Continue CRYROP coordination/ partnership</p> <p>h. Provide for coherent enhanced/extended learning opportunities including Industry Sector Competitions</p> <p>i. Provide CTE FTEs to absorb Regional Occupation Program certificated assignments to increase pathways</p> <p>j. Professional Development and related costs to support implementation of CTE</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$523,201.00</p> <p>3000-3999: Employee Benefits LCFF \$159,813.00</p> <p>4000-4999: Books And Supplies LCFF \$102,000.00</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$53,750.00</p> <p>6000-6999: Capital Outlay LCFF \$35,000.00</p> <p>7000-7439: Other Outgo LCFF \$2,169,611.00</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$426,019.70</p> <p>3000-3999: Employee Benefits LCFF \$145,932.04</p> <p>4000-4999: Books And Supplies LCFF \$123,009.98</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$68,637.05</p> <p>6000-6999: Capital Outlay LCFF \$134,919.69</p> <p>7000-7439: Other Outgo LCFF \$1,769,610.40</p> <p>2000-2999: Classified Personnel Salaries LCFF \$33,862.91</p>
<p>4.3 Strengthen College Readiness program through additional actions and services to increase course access and to prepare students for successful college transitions</p> <p>a. Continue Advanced Placement and Program of Study Courses through Telepresence courses linked to all high schools</p> <p>b. Ensure site access to courses provided on Telepresence through equipment upgrade</p> <p>c. Offer Dual Enrollment Program through partnerships with Community College District</p> <p>d. Personnel support for Dual Enrollment Program</p> <p>e. Provide funding for AP/SAT/PSAT for all students</p> <p>f. Support University/College Guarantee Enrollment Partnerships</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$262,402.00</p> <p>2000-2999: Classified Personnel Salaries LCFF \$83,675.00</p> <p>3000-3999: Employee Benefits LCFF \$129,980.00</p> <p>4000-4999: Books And Supplies LCFF \$280,750.00</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$914,800.00</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$465,428.13</p> <p>2000-2999: Classified Personnel Salaries LCFF \$83,187.81</p> <p>3000-3999: Employee Benefits LCFF \$157,135.60</p> <p>4000-4999: Books And Supplies LCFF \$30,252.84</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$647,265.33</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
g. Provide updated instructional materials for AP courses h. Provide support for Summer College Ready program and College Week activities i. Provide incentives to teachers to obtain CTE credentials j. Support College Bootcamp training for counselors, parents and students k. Provide funding to support summer school extended learning opportunities l. Professional Development opportunities and related costs to support college readiness	6000-6999: Capital Outlay LCFF \$32,828.00  7000-7439: Other Outgo LCFF \$140,000.00	6000-6999: Capital Outlay LCFF \$0  7000-7439: Other Outgo LCFF \$0

## Goal Analysis

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

During the 2019-20 school year, many of the planned and actual expenditures remained relatively similar except for one main area. In Goal 4.2, additional funds were necessary to support Career and Technical Education (CTE) actions and services. Because of COVID-19 and subsequent closures, some planned activities and trainings were canceled. For College Readiness, actual expenditures remained fairly consistent with budgeted funds; however, there was an increase in salaries due to an additional 10 Dual Enrollment (DE) courses and an increase in student enrollment of 170 students. CTE expenditures in goal 4.3 in the areas of Books and Supplies and Services and Other Operating Expenditures were less than originally budgeted due to the closure of schools in the Spring due to COVID 19 and the inability to compete in skills competitions.

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

Overall, many of the actions and services to increase the number of students who are college or career ready were effective. The ongoing efforts to provide access to quality materials and appropriate supports and expand opportunities are evident in the district's commitment to student readiness and achievement.

### Successes and Challenges

Site administrators responded to an annual survey for self-reflection on the district's implementation of State Standards. Strengths have traditionally been in the area of ELA and Math. However, RUSD is beginning to see an improvement in the area of History and Social Science, due, in part, to the adoption of new materials, including Science, as the district works through that adoption process. RUSD has also seen an improvement in the area of English Language Development (ELD).

According to the State metric, RUSD's College and Career Indicator (CCI) increased to 92.8%. Based on the CA Dataquest, the District's Cohort Graduation rate was 92.3%, which was a decrease of .3%. The graduation rate for RUSD's unduplicated groups, according to the CA Department of Education, was 88.2% for English learners; 50% for Foster Youth; and 91.8% for students experiencing homelessness. The statewide graduation rate for 2019-20 was 86.6%. High schools do not have an identified screener, which makes progress monitoring and creating master schedules based on student needs more challenging.

The number of graduates completing UC/CSU exams was 709 of 1582 or 44.8%. This was a slight decrease from the prior year. A total number of 3,247 AP exams were taken remotely by 1,348 students in Spring 2020. Although this was an increase of 179 exams, 353 fewer students took the AP exam. The decrease in the number of students taking the AP exams was another outcome of the pandemic shutdown and remote testing challenges. However, student outcomes on the exams improved by 2% for those students who successfully navigated the remote testing platform. This may have contributed to the RUSD College and Career Readiness Indicator increase of 3%.

The district A-G rates declined 2.4%, emphasizing the need for additional counselor training and course approval for more A-G options. Counselors attended fall training but there were fewer participants. The RUSD Dual Enrollment (DE) program continued to expand with more classes offered, including core graduation requirement classes, and more students participating in the opportunity. The number of DE courses doubled; the number of students enrolled in DE courses increased by 170 (40%).

According to local data, a sampling of the D/F rate in San Bernardino County for the first semester of 2019-2020 indicated the following: 6,733 students in grades 9 - 12 with an F; 8,268 students in grades 9 - 12 with a D. Specific data for the second semester is unavailable because grades were frozen in March 2020. RUSD's D/F rate for the first semester of 2019-20 was 1,253 students in grades 9 - 12 with an F; 2,102 students in grades 9 - 12 with a D.

Much work was done to support the growth of the RUSD Career and Technical Education (CTE) program. Pathways were streamlined and refined to match student interest and need, and a focus was given to establishing industry connections. An industry standards kitchen was created at Orangewood HS; an Engineering pathway and a Computer Science pathway were created at Redlands East Valley HS and Citrus Valley HS, respectively; and resources were provided to teachers to obtain their CTE credential.

To determine dropout rates and chronic absenteeism, RUSD used local Aeries data because CA Dashboard data was unavailable. Although the expected dropout rate was a decrease of .5%, the actual dropout rate slightly increased from 3.5% to 4.0% overall. Students in unduplicated groups had higher than average dropout rates and chronic absenteeism. For all students, the chronic absenteeism rate slightly increased by 1%.

The success of AVID at the secondary level was notable despite the COVID shutdown. Local data showed that 665 (13.9%) middle school students and 759 (11%) high school students were enrolled in AVID. RUSD had their first National Demonstration School certification at Redlands East Valley High School in February. The vast majority of planned actions were completed. AVID training was provided for the fall team conference, AVID Coordinator training, NAETO (New AVID Elective Teacher training), Advanced Tutor

training, and district-wide secondary Collaborative Study Group training were all successfully implemented. The only exceptions were the Summer Institute teacher training and formal end-of-year certification, both of which were canceled due to the COVID quarantine.



## Goal 5

Close the achievement gap for underperforming subgroups.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                          Priority 4: Pupil Achievement (Pupil Outcomes)  
                          Priority 5: Pupil Engagement (Engagement)  
                          Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Student Group Suspension Rate State Indicator <b>19-20</b> Decrease in each student group -1%</p>	<p>District Suspension rate: 2.6% CA Data Quest CA Dashboard Data: African American 6.1% Hispanic/Latino 2.8% White 2.1% Asian 0.5% suspended at least once, Maintained 0.2% EL 3.2% suspended at least once, Maintained Low Income 4.7% suspended at least once, 0.8% increase SWD 8% suspended at least once, 0.9% increase</p>

Expected	Actual
<p><b>Baseline</b>  District Student Performance:  English Learner Level Medium  (Green) 3.3%/Decline -1.1%</p> <p>Low Income Level High (Yellow)  4.7%/Decline -1.4%</p> <p>Students w/Disabilities Level  High (Yellow) 9%/Declined  Significantly -2.1%</p> <p>African American Level High  (Yellow) 6.5%/Declined  Significantly -3.5%</p> <p>Asian Level Very Low (Blue)  .9%/Declined -.3%</p> <p>Hispanic Medium (Green)  4.1%/Declined -1.1%</p> <p>White Medium (Green)  2.9%/Declined -.7%</p>	
<p><b>Metric/Indicator</b>  Student Group Graduation Rate State Indicator</p> <p><b>19-20</b>  Increase in each student group +1%</p> <p><b>Baseline</b>  English Learner Level Medium  (Green) 86.8%/Increase +2%</p> <p>Low Income Level High (Green)  92.5%/Maintained + 0.8%</p>	<p>Graduation Rates</p> <p>District 92.8%</p> <p>English Learners 88.2%</p> <p>Foster Youth 50%</p> <p>Homeless 91.8%</p> <p>Socio Economic Disadvantaged 91.7%</p>

Expected	Actual
<p>Students w/Disabilities Level Low (Yellow) 76.1%/Increased +1.3%</p> <p>African American Level High (Yellow) 91.1%/Declined Significantly -1%</p> <p>Asian Level Very High (Blue) 96.1%/Maintained + 0.3%</p> <p>Hispanic High (Green) 93.6%/Maintained + 0.4%</p> <p>White Very High (Blue) 95.2%/Maintained + 0.2%</p>	<p>Students with Disabilities 81.7%</p> <p>African American 95.8%</p> <p>Asian 93.8%</p> <p>Hispanic 92.3%</p> <p>White 93.2%</p>
<p><b>Metric/Indicator</b> Student Group Math (Gr 3-8) Academic State Indicator</p> <p><b>19-20</b> Increase in each student group +1%</p> <p><b>Baseline</b> English Learner Level Low (Yellow) 45.3 points below L3/Maintained +1.6 points</p> <p>Low Income Level Low (Yellow) 41.4 points below L3/Increased +5.1 points</p> <p>Students w/Disabilities Level Very Low (Red) 102.1 points below L3/Maintained - 0.7 points</p>	<p>No Academic State Indicator for Math due to COVID-19 STAR Math Proficiency Data: American Indian or Alaska Native 51.9%</p> <p>Asian 70.3%</p> <p>Black 30.3%</p> <p>Latino 37%</p> <p>Multiple 55.7%</p> <p>Pacific Islander 59.6%</p> <p>White 58.5%</p> <p>EL 16.6%</p> <p>SWD 21.4%</p>

Expected	Actual
<p>African American Level Low (Yellow) 61.8 points below L3/Maintained +3.3 points</p> <p>Asian Level Very High (Blue) 45.7 points above L3/Increased +5.1 points</p> <p>Hispanic Low (Yellow) 40.4 points below L3/Increased +7.3 points</p> <p>White High (Green) 9.9 points above L3/Increased +7.8 points</p>	
<p><b>Metric/Indicator</b> Student Group ELA (Gr 3-8) Academic State Indicator</p> <p><b>19-20</b> Increase in each student group +1%</p> <p><b>Baseline</b> English Learner Level Low (Yellow) 21.8 points below L3/Increased 12.3 points</p> <p>Low Income Level Low (Yellow) 12.5 points below L3/Increased +12.7 points</p> <p>Students w/Disabilities Level Very Low (Red) 79.5 points below L3/Maintained +4.6 points</p> <p>African American Level Low (Yellow) 26.1 points below L3/Increased +9.7 points</p>	<p>No Academic State Indicator for ELA due to COVID-19 STAR Reading Proficiency Data: American Indian or Alaska Native 52.2% Asian 69% Black 40.7% Latino 41.3% Multiple 62.1% Pacific Islander 69.2% White 66.5% EL 14% SWD 21.6%</p>

Expected	Actual
<p>Asian Level Very High (Blue) 67.6 points above L3/Increased +16.6 points</p> <p>Hispanic Low (Yellow) 11.7 points below L3/Increased +12.6 points</p> <p>White High (Green) 36.8 points above L3/Increased +14.4 points</p>	
<p><b>Metric/Indicator</b> Student Group Cohort Dropout Rate</p> <p><b>19-20</b> Decrease in each student group -.1%</p> <p><b>Baseline</b> English Learner 3.0%</p> <p>Low Income 5.0%</p> <p>Students w/Disabilities 6.7%</p> <p>African American 4.9%</p> <p>Asian 0%</p> <p>Hispanic 4.2%</p> <p>White 3.3%</p>	<p>The 4-year cohort dropout rate for RUSD is represented using local data (AERIES):</p> <p>District 4%</p> <p>African American 5.3%</p> <p>Hispanic/Latino 5.5%</p> <p>White 2.3%</p> <p>Students with Disabilities 5.2%</p> <p>English Learners 7%</p> <p>Foster 29%</p> <p>Homeless 5.9%</p> <p>Socio Economic Disadvantaged 5.4%</p>
<p><b>Metric/Indicator</b> Language Development State Test</p> <p><b>19-20</b> Increase in each student group +2%</p>	<p>Summative ELPAC state testing was initially suspended and put on hold due to COVID-19 school closures. An "Optional" Summative ELPAC administration for the 19-20 school year resumed in the Fall 2020-2021. RUSD participated in the "Optional" Summative ELPAC for some students in proficiency</p>

Expected	Actual
<p><b>Baseline</b> Advanced: 16%</p> <p>Early Advanced: 36%</p> <p>Intermediate: 27%</p> <p>Early Intermediate: 10%</p> <p>Beginning: 11%</p> <p>Percent Meeting Criterion: 49%</p>	<p>levels three and four as recommended by CDE. There is no EL state indicator data to report at this time.</p>
<p><b>Metric/Indicator</b> Reclassification Rate</p> <p><b>19-20</b> Increase 1%</p> <p><b>Baseline</b> 12.7% (251 students)</p>	<p>Summative ELPAC state testing was initially suspended and put on hold due to COVID-19 school closures. An "Optional" Summative ELPAC administration for the 2019-20 school year resumed in Fall of 2020-21. For the purpose of potential reclassification, RUSD participated in the "Optional" Summative ELPAC opportunity for some students in proficiency levels three and four as recommended by CDE. Students who met the district criteria were reclassified. The rate for 2019-20 was 15.8%, which was an increase from the previous year.</p>
<p><b>Metric/Indicator</b> Implementation of State Standards</p> <p><b>19-20</b> Self-Assessment: MET</p> <p>Increase all to Full Implementation and Sustainability (5)</p> <p><b>Baseline</b> Self-Assessment: MET</p> <p>Reflection Tool: LEA Progress</p>	<p>Self-Reflection Tool - Local Indicator Survey            ELA CCSS: Full With Sustainability (5)            ELD: Full (4)            MATH CCSS: Full With Sustainability (5)            NGSS: Initial (3)            History: Initial (3)            Technology:            PD: Full (4)</p> <p>Both Integrated and Designated ELD continued and was supported at all sites by the EL Program Specialists and HS EL Support teachers.</p>

Expected	Actual
ELA CCSS: Full Implementation (4)	
ELD: Initial Implementation (3)	
Math CCSS: Full Implementation (4)	
NGSS: Beginning Development (2)	
History: Beginning Development (2)	
Technology: Beginning Development (2)	
Professional Development: Full Implementation (4)	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>5.1 Provide teacher training on strategies specific to student group success</p> <p>a. Provide teacher training and instructional support to target the needs of students in EL, low income and foster youth student groups</p> <p>b. Provide Program Specialists for English Learner instructional support</p> <p>c. Substitute costs</p> <p>d. Training of Trainers program development</p> <p>e. Training materials</p> <p>f. Outside Training</p>	<p>1000-1999: Certificated Personnel Salaries LCFF, Title III, Title III \$203,118.00</p> <p>3000-3999: Employee Benefits LCFF \$57,235.00</p> <p>4000-4999: Books And Supplies LCFF \$25,000.00</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$100,000.00</p>	<p>1000-1999: Certificated Personnel Salaries LCFF, Title III, Title III \$227,532.29</p> <p>3000-3999: Employee Benefits LCFF \$59,832.91</p> <p>4000-4999: Books And Supplies LCFF \$0</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$0</p>
<p>5.2 Continue EL teacher staffing at all middle and high schools to provide coordinated ELA/ELD instruction aligned to adopted CCSS Core materials</p> <p>a. Provide certificated personnel one (1) to each middle school and high school</p> <p>b. Collaboration, including subs/hourly pay</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$620,516.00</p> <p>3000-3999: Employee Benefits LCFF \$167,252.00</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$615,367.79</p> <p>3000-3999: Employee Benefits LCFF \$205,882.69</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
c. ELA/ELD Leadership Team Meetings d. Technology and materials to support additional secondary teachers		2000-2999: Classified Personnel Salaries LCFF \$41,938.56
5.3 Increase EL translation services a. Bilingual stipend for translation by existing staff b. Language Line, Document Tracking, and Alboum to be purchased and available to allow for translation of any of the languages represented within the district. c. Hourly support for additional translation needs	2000-2999: Classified Personnel Salaries LCFF \$49,920.00  3000-3999: Employee Benefits LCFF \$15,161.00  5000-5999: Services And Other Operating Expenditures LCFF \$37,500.00	2000-2999: Classified Personnel Salaries LCFF \$34,801.00  3000-3999: Employee Benefits LCFF \$10,000.16  5000-5999: Services And Other Operating Expenditures LCFF 17,587.46  4000-4999: Books And Supplies LCFF 3,494.69
5.4 Provide targeted instructional program to support long-term English Learners in grades 6-10 a. Purchase Grade 6-10 Core Supplemental Materials to support Integrated and Designated ELD at four middle schools and three high schools b. Purchase instructional technology to support the instructional material platform	4000-4999: Books And Supplies LCFF \$35,000.00	4000-4999: Books And Supplies LCFF 14.95  5000-5999: Services And Other Operating Expenditures LCFF 1,516.73
5.5 Provide additional services to increase monitoring and support of re-designated English Proficient pupils a. EL site coordinator compensation for support beyond the contract day providing mentoring and support services b. Increase collaboration time for EL teachers to provide quarterly meetings to review EL student progress and refine support for students c. Support a District Language Assessment Center for identification, reclassification, and monitoring d. Contract extra hours for support personnel to assist with the reclassification monitoring process e. English Learner Director position to address the new accountability measures and support reclassification and proficiency in English f. Clerical position to support English Learner Director position	1000-1999: Certificated Personnel Salaries LCFF \$140,393.00  2000-2999: Classified Personnel Salaries LCFF \$1,581,205.00  3000-3999: Employee Benefits LCFF \$810,805.00	1000-1999: Certificated Personnel Salaries LCFF \$157,956.06  2000-2999: Classified Personnel Salaries LCFF \$1,490,615.10  3000-3999: Employee Benefits LCFF \$798,734.02



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
g. Provide transportation services for all unduplicated students		
5.6 Coordinate services to support to Foster Youth, English Learners, and Low Income students, through Academic Case Carriers (ACCs) who provide targeted support beyond the scope of school counselors a. Academic Case Carriers to provide support b. Program Coordinator c. Professional Development and collaboration d. Classified Support Staff e. Support materials and supplies f. Provide centralized counselor for at-risk youth focused on services for Foster Youth and Homeless g. Support low income students with Tutoring and Academic Support h. Mileage i. Purchase data system to establish infrastructure to capture: attendance rates, credit completion rates, percent of students remaining at school of origin, GPA, suspensions for FY	1000-1999: Certificated Personnel Salaries LCFF \$1,104,531.00  2000-2999: Classified Personnel Salaries LCFF \$90,417.00  3000-3999: Employee Benefits LCFF \$380,779.00  4000-4999: Books And Supplies LCFF \$2,400.00  5000-5999: Services And Other Operating Expenditures LCFF \$26,052.00	1000-1999: Certificated Personnel Salaries LCFF \$976,295.43  2000-2999: Classified Personnel Salaries LCFF \$100,651.15  3000-3999: Employee Benefits LCFF \$375,269.25  4000-4999: Books And Supplies LCFF \$3,664.04  5000-5999: Services And Other Operating Expenditures LCFF \$25,281.26

## Goal Analysis

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

Due to school site closures in March 2020, RUSD did not spend all allocated money but will continue to focus on closing the achievement gap and providing necessary, tiered supports specifically to Foster Youth, English learners, and low-income students. Other funds were used to purchase curriculum.

Prior to the onset of COVID-19, a full menu of professional development opportunities, outlined in goal 5.1, were shared with teachers in order to meet the needs of specific student populations, as well as the needs of students overall. Upon the stay at home orders, all professional development was offered virtually in synchronous and asynchronous environments. School sites that had planned for professional development specifically for English learning intervention support in Spring 2020 were not able to attend due to COVID-19; therefore, the sites were unable to fully spend their Title III dollars. However, the actual expenditures for teacher training salaries

remained similar to the budgeted amount, which were approximately \$200,000, and the contracted cost of services and accompanying materials for the Spring training were not expended due to school closures.

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

#### Successes and Challenges

RUSD continues to support all students, monitor progress, and implement ways to close the achievement gap. Due to the impact of COVID-19 and school site closures in March 2020, some of the assessments, state indicators, professional development opportunities, and additional supports were either limited or unavailable. The District relied upon available local indicators to monitor student progress. Even with certain limitations, the district continued to offer trainings for certificated staff and support all students, including unduplicated student groups. Four days of preservice training on a variety of curricular topics were offered to certificated staff in August 2019. Staff was able to attend English Learner training as part of this preservice training. Throughout the year, staff had opportunities to attend additional workshops. Integrated and Designated ELD online resources and lessons were made available to all grade levels through the RUSD Toolkit Webpage. For EL students in grades K-5, a summer backpack, with materials, supplies and resources, was provided to all students.

The Academic Case Carrier (ACC) program continues to provide services to support specific student groups, including foster and homeless youth. During COVID-19, ACCs have continued to engage students through electronic means, and they have conducted various home visits to provide services to students including emotional support, academic support, technology devices, such as hotspots and Chromebooks, and physical support through delivering student meals.

CAASPP was not administered in the 2019-2020 school year. Because certain state indicators were not available, RUSD could not report or compare specific metrics tied to expected goals.

However, RUSD does have a local indicator of STAR Reading and Math. Based on the final administration of STAR Reading and Math, our English Learners and Students with Disabilities continued to show the lowest proficiency rates among all student groups. Closing the achievement gap remains a challenge; however, the district continues to make the challenge a priority.

# 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
Hire additional teachers to reduce class sizes	650,000	0	Yes
Hire/Provide additional site and night custodians for each school to allow frequent disinfecting of high-touch surfaces and restrooms	3,100,000	0	No
Hire/provide additional Campus Monitors/Aides to supervise students in classrooms during lunch and in the isolation spaces/care rooms	1,400,000	1,336,943.02	No
Hire/procure additional Health Clerks and/or Licensed Vocational Nurses to address increased health needs of students, including the isolation spaces/care rooms	60,000	363,121.66	No
Procure additional supplies, materials, equipment, and contracted services for disinfection and personal protection, hygiene, and health and safety	4,000,000	2,266,995.65	No
Provide additional budget allocation to schools to purchase additional student supplies and books to avoid sharing	500,000	595,995.73	No

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.

COVID-19 restrictions and requirements impacted planned actions and estimated actual expenditures for in-person learning. For most of the planned actions, the estimated actual expenditures were far less than the budgeted funds due to unknown requirements at the development of the plan. This differential is reflected in the projected need for additional personnel and funds. RUSD did not hire additional teachers and did not provide additional site and night custodians due to school site closures from August 2020 through April 2021. However, because the plan was developed in the Fall of 2020, budget was allocated using estimated costs since health and safety requirements were not outlined until a safe return to school was permissible. Actual expenditures for health clerks and/or licensed vocational nurses, as well as supplies, materials, and equipment, varied significantly from the budgeted funds due to the

delay in the re-opening of in person learning and the significant requirements for in person learning. Additional health clerks and licensed vocational nurses were hired to address student health needs and site health and safety needs. Contracts with vendors were renegotiated. Overall, the budgeted expenditures totaled approximately \$9.7 million, and the estimated actual expenditures totaled approximately \$4.5 million. Estimated budgeted funds included only available sources in August 2020, and actual expenditures include initial COVID funds, additional emergency funds, and Local Control Funding Formula (LCFF) funds.

## Analysis of In-Person Instructional Offerings

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

Prior to schools reopening, RUSD worked with stakeholder groups and solicited input from students, parents, community members, and staff members to develop a reopening plan. Because of thorough planning, input from stakeholders, and strong district leadership, RUSD school sites reported many successes with some challenges. RUSD school sites returned to in-person instruction in April 2021: Elementary sites reopened on April 5; middle schools reopened on April 12, and high schools reopened on April 19. The percentage of students who returned to the school sites for in-person instruction at each level is: elementary 59.7%; middle 59%; and high 44.7%. For families and students who elected not to return to the school sites, instruction continued virtually. Instruction for both groups included synchronous (live or real-time) and asynchronous (recorded or without real-time interaction) modes of teaching.

### Successes

The District and school sites worked with all stakeholders regarding safety protocols in a proactive manner to prepare for students' return to the classrooms. Each site created a plan to welcome students back on campus and ensure their safety. Some of the actions included 1) daily temperature checks before entering the sites; 2) additional classified and district supports; 3) additional supplies, including hand sanitizers, masks, gloves, and cleaning supplies; 4) posted information to remind students of safety procedures and school-site matrices outlining expectations with examples; and 5) a focus on student well-being, emphasizing social emotional learning and mental health. To adhere to COVID-19 guidelines, sites made several classroom changes, as well. These included disinfection procedures, fewer desks, fewer students per classroom, plastic shields around desks, and posted safety protocols. SEL and mental health supports were a priority during school closures and continue to be a primary focus for the district.

Technology tools, access, and training were supported and provided by the Technology and Educational Technology departments. When RUSD shifted from a full distance learning (DL) mode to a DL/In-person or hybrid learning model, the need for additional technological supports became evident and were addressed at the individual and site levels.

### Challenges

RUSD continues to face several challenges during the hybrid learning model. One of the challenges is an increased number of requests for Tier III mental health supports. Another challenge for students returning to the school site is ensuring that safety and hygiene protocols, both in the classroom and campus-wide, are followed with fidelity. Finding space for a supervised, isolation/care

area, for students with health needs waiting to be picked up, also has proven to be a challenge. However, individual school sites continue to address this need. Due to family requests, some students returned to the classroom, and others continue to learn in a full distance learning model. This has led to an additional challenge of supporting teachers who provide instruction in a hybrid learning model and/or have a change in their students rosters.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Information Technology staff, programs, and resources including student computers and supporting resources like Zoom, Screencastify, MyON	5,200,000.00	1,969,346.95	Yes
Education Services and district staff and resources to develop and provide on-going training and support on how to instruct in a virtual environment, conduct assessments virtually, access data, and use assessment data to drive instruction, and scope and sequence development	5,900,000.00	3,881,650.53	No
Two additional days of professional development for teachers including The Distance Learning Playbook by Doug Fisher and Relaunching Relational Roadmap by CharacterStrong	50,000.00	660,540.72	No
Reduce class size and eliminate grade level combination classes	620,000.00	1,429,370.01	Yes
English Learner support staff, programs, and resources	2,510,000.00	1,563,146.24	Yes
Special Education support staff, programs, and resources	800,000.00	27,425,888.10	No
Staff, programs, and resources to support Foster Youth, students experiencing homelessness, and Low Income	1,005,000.00	1,399,930.33	Yes
Information Technology staff, programs, and resources including staff computers and supporting resources for staff	2,000,000.00	1,756,675.93	No

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.

Differences between budgeted and estimated actual expenditures for actions related to distance learning varied significantly mostly due to the months long delay in returning to in person learning. All planning and budgeting was required to be complete in the Fall of 2020 when health needs were still shifting and return to in person safety protocols were not yet developed by Federal, State and County Departments of Health. The ongoing assessment of the changing needs of students and staff guided the reallocation of funds and implementation of programs and PD to ensure a safe return to in person learning when it was safe.

Information Technology - Significant funds were allocated at the development of the plan to ensure full access for students to technology in the event of a return to in person learning at the start of the year. Due to on-going health concerns and a limited number of students returning for in person instruction in April 2021, the majority of initially budgeted funds were not needed to support in person learning. In person learning was available from mid April - June 10, 2021 and approximately half of enrolled students returned to school sites.

Education Services and District Staff Resources for Training - During the 2020-21 school year, the scope of work for intervention teachers, EL Program Specialists and support staff, and Instructional Technology Teachers on Assignment (TOAs) focused on creating and supporting distance learning (DL) academics and other learning objectives. A distance learning administrator was assigned to oversee the distance learning academics, including a revised scope and sequence, as well as other learning objective supports. Funding was allocated based on estimated budgets and a scope of work that was unknown in the Fall of 2020. Due to a delay in a return to in person learning less funding was necessary to support the work of transitioning back school sites.

Additional Professional Development - When the budget was developed a limited amount of funding was allocated towards professional development for in person learning, however after a full year of distance learning surveys of staff indicated a much higher need for professional development than originally planned. Contracts were written to support learning recovery and social emotional learning, and compensation was provided for staff that participated in those trainings during non-contract days.

Reduce Class Size - The budget for this item was set in the Fall of 2020 before guidance was provided for learning hubs during distance learning, or spacing requirements were set for in person learning. In an effort to be responsive to the needs of the community and comply with health and safety guidelines the budget was increased beyond the originally allocation to ensure adequate staffing and limit combination classes.

Special Education - The largest change in budgeted vs. estimated actual expenditures, which increased from \$800,000 to more than \$27 million, was Special Education support staff, programs, and resources. Estimated budgeted funds included only available sources in August 2020, and actual expenditures include initial COVID funds, additional emergency funds, Federal and State Special Education funds and Local Control Funding Formula (LCFF) funds.

## **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.

### **Successes and Challenges**

Departments within Educational Services, including Curriculum and Development, English Learner/Parent Engagement, Professional Development, and Redlands Coordinated Supports and Services (RCSS), worked cohesively with other RUSD departments to assess needs and implement systems and programs to meet stakeholder needs.

#### Continuity of Instruction

The distance learning (DL) administrator and lead team successfully recreated the scope and sequence for ELA and Math and provided rigorous, instructional, weekly templates for teachers' use when delivering lessons in Social Emotional Learning (SEL), ELA, Math, and ELD. Collaboration and office hours also provided additional support for teachers to teach content via distance learning. Of course, fewer instructional minutes and virtual constraints have made it difficult to fully implement instruction; however, teachers focused on prerequisite and focus skills. Office hours were provided for all teachers based on their specific questions/concerns about DL, student access, and achievement. Education Services and school sites implemented student scheduling, as planned, which exceeded the required 240 minutes of virtual instruction each day.

#### Access to Devices and Connectivity

Although a challenge, RUSD ensured that students had equitable access to a mobile device and the internet. From August 2020 through April 2021, the District worked with providers to give out approximately 1,000 hotspots to enable students to access virtual lessons, supplemental programs, and materials. Hotspots were also used for two-way communication purposes between students/families and teachers/school sites. Additionally, students were provided with laptops for use at home. Priority checkout for hotspots and laptops were provided to unduplicated student groups.

From August 2020 through April 2021, 1,163 RUSD administrators and staff, used Zoom, a cloud platform for video and audio conferencing, more than 350,000 times for the purposes of meetings, professional development, and/or instruction. Zoom usage ranged from approximately 30,000 meetings a month to more than 50,000 during the 2020-21 school year. When school sites reopened in April, the Technology and Instructional Technology departments worked with teachers who agreed to teach in-person and online students, "roomies and zoomies," at the same time. Students received Chromebooks to continue learning online. Needs for textbooks were addressed by either providing grab and go events at school sites and/or visiting families at homes, when requested.

#### Pupil Participation and Progress

Clever Dashboard Data: During the 2020-21 school year in DL, RUSD students logged into educational applications, such as Renaissance Learning, Discovery Education, Lexia, Dreambox, Google Classroom, among others, 5.2 million times, and teachers logged in more than 690,000 times.

During the full Distance Learning model from August 2020 to April 2021, students were considered present if they connected to the virtual learning environments for the day or period. Attendance was not dependent on whether a student turned in work or engaged in the class. Present indicates that the student was there for the majority of the school day or period and did not just check in at some point to get credit for attendance and then leave.



For the 2020-21 school year, 19,803 re-engagement entries, which included contacts and follow-up contacts, were made in the DL Log table. More contacts were made to families with students who had additional needs, such as grades or excessive absences from DL classes. When the need arose to reach out to students, district or site personnel called and inquired about shelter, food, technology devices and connectivity, as well as other needs. RUSD designed tiered responses for students who were absent for consecutive days. Tier 1 strategies focused on notifications of parents/guardians, referral to the Attendance Clerk and School Counselor, an attendance letter and possible SART meeting, and/or the identification and removal of barriers, i.e. internet or device. Tier Two strategies, which were implemented on or before the sixth absence, included continued communications with parents/guardians and possible connection to Health and/or Social Services, referral to a third party counseling service, a possible home visit (by school site), a second attendance letter, and/or hold a SART meeting. Tier 3 strategies (on or before absence 9, 10+) include a third attendance letter and a referral to the district's Students Services or Counseling Team. District-level Tier 3 strategies included communication with parents/guardians, a home visit by Student Services, identification and removal of barriers, if possible, referral to third party counseling services if needed, and/or possible referral to the Students Attendance Review Board (SARB). Although chronic absenteeism totaled 8%, as of April 2021, the majority of students were engaged in the distance learning process. Of the 19,803 re-engagement entries, 5,521 or 28% represent individual students. The ethnicity/race breakdown is:

African American	487	9%
American Indian/Alaskan Native	19	<1%
Asian	269	5%
Filipino	107	2%
Hispanic	3,358	61%
Pacific Islander	16	<1%
2 or more races	246	4%
Not coded	9	<1%
White	1,007	18%

The number and percentage of unduplicated students who received at least one re-engagement contact:

English Learners	669	12%
Foster Youth	79	1%
Low Income	4,676	85%
Homeless	981	18%

Local data progress and proficiency indicators:

Star Reading and Math (grades 1-8)

Overall, 4,851 or 49% of students were at or above proficiency levels based on the third screening of the Star Reading assessment during DL. For the same grade levels, 4,145 or 40% of students scored at or above proficiency based on the third screening of the Star Math assessment during DL.

Lexia Core5 (grades K-5) and PowerUp (grades 6-8) Reading

At the start of the 2020-21 school year, 5% of students were working in above grade level material (GLM); 42% in GLM; and 53% below GLM. By May 2021, the numbers improved; 29% of students were working in above grade level material; 41% in GLM; and 31% below GLM. Additionally, K-5 students met or exceeded their usage target at least 50% of the time. Usage of Lexia PowerUp in middle schools was not as strong. As of the end of April, 13% of middle school students met their weekly usage targets. From the beginning of the school year in DL to May 2021, progress shifted slightly in Word Study, Grammar, and Comprehension. The comparisons are as follows:

Word Study	Placement (%)	May 2021 (%)
Foundational	40	29
Intermediate	54	54
Advanced	6	17
Grammar	Placement (%)	May 2021 (%)
Foundational	48	40
Intermediate	44	49
Advanced	8	12
Comprehension	Placement (%)	May 2021 (%)
Foundational	28	21
Intermediate	52	52
Advanced	20	27

#### Dreambox Math (grades 1-5)

From the start of the 20-21 school year until March 2021, RUSD elementary students (K-5) used Dreambox lessons to strengthen math skills. Grade 1 students completed the highest number of lessons on average. Students in kindergarten and Grade 2 met and/or exceeded the three lessons per week goal. Analysis of student data shows how student growth can increase substantially the more lessons completed. For example, students who completed five or more lessons per week achieved 122.29% total growth on average; completed between two and five lessons per week achieved on average 76.49% total growth. Note: 100% growth equals a full grade level worth of new content learned.

#### Distance Learning Professional Development

Educational Services provided ongoing professional development and coaching support for elementary and middle school teachers whose students were using online programs, such as Renaissance's myON, AR, and Freckle; Lexia Core5 (K-5) and PowerUp(6-8); Dreambox (K-5); and Carnegie Learning MATHia (6-8). Additionally, Educational Services supported screening and data analysis work through professional development and coaching for K-8 teachers using Renaissance's Star Assessments for Early Literacy, Reading, and Math.

With the onset of COVID-19, RUSD professional development opportunities switched solely to virtual offerings. Online resources and trainings were quickly developed to assist all staff with implementing distance learning (DL) instruction. A new professional development website was created, which contained archived video trainings and workshops centered on teaching and learning within a DL environment. Website trainings focused on distance learning and technology, content-specific resources (math, ELA, science,

history-social science, computer science), social emotional learning (SEL), student engagement, and wellness. Access to parent and family resources was also provided. In addition, the district's Instructional Tech TOAs conducted ongoing workshops for all staff to assist with DL implementation. A cadre of new substitute teachers were hired to assist with DL instruction and went through a series of trainings on remote instruction to ensure program continuity. Prior to August 2020, the district's professional development website was further strengthened to include more than 110 possible training topics at the elementary level and 130 topics at the secondary level. Two voluntary pre-service training days and one required training day were offered to certificated staff in preparation for the 2020-21 school year. The social and emotional needs of students were highlighted in a full-day training offered to staff by Character Strong facilitators; 248 teachers participated in this training. Two DL trainings, facilitated by DL experts, were offered to K-12 staff on one of the pre-service days, with 808 certificated staff participating. Finally, a wide range of trainings were offered to staff during several days prior to the start of the 2020-21 academic year. This menu included live webinars and recorded workshops. Teachers were able to select trainings that met their needs. Trainings were then archived for continued access and use. More than 900 certificated staff members elected to participate in the webinars and workshops.

#### Staff Roles and Responsibilities

RUSD departments worked together to support and address students' academic, social emotional and/or mental health, nutritional, and technological needs during the 2020-21 school year. Adjusted Duty Statements were developed for staff that were needed to temporarily shift job responsibilities as a result of needs due to distance learning. Staff that were unable to complete their regularly assigned duties due to school closures were assigned alternative job duties to meet the needs of the District. These agreements were outlined through joint efforts of District Management and the Bargaining Units. Memorandums of Understanding (MOUs) were developed to outline alternative job responsibilities. One challenge has been the increase in the number of new hires of certificated staff. With the increase in hiring to support learning loss, class size reduction, interventions, and academic support services staffing has been a challenge as all school districts are currently hiring for the same purposes. However, HR was successful in starting the 2021-2022 school year without any teacher vacancies and every classroom has a credentialed teacher. Increased recruiting efforts and additional job training opportunities were provided to assist in filling vacant positions.

#### Support for Students with Special Needs

The English Learner Program Specialists were reassigned to concentrate on creating weekly Designated and Integrated ELD lessons for all K-6 grade levels, which shifted the EL specialists' priority from their usual focus on planning for parent and family engagement activities. Their attention was entirely concentrated on academic achievement and lesson design for EL students while in Distance Learning. K-12 EL Professional Development was offered prior to the start of the 2020-21 academic year. The Special Services department continued to provide students a free and appropriate education, as described within their Individualized Education Plan, through the distance learning model as allowable by state and local health restrictions. Parents and stakeholders participated in the IEP process through virtual meetings. Itinerant staff, such as school psychologists, speech and language specialists, occupational therapists, and others provided supports for students during distance learning and utilized a variety of strategies to engage students. The Academic Case Carrier program, which is focused on providing Tier 2 and 3 supports for Foster Youth, students experiencing homelessness, and other students who may have been trauma exposed, transitioned to a primarily virtual model for the school year. The ACCs provided frequent check-ins for students and families, ensured access to district services such as laptops, hotspots,

textbooks, nutrition, and even items like desks and chairs. Additionally, the ACC staff connected students and families to community resources and support organizations.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Coordinate and implement English Language Arts and Mathematics programs and professional development for teachers and administrators to address learning loss	1,000,000.00	2,817,737.87	Yes
Coordinate and implement EL programs and professional development for teachers and administrators to address learning loss for English Learners	10,000.00	96,333.47	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.

A substantive difference between budgeted funds and estimated actual expenditures was noted in both the coordination and implementation of ELA, math, and EL programs, including professional development, in addressing increased student needs related to learning loss, recovery, and acceleration. RUSD provided opportunities for credit recovery by offering additional 0 and 7 periods outside of the regular school day, which required teacher support during those specific times. Estimated budgeted funds included only available sources in August 2020, and actual expenditures include initial COVID funds, additional emergency funds, and Local Control Funding Formula (LCFF) funds.

## 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.

**Successes and Challenges**  
 RUSD prioritized social emotional learning and mental health throughout the school year. With the onset of COVID-19 and Distance Learning, pupil learning loss, recovery, and/or acceleration were addressed regularly via virtual Student Support Time prior to April 2020. Although virtual opportunities to support student learning are ongoing, students who attend school in-person can also receive tiered supports during the school day. Students in K-8 have 24/7 access to supplemental programs, such as Lexia and Dreambox or Mathia, to work on specific reading and math skills. Teachers can use student data reports within the programs to provide tiered supports and timely feedback.

Educational Services provided ongoing support to administrators and teachers with accessing STAR, Lexia, and Dreambox reports, analyzing data, determining opportunities for accelerated learning, and/or making decisions to best support K-8 students in reading and math tiered interventions. Additionally, representatives from Renaissance, Lexia, and Dreambox provided training and free access to online webinars, both synchronous and asynchronous. Staff received training on academic screeners and their usage in relation to monitoring students' proficiency levels and growth and determining needs for additional tiered supports (e.g. myON reading books, Renaissance STAR reports and learning plans, Special Education offerings, C-STEM).

Throughout the 20-21 school year, during DL and in-person instruction, teachers and students in K-8 followed a schedule for progress monitoring in both reading and math. During DL and in-person instruction, teachers were able to use data from STAR Reading and Math assessments to determine students' strengths and areas for growth. From August 2020 through April 2021, students in grades 1 - 8 took STAR Reading and Math assessments during four different screening windows. Overall, and in most demographics, proficiency decreased in reading and math when comparing how students did during the first screening window and the fourth screening window. During the first window at the end of August, 50.3% of all students in grades 1 - 8, who took the reading assessment, were estimated to score at or above proficiency on the state test. By April of 2021, that number decreased to 44.6%. In math, the same trend was noted. During the first window at the end of August, 41.1% of all students in grades 1-8, who took the math assessment, were estimated to score at or above proficiency on the state test. However, the percentage decreased to 34.6% by the fourth screening window. A further breakdown of benchmark proficiency of students within special groups and demographics shows similar trends, with a few exceptions\*. An important note when considering the percentages identified below: Fewer students took the STAR Reading and Math Assessments during the fourth window when compared to the first window.

	Window 1	Window 4
STAR Reading		
EL	15.9%	16.5% (*an increase)
Special Education	23%	25.3% (*an increase)
Black	37%	31.4%
Latinx	41%	35.9%
Asian	69.6%	62.4%
White	62.4%	58.2%
STAR Math		
EL	20.7%	17.7%
Special Education	20.2%	20.5% (*a slight increase)
Black	25.9%	22.5%
Latinx	32.5%	24.8%
Asian	65.3%	60%
White	51.8%	45.8%

Kindergartners and some first graders took the STAR Early Lit assessment during the same time frames. During the first window, 69.6% of students scored at or above district benchmark proficiency levels. However, 65.7% for students scored at or above

proficiency levels during the fourth window. Far fewer students took the STAR Early Lit during the fourth window when compared to the first window: 918 (fourth window); 1733 (first window of the 2020-21 school year).

#### Lexia Core5 (grades K-5) and PowerUp (grades 6-8) Reading

At the start of the 2020-21 school year, 5% of students were working in above grade level material (GLM); 42% in GLM; and 53% below GLM. By May 2021, the numbers improved; 29% of students were working in above grade level material; 41% in GLM; and 31% below GLM. Additionally, K-5 students met or exceeded their usage target at least 50% of the time. Usage of Lexia PowerUp in middle schools was not as strong. As of the end of April, 13% of middle school students met their weekly usage targets. From the beginning of the school year in DL to May 2021, progress shifted slightly in Word Study, Grammar, and Comprehension. This demonstrates that additional supports and programs are needed to address learning gaps and accelerate learning, especially in the areas of prerequisite skills and focus skills.

#### Dreambox Math (grades 1-5)

From the start of the 20-21 school year until March 2021, RUSD elementary students (K-5) used Dreambox lessons to strengthen math skills. Grade 1 students completed the highest number of lessons on average. Students in kindergarten and Grade 2 met and/or exceeded the three lessons per week goal. Analysis of student data shows how student growth can increase substantially the more lessons completed. For example, students who completed five or more lessons per week achieved 122.29% total growth on average; those who completed between two and five lessons per week achieved on average 76.49% total growth. Note: 100% growth equals a full grade level worth of new content learned.

Additional supports for elementary and middle school students included flexible grouping, smaller numbers, and interventions specifically targeting reading and math skills for special groups of students, such as Foster Youth, Low Income, and EL.

At the high school level, students could select credit recovery options, such as 7th period outside of school day. Seventy sections in small groups were offered and supported by certificated teachers.

While RUSD students experienced some loss in learning based on local data, these losses were mitigated by the schedule of six hours of live instruction, five days a week, during DL from August 2020 through March 2021. This planned instructional time exceeded the state average.

#### Professional Development

Prior to the start of and throughout the 2020-21 academic school year, numerous professional development opportunities were offered for administrators and staff to address unique needs related to virtual instruction and to support not only all learners, but targeting those in special designations. Both mandatory and voluntary sessions were offered. Some of the voluntary sessions offered prior to the start of the school year included: Becoming a More Effective Teacher; Facilitating More Effective Online Classes; Meeting the Needs of Unique Students: Homeless, Foster Youth, and At-promise; Supporting EL Students K-12; Managing Student Discussions Online; and Providing Tiered Supports. One of the professional development sessions provided on voluntary days and continued throughout the year was the Distance Learning Playbook Training, which was facilitated online by Doug Fisher and Nancy Frey. These

sessions were offered to two groups: TK-5 and 6-12 staff. Other PD sessions that focused on supporting student learning and addressing learning gaps were: Discovery Education's Studio, Virtual Field Trips, and Mathematical Problem Solvers; Spotlight on Strategies: Active Engagement for All Students; 504 Trainings; Critical Practices: Connect, Support, and Teach; and Secondary Simultaneous Learning. EL PD was offered to address the needs of English learners. Many PD sessions centered on technology, such as Zoom and Google Meets, and social emotional learning and mental health.

In addition to PD opportunities, the district's website provided a supplemental program guide related specifically to online programs and sites, such as Renaissance products (STAR, Accelerated Reading and Math, myON, and Freckle) Lexia, Dreambox, Kahn Academy, and Discovery.

These supplemental resources and PD sessions were created to address all student learning and engagement and to support special groups of students, such as Foster Youth, EL, and Low Income.

To continue to address the widespread effects of the COVID-19 pandemic on student learning, RUSD will provide numerous options during the summer, June 2021 - August 2021. The summer programs will focus on helping students recover credits, mitigating learning loss, and accelerating student achievement. Additionally, continuing district LCAP supports in targeting unduplicated student groups to address learning gaps will be imperative.



## 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.

### Success and Challenges

In response to the numerous challenges presented by the COVID-19 pandemic, Redlands Unified School District has made significant shifts toward greater levels of support for student and staff wellbeing. Through implementation and execution of social emotional learning (SEL) for all students and staff, strengthened mental health supports, and enhanced behavioral supports, RUSD has responded to the complex and ever-changing needs of our community. Part of the response was the formation of the RUSD Wellness Initiative lead by the Redland Coordinated Supports and Services department in the Educational Services Division. The initiative focuses on meeting the basic wellness needs of ALL RUSD students, staff, and families through creating and maintaining connectedness, prioritizing stakeholder mental and physical wellbeing, and providing tiered services and supports to embed social emotional learning district-wide.

RUSD delivers adult social emotional learning through its People First Project. The People First Project includes staff events, which are based on monthly SEL themes, weekly SEL theme reflections sent to staff, family engagement of SEL themes, and ongoing professional development offerings.

Staff events or “Feel Good Fridays” are designed to engage staff with district-wide SEL themes and content. Staff are offered a preview of upcoming SEL themes for the district and opportunities to share experiences and participate in activities to build community connection. Weekly SEL theme reflections are distributed to remind staff of the monthly character theme while offering classroom management strategies, relationship building techniques, and character development aligned to theme. RUSD engages with families by connecting them to SEL content, equipping them to continue SEL learning a home, and supporting them with Family Character Dares.

Professional development related to SEL includes SEL and wellness overviews “Wellness 101 and 201” designed to increase staff understanding of the importance of SEL, the effects of trauma on behavior and learning, as well as the effects of secondary trauma on district staff. Staff were also given learning opportunities covering adult resilience and the importance of self-care. RUSD partnered with the San Bernardino County Superintendent of Schools to offer staff a series of professional development sessions aligned with the Collaborative for Academic, Social and Emotional Learning (CASEL) SEL Competencies.

### Data and feedback from students/families/community

RUSD has made significant progress toward collecting and using student, family and staff perception data to assist in the development and direction of mental health supports. Stakeholder perception data is collected on a regular basis to immediately respond to student, family and staff needs and to direct Tier 1, universal, student supports related to student wellness, social-emotional growth and general mental health. RUSD has partnered with Kelvin Education to develop, deliver, and analyze surveys aligned with U.S. Department of Education content domains and question banks.

RUSD students were surveyed in two content domains that were collected and analyzed during distance learning and the transition back to in-person instruction. The domains addressed Student Participation as well as Student Engagement and Self-Management. Student Participation data, collected during distance learning, reflected an 82% favorability rating. The same domain data, collected during the transition back to in-person instruction, reflected an 86% favorability rating. Student Engagement and Self-Management data, collected during distance learning, reflected a 54% favorability rating. The same domain data, collected during the transition back to in-person instruction, reflected a 76% favorability rating.

RUSD families were also surveyed in two content domains that were collected and analyzed during distance learning and the transition back to in-person instruction. The domains were also focused on Student Participation as well as Student Engagement and Self-Management. Families' perceptions of Student Participation, collected during distance learning, reflected a 60% favorability rating. The same domain data, collected during the transition back to in-person instruction, reflected an 88% favorability rating. Families' perceptions of Student Engagement and Self-Management, collected during distance learning, reflected an 83% favorability rating. The same domain data, collected during the transition back to in-person instruction, reflected an 89% favorability rating.

#### Behavior/Mental Health Supports

Over the last year, RUSD has been actively engaged in the planning, training and delivery of district-wide social emotional learning curricula, virtual and in-person behavior supports and mental health supports. RUSD has increased program collaboration and coordination of services with its community mental health services providers to more efficiently and effectively provide mental health services to students. RUSD had created and expanded a student mental health delivery system to increase access to mental health supports for all students.

Direct mental health supports were modified to be delivered in the virtual setting.

## **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.

#### Success and Challenges

From August 2020 through April 2021, Distance Learning brought a challenge to family engagement activities, as any and all outreach was offered in a virtual setting or online platform. Families had to learn new technology skills, such as Zoom and Google Meet, to participate in outreach opportunities. To support families, RUSD offered numerous resources to parents via the district website on Distance Learning Tools, Enrichment Resources, Digital Citizenship, Social/Emotional Learning and Behavior, Community Resources, and Nutrition information.

A three-part interactive flyer series was created for families to support the launch of a new school year on topics such as Zoom, Clever, Google Classroom, Aeries, and general Chromebook use. This series included step-by-step directions in the format of

handouts and pre-recorded videos in both English and Spanish. An analysis of this three-part flyer series showed 3,155 views for flyer one, 3,362 views for flyer two, and 1,641 views for flyer three. The top two videos viewed by parents were: "How to Use a Chromebook" and "How to Access Google Classroom." The series also included a two-part opportunity focused on meeting the social emotional and behavioral needs of students and families during distance learning.

In addition, parent meetings, such as School Site Council, PTA, ELAC and DELAC, and the LCAP Advisory Committee maintained a regular virtual meeting schedule throughout the school year. Translation services were available on many of the online platforms. School sites reported having challenges this year with attendance during the English Learner Parent Advisory Committee (ELAC) meetings. The annual Parent of Education Conference, which included a variety of parent workshops, was held in a virtual setting mid-October with excellent attendance.

From August 2020 through March 2021, 19,803 re-engagement entries, which included contacts and follow-up contacts, were made in the DL Log table. More contacts were made to families with students who had additional needs, such as grades or excessive absences from DL classes. When the need arose to reach out to students, district or site personnel called and inquired about shelter, food, technology devices and connectivity, as well as other needs. RUSD designed tiered responses for students who were absent for consecutive days. Tier 1 strategies focused on notifications of parents/guardians, referral to an attendance clerk and school counselor, an attendance letter and possible SART meeting, and/or the identification and removal of barriers, i.e. internet or device. Tier 2 strategies, which were implemented on or before the sixth absence, included continued communications with parents/guardians and possible connection to Health and/or Social Services, referral to a third party counseling service, a possible home visit (by school site), a second attendance letter, and/or hold a SART meeting. Tier 3 strategies (on or before absence 9, 10+) include a third attendance letter and a referral to the District Students Services or Counseling Team. The district-level Tier 3 strategies included communication with parents/guardians, a home visit by Student Services, identification and removal of barriers, if possible, referral to third party counseling services if needed, and/or possible referral to the Student Attendance Review Board (SARB). Although chronic absenteeism totaled 8%, as of April 2021, the majority of students were engaged in the distance learning process. Of the 19,803 re-engagement entries, 5,521 or 28% represent individual students. The ethnicity/race breakdown is:

African American	487	9%
American Indian/Alaskan Native	19	<1%
Asian	269	5%
Filipino	107	2%
Hispanic	3,358	61%
Pacific Islander	16	<1%
2 or more races	246	4%
Not coded	9	<1%
White	1,007	18%

The number and percentage of unduplicated students who received at least one re-engagement contact:

English Learners	669	12%
Foster Youth	79	1%

Low Income                      4,676      85%

Finally, all policies and procedures for the new school year were made available via the district website and school websites. RUSD and school sites continued to regularly communicate with all families via Aeries communication, website postings, Peachjar, and social media.

## Analysis of School Nutrition

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

### Successes and Challenges

Since March 30, 2020, RUSD's Nutrition Services served 8,125,124 meals and successfully transitioned from previously-planned needs prior to school closures to serving one full week of meals at a time, seven weeks into pandemic feeding. The Child Nutrition Services (CNS) team adapted to family needs by moving grab and go meals to early morning in order to avoid conflicts with distance learning. Additionally, Nutrition Services partnered with USDA Farmers to Family food boxes to provide 3,000,000 pounds of produce, dairy, and protein to the Redlands community.

RUSD's Nutrition Services experienced and overcame many challenges at the beginning of school closures and throughout the 2020-21 school year. During the first months of the pandemic, CNS was faced with a labor shortage due to the increased need for food from students and families. Because of this, CNS moved to bulk food items. Another challenge was delivery to six food distribution sites. The department overcame this challenge by placing refrigeration units at three sites, which allowed for early distribution at sites and did not compromise food safety. CNS also solved the issue of delivering a large volume of food to sites by learning to move food product on a pallet system. The department trained staff to use electric pallet jacks to easily move food products at distribution sites. In order to follow district and state COVID-19 policies, CNS maintained social distancing by spreading out labor in the Central Kitchen into two production days and creating stable groups. When faced with inoperable truck transport vehicles, the District rented refrigerated trucks to use until a new one arrived. One issue that CNS is still working on is the capacity level for freezer/refrigerator/warehouse spaces. Without the use of hot food holding equipment, CNS pivoted to the purchase of shelf stable meals and the use of cold food items in the middle and high schools.

With the return of in-person learning, CNS worked with site administrators at 24 school sites to determine the best way to ensure students received meals. This coordinated effort led to determining the best locations at each elementary school to quickly distribute meals at dismissal and at the middle and high school levels to distribute meals during on-campus learning.

# 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	Mental Health, Public Health, Social Emotional Learning staff, programs, resources, and professional development including site based school counselors and the Academic Case Carrier program	475,000.00	3,597,252.99	No
Pupil Engagement and Outreach	Family Engagement staff, events, and resources	20,000.00	113,004.47	No
School Nutrition	School Nutrition Services staff, materials, and resources	50,000.00	131,189.96	No

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.

Substantive differences exist between budgeted funds and estimated actual expenditures for all three areas: mental health and social and emotional well-being; pupil engagement and outreach, and school nutrition, because projections were based on available data used to make funding decisions. For all three areas, the actual expenditures were significantly higher based on shifts in need, new funding sources, and/or additional funds. The total budgeted funds included only sources available in August 2020; however, estimated actual expenditures include initial COVID funds, additional emergency funds, and Local Control Funding Formula (LCFF) funds. Because of the unprecedented effects of COVID-19, the additional funds were used to help meet the growing and urgent needs of students and families for food, which required additional resources and staffing in Nutritional Services; mental health/SEL supports, training, and programs; and outreach. The majority of actual expenditures within these areas was principally directed towards meeting the needs of unduplicated students, although the initial budget was set up to meet the needs of all. Upon implementation of services it became clear that additional resources and materials would be needed to support unduplicated students however the contributing box was not checked as yes during plan development and now may not be not changed due to compliance requirements. The needs of low income, english learner, and foster youth students were considered first which is why actual expenditures far exceed budgeted amounts.

## 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.

Similar to schools across the country, RUSD faced challenges during the 2020-21 school year, and the lessons learned guided the creation of goals and actions in the 2021-24 LCAP. Existing goals and actions were revised and restructured to address three main priorities for the next three years. These areas include social emotional learning (SEL) and mental health, academics, and safe and secure environments for learning, and represent a continued focus on a strong base program, tiered supports, and the use of screeners to determine effectiveness of programs and actions. Input from the RUSD community, student academic and social emotional needs, and the necessity for equitable access to resources helped inform changes and will continually be revisited in order to meet ongoing or changing needs. The importance of engaging students, families, the community, and staff was magnified during the COVID-19 pandemic and its impact on the entire educational system. RUSD will continue to partner with all members of the community to address needs in a proactive and positive manner.

**Goal 1**  
Based on perception data, expressed needs, and input from the LCAP Advisory Committee, RUSD will prioritize SEL and mental health, which is tied to Goal 1 of the 2021-24 LCAP. The Redlands Coordinated Supports and Services (RCSS) office, along with site administrators and counselors, will continue to create and send out monthly Kelvin pulse surveys to gather student, staff, and family input, and then analyze data to determine which tiered supports might be needed. Appropriate staff, such as site counselors and administrators, District staff and leadership, mental health interns, and/or outside providers will work cooperatively to ensure that students receive equitable access to necessary Tier 2 and Tier 3 supports and services in a timely manner. The information gleaned from the surveys will be used to evaluate current processes and make further changes. Elementary, middle, and high schools will use SEL curriculum in an intentional and more systematic way to further strengthen and support students' well-being. The Academic Case Carriers will continue to assist foster youth and students experiencing homelessness. Professional development related to SEL and mental health will be incorporated on a monthly basis to support counselor and teacher understanding of the curriculum and knowledge of tiered supports. More site-based actions, such as leading restorative circles and welcoming rituals, will be supported by the district. Overall, the lessons learned have given the district an opportunity to reflect and reevaluate its systems of supports and further dedicate efforts to proactively address student, staff, and family wellness.

**Goal 2**  
In addition to a stronger commitment to SEL and mental health, the District will continue its focus on academics for all students with responsive tiered supports. A shared responsibility for strong academics is tied to Goal 2 of the new LCAP. Although strengthening academics and learning has always been part of past LCAPs, the District has reevaluated systems and renewed its efforts to expand learning opportunities that are equitable and rigorous, relevant and accessible. At the beginning of full Distance Learning, RUSD created a task force that wrote a revised Scope and Sequence for K-12 that focused on essential standards and prerequisite skills. The work clearly emphasizes the importance of ensuring students can build upon their knowledge base and acquire skills that are foundational for future learning. Plans for professional opportunities for administrators and staff in the next three years involve incorporating universal supports, reducing barriers, and requiring equitable access to content, materials, and appropriate tiered services for all.

Because of the COVID-19 pandemic and federal guidelines, requirements for taking the California Assessment of Student Performance and Progress (CAASPP) changed. The information from CAASPP, which is the state's academic testing program, is used to monitor student progress toward meeting state standards and to determine if students are college/career ready after leaving high school. During the 2020-21 school year, districts around the state relied more on local assessments and indicators due to state and federal guidelines. In RUSD, student growth and proficiency were measured by common assessments in high school and STAR Reading and Math assessments given periodically throughout the year for students in K-8.

The importance of having access to accurate, reliable, and complete data was even more pronounced during distance learning. Although RUSD personnel rely on data from multiple metrics to evaluate programs, data from some of the metrics were incomplete. For example, the California College Guidance Initiative (CCGI) and the College/Career Indicator (CCI) are two tools that RUSD can use to monitor postsecondary preparation and create a plan for students in grades 6-12. Although the CCI is new to counselors this year, the inconsistent use of the CCGI provides an opportunity for the district, in partnership with site administrators and counselors, to create a more cohesive action plan based on reliable data. Another example of incomplete data is apparent when looking at differences between the fourth window of the STAR Reading and Math testing in the spring, which was administered toward the end of distance learning, and the first assessment window at the end of August. Fewer students took the assessment and a significant loss in proficiency was noted. The decrease in the number of students who took the STAR assessment in the spring impacts the conclusions that can be drawn from the data. Next year, when the full return to in-person learning is anticipated, RUSD will emphasize the importance of consistent progress monitoring and analysis of data to make instructional changes and evaluate supports and services. Improvement in outcomes for all students will continue to be addressed; however, the achievement gap among different student groups remains a concern. The actions related to the new LCAP goals describe the ongoing need to monitor progress for students experiencing homelessness, foster youth, English learners, low income, and students in different racial/ethnic groups.

In addition to screeners and progress monitoring, implementing a multi-tiered system of supports (MTSS) based on data is also directly linked to improved academics. A cohesive, integrated support system is a necessity for a universal Tier 1, instructional base program, which is for all students and includes an engaging, standards-based curriculum and relevant assessments. Tier 2 interventions focus on a smaller group of students for shorter periods of time. The District, school sites, and teachers will provide multiple means of accessing additional supports. Examples of Tier 2 supports include the use of small groups in class and differentiation to meet unique or special needs. An opportunity for support outside of the classroom is a combination of in-person and online tutoring. The District is researching alternatives to traditional tutoring, such as online tutoring options for secondary students for the coming school year. Providing tutoring choices and options is consistent with the district's vision of inclusivity and equity. Tier 3 supports are targeted toward a small percentage of individuals who need more intensive supports for longer durations of time. Screening and progress monitoring will be used consistently to identify students who need Tier 2 or 3 supports.

Communication between school and home plays a significant role in the ability to support students. A traditional barrier for ISTs or 504 meetings is the ability of groups to attend at the same time in the same place. As RUSD adapted to distance learning, this essential communication was enhanced through the use of Zoom or Google meetings. By offering online meetings as an option, District personnel help reduce barriers to attending an in-person meeting and increase parent/family engagement. Although the District provides numerous ways for parents and staff to communicate electronically, the Technology and Educational Technology

departments continue to analyze and update other means of communication to meet stakeholder needs. This is further evident through the use of virtual meetings for the LCAP Advisory Committee, School Site Council and English Learner Advisory Committee virtual meetings, Google Surveys, and Kelvin pulses this year. Providing translation services and online Zoom meetings created a forum allowing for greater access and more committee members to attend and engage in conversations.

### Goal 3

While the overall intent of Goal 3 mirrors previous LCAP goals, there is a heightened sense of purpose to ensure all students have equitable access to safe and secure facilities, highly qualified teachers, and necessary materials and tiered supports. Providing a culture and climate of connectedness and safety will impact progress in Goals 1 and 2 and help address any perceptions of inequities and/or disproportionate outcomes, especially for English learners (EL), foster youth (FY), students experiencing homelessness, low income (LI), students with disabilities (SWD), and other student groups with the greatest needs.

The overall reflection of lessons learned during distance and in-person learning over the past year has informed the creation of goals that focus on the whole child. The new goals include an emphasis on social emotional and behavioral learning and mental health; a strong Tier 1 base program that offers equitable access for all, with tiered supports based on reliable data; and safe, secure schools that have highly qualified teachers, and necessary materials, programs, and supports.

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

As discussed in previous sections, RUSD will monitor student progress using multiple metrics and address learning loss through classroom instruction and appropriate tiered supports. Local Indicators, such as STAR Early Lit/Reading and STAR Math (K-8), will be used on a regular basis to determine academic needs. At the high school level, either a local summative assessment or CAASPP data will be analyzed to review necessary resources and supports for students who meet Learning Recovery baselines. Consistent participation will provide more complete and reliable data. The Educational Services Division will provide additional resources and support related to learning recovery and will work with targeted schools, grade level teams, and individual teachers. Supplemental programs, as tiered supports, can generate additional data to determine strengths and areas of need and track progress and growth, especially for unduplicated students. Site staff and administrators, as well as district staff, can regularly analyze data reports generated by these online programs to guide instructional and program decision making and address learning gaps.

RUSD will also address learning recovery in the following ways:

- Using multiple means of assessing progress/growth and supporting designated groups
- Increasing participation, attendance, and engagement
- Revising the Scope and Sequence to allow time for reteaching and inclusion of prerequisite and focus skills
- Reducing barriers to access learning, supports, services, and materials
- Providing Summer School opportunities to accelerate growth, address gaps, and earn course credit
- Using time outside of the school day to target learning needs through in-person or online tutoring



- Focusing on equity in all systems
- Disaggregating data to monitor unduplicated students and other student groups whose achievement rates may fall below proficiency levels
- Supporting teachers by providing professional development, especially as it relates to evidence- and research-based strategies

Finally, the District will create additional opportunities for collaboration and communication among all stakeholders to make mutual decisions that are in the best interest of all students.

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.

All substantive differences in the identification and implementation of actions and services are described in the previous sections of the Annual Update and the Additional Actions section above.

# 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.

The analysis and reflection of student outcomes described in both the 2019-20 LCAP and the 2020-21 LCP have reaffirmed the need for a continued commitment to all members of the RUSD community but with a more equitable response and stronger focus on student, family, and staff wellness; academic recovery, acceleration, and achievement; and safe and secure environments. This process helped guide the development of the 2021-24 LCAP and placed further emphasis on addressing the needs of the whole child. RUSD remains committed to ensuring students have equitable access to a strong academic base program, as well as appropriate tiered supports and services for social emotional, behavioral, and academic needs. Maintaining safe and secure learning environments where students feel a sense of belonging, have highly qualified teachers, and can access necessary materials and technology, will support progress on Goals 1 and 2 of the new LCAP.

At the beginning of the COVID-19 pandemic and during the full distance learning model, the district shifted priorities to address increasing social emotional and mental health needs. The shift resulted in the development of a district-wide system that included: 1) acquiring SEL curriculum; 2) participating in ongoing professional development; 3) developing monthly surveys to assess student, family, and staff social emotional and/or mental health needs; 4) creating a support network for counselors, and 5) providing access to supports, whether by the District or outside providers. Even as the federal and state regulations regarding COVID-19 requirements begin to loosen, the District anticipates an ongoing need for SEL, behavioral, and mental health supports and services.

While some progress has been made in academic achievement and college/career readiness, significant gaps still exist based on the analysis of data from various local and state metrics from the past two years. The district will continue to focus on improving outcomes for all students, including those with the highest need.

The emphasis on wellness, academics, and safe environments within the 2021-24 LCAP is consistent with RUSD's 2025 commitment to Excellence for All. This vision focuses on five key areas: enhanced learning through innovation, excellence in academics, collaborative community and parent partnerships, equality through equity, and learning in safe and secure environments.

## Instructions: Introduction

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

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

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

### Annual Update

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

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.



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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	155,087,510.04	134,249,897.37
LCFF	143,692,765.04	129,685,810.31
LCFF (SSP)	1,947,541.00	2,030,646.40
LCFF, MEDI	1,806,809.00	1,759,655.42
LCFF, Title I, Title III, Title III EI, Lottery, CRBG, Perkins, Partnership Academies	7,205,781.00	170,666.93
LCFF, Title III, Title III	203,118.00	227,532.29
Supplemental and Concentration	115,618.00	235,401.94
Title I, TIII Immigrant Funding, LCFF, CRBG	115,878.00	2,592.12
Title I, Title III, Title III Immigrant Funding, LCFF	0.00	137,591.96
	0.00	137,591.96

\* Totals based on expenditure amounts in goal and annual update sections.



<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	155,087,510.04	134,249,897.37
1000-1999: Certificated Personnel Salaries	76,584,355.55	59,143,607.89
2000-2999: Classified Personnel Salaries	23,538,134.27	25,512,401.88
3000-3999: Employee Benefits	38,315,384.22	42,083,412.29
4000-4999: Books And Supplies	9,336,866.00	1,279,799.17
5000-5999: Services And Other Operating Expenditures	4,930,331.00	4,050,281.27
6000-6999: Capital Outlay	72,828.00	410,784.47
7000-7439: Other Outgo	2,309,611.00	1,769,610.40

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	155,087,510.04	134,249,897.37
1000-1999: Certificated Personnel Salaries	LCFF	75,275,044.55	57,785,237.17
1000-1999: Certificated Personnel Salaries	LCFF (SSP)	386,560.00	225,046.21
1000-1999: Certificated Personnel Salaries	LCFF, MEDI	719,633.00	771,190.13
1000-1999: Certificated Personnel Salaries	LCFF, Title I, Title III, Title III EI, Lottery, CRBG, Perkins, Partnership Academies	0.00	16,481.28
1000-1999: Certificated Personnel Salaries	LCFF, Title III, Title III	203,118.00	227,532.29
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	0.00	118,120.81
2000-2999: Classified Personnel Salaries	LCFF	22,899,615.27	24,929,193.14
2000-2999: Classified Personnel Salaries	LCFF (SSP)	293,837.00	344,465.26
2000-2999: Classified Personnel Salaries	LCFF, MEDI	244,653.00	168,259.44
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	50,229.00	56,596.06
2000-2999: Classified Personnel Salaries	Title I, TIII Immigrant Funding, LCFF, CRBG	49,800.00	0.00
2000-2999: Classified Personnel Salaries	Title I, Title III, Title III Immigrant Funding, LCFF	0.00	13,887.98
3000-3999: Employee Benefits	LCFF	37,779,619.22	41,642,963.10
3000-3999: Employee Benefits	LCFF (SSP)	217,694.00	144,143.74
3000-3999: Employee Benefits	LCFF, MEDI	257,036.00	236,055.17
3000-3999: Employee Benefits	LCFF, Title I, Title III, Title III EI, Lottery, CRBG, Perkins, Partnership Academies	0.00	3,344.54
3000-3999: Employee Benefits	Supplemental and Concentration	45,926.00	55,656.35
3000-3999: Employee Benefits	Title I, TIII Immigrant Funding, LCFF, CRBG	15,109.00	1,249.39
4000-4999: Books And Supplies	LCFF	1,453,371.00	467,839.17
4000-4999: Books And Supplies	LCFF (SSP)	1,002,462.00	802,485.63
4000-4999: Books And Supplies	LCFF, MEDI	0.00	1,077.50
4000-4999: Books And Supplies	LCFF, Title I, Title III, Title III EI, Lottery, CRBG, Perkins, Partnership Academies	6,860,781.00	4,147.77
4000-4999: Books And Supplies	Supplemental and Concentration	4,463.00	2,906.37
4000-4999: Books And Supplies	Title I, TIII Immigrant Funding, LCFF, CRBG	15,789.00	1,342.73
5000-5999: Services And Other Operating Expenditures	LCFF	3,902,676.00	2,829,412.92
5000-5999: Services And Other Operating Expenditures	LCFF (SSP)	46,988.00	365,275.50

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
5000-5999: Services And Other Operating Expenditures	LCFF, MEDI	585,487.00	583,073.18
5000-5999: Services And Other Operating Expenditures	LCFF, Title I, Title III, Title III EI, Lottery, CRBG, Perkins, Partnership Academies	345,000.00	146,693.34
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	15,000.00	2,122.35
5000-5999: Services And Other Operating Expenditures	Title I, TIII Immigrant Funding, LCFF, CRBG	35,180.00	0.00
5000-5999: Services And Other Operating Expenditures	Title I, Title III, Title III Immigrant Funding, LCFF	0.00	123,703.98
6000-6999: Capital Outlay	LCFF	72,828.00	261,554.41
6000-6999: Capital Outlay	LCFF (SSP)	0.00	149,230.06
7000-7439: Other Outgo	LCFF	2,309,611.00	1,769,610.40
		2,309,611.00	1,769,610.40
		2,309,611.00	1,769,610.40

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	132,894,166.00	114,389,979.82
<b>Goal 2</b>	5,085,551.04	5,179,302.69
<b>Goal 3</b>	5,538,489.00	3,948,621.68
<b>Goal 4</b>	6,122,020.00	5,585,557.64
<b>Goal 5</b>	5,447,284.00	5,146,435.54

\* Totals based on expenditure amounts in goal and annual update sections.

# 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	\$9,710,000.00	\$4,563,056.06
Distance Learning Program	\$18,085,000.00	\$40,086,548.81
Pupil Learning Loss	\$1,010,000.00	\$2,914,071.34
Additional Actions and Plan Requirements	\$545,000.00	\$3,841,447.42
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$29,350,000.00</b>	<b>\$51,405,123.63</b>

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$9,060,000.00	\$4,563,056.06
Distance Learning Program	\$8,750,000.00	\$33,724,755.28
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$545,000.00	\$3,841,447.42
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$18,355,000.00</b>	<b>\$42,129,258.76</b>

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$650,000.00	
Distance Learning Program	\$9,335,000.00	\$6,361,793.53
Pupil Learning Loss	\$1,010,000.00	\$2,914,071.34
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$10,995,000.00</b>	<b>\$9,275,864.87</b>



## 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
Redlands Unified School District	Mauricio Arellano Superintendent	Mauricio_Arellano@redlands.k12.ca.us 909-307-5300

## Plan Summary [2021-22]

### General Information

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

The Redlands Unified School District, as a unifying agent of several unique communities, rich in local history, culture, and tradition, is committed to preparing students to become productive participants in a diverse, multi-cultural, democratic society through quality education, high expectations, flexible programs, and innovative partnerships. Our students will be empowered with the knowledge and commitment necessary to confront the challenges of our changing world, as they become the leaders of the 21st century.

Redlands Unified School District, in collaboration with the greater Redlands community, has created a visioning document entitled RUSD 2025: Excellence for ALL Students. This document outlines the district's commitment to five areas: Enhanced Learning through Innovation, Excellence in Academics, Collaborative Community and Parent Partnerships, Equality through Equity, and Learning in Safe and Secure Environments. Each area identifies key district initiatives to ensure that all students in Redlands graduate ready for post-secondary options and are prepared to be productive participants in our community. The Local Control Accountability Plan is built upon the tenets outlined in the RUSD 2025 vision. For more information about RUSD 2025 please visit the District's website.

Redlands Unified School District encompasses 147 square miles and serves the communities of Redlands, Loma Linda, Mentone, Forest Falls, and portions of San Bernardino and Highland. RUSD has twenty-five school sites serving K- 12 students with a current enrollment of 20,109. The sixteen elementary schools serve transitional kindergarten through fifth grade. The four middle schools—Beattie, Clement Cope, and Moore—serve grades six, seven and eight. Grades nine through twelve are served by three comprehensive high schools: Citrus Valley High School, Redlands East Valley High School, and Redlands High School. An alternative high school setting is offered at Orangewood High School. The Redlands Independent Study (RISE) Program and the eAcademy program are also on the Orangewood campus. RUSD students also have access to a K-12 online school, Redlands eAcademy, which offers free and appropriate public education in a blended learning model to students residing in the counties of San Bernardino, Riverside, Inyo, Kern, Orange, and Los Angeles.

The ethnicity of the student population of RUSD is: 52.4% Hispanic, 24.5% Caucasian, 8.5% Asian, 6.3% African American, 5.2% Two or More Races, 2.2% Filipino, 0.4% Pacific Islander, and 0.3% American Indian or Alaskan Native.

The District serves 1,607 English learners. These students represent 7.99% of the total enrollment. Forty-one separate languages comprise the home languages of these students. Of this number, 69.3% speak Spanish, 6.8% Arabic, 2.9% Vietnamese, 2.6% Indonesian, 2.3% Filipino, 1.9% Korean, 1.7% Mandarin, .4% Khmer-Cambodian, 1.3% Urdu, and 1.2% Punjabi.

The "unduplicated" student percentage for the district is calculated using student data in the following groups: Low Income (Free and Reduced Lunch applications), Foster Youth, and English Learner. The current totals in these student groups are as follows: Low Income - 14,195 students, Foster Youth - 92 students, and English Learner - 1,607 students. This brings the district's "unduplicated" student percentage to 71.8%.

The district currently serves and supports 3,270 students experiencing homelessness.

Approximately 1,312 students (6.5%) participate in the district's Gifted and Talented Education Program (GATE).

The Redlands Unified School District is home to California Distinguished Schools, National Blue Ribbon Schools, Title I Achieving Schools, California Achieving Schools, and California Gold Ribbon Schools. Student test scores traditionally are among the top in the county of San Bernardino, and RUSD is ranked among the top 50 in the state of California. An analysis of demographic data for the top 50 districts in California reveals that RUSD serves the largest low income population among these, which is a testament to our unwavering commitment to close the achievement gap for all students. RUSD students generally score above the county, state, and national average on standardized tests.

Parents provide input for the Local Control and Accountability Plan through meetings of the District English Learner Advisory Council (DELAC,) participation in the LCAP Advisory Committee, Geographic Community Meetings, representation on School Site Councils, and through parent/family surveys. DELAC meets throughout the year and reviews data when discussing the needs of the English Learner student group. There is also a DELAC representative on the LCAP Advisory Committee. The LCAP Advisory Committee meets during the winter and spring to monitor progress on all actions and services within the LCAP. The committee is presented data on the eight state priorities, including all required state and local metrics outlined in the LCFF regulations, as well as progress monitoring data based on local assessments and programs.

Prior to and throughout the pandemic, Redlands Unified School District has remained committed to applying the principles of Continuous Improvement in planning and implementation at the district, program, and site levels. The intent is to transform the district's culture to one of data-based decision-making and equity-driven resource allocation. The COVID-19 pandemic, closure of physical school sites, and implementation of distance learning have had profound and lasting impacts on the district. The challenges faced by families include food and housing insecurity, lack of access to technology/connectivity, unemployment, and lack of access to health care. These issues have exacerbated existing inequities and helped to shine a light on the gaps that were already present. The interruption of learning experienced by students during the pandemic will require focused effort in the coming years to address academic interventions and acceleration. The implementation of an effective Multi-Tiered System of Supports at all school sites is a key part of this aim. RUSD's commitment to equity-driven decision-making and resource allocation will be critical as the district strives to improve outcomes for all students and close the performance gaps between student groups.

## Reflections: Successes

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

The unprecedented impact of the COVID-19 pandemic on the nation as a whole and subsequent school closures created unique opportunities to reflect upon and reevaluate current systems and reprioritize goals, actions, and resources. RUSD's efforts in the 2020-21 school year focused on strong Tier 1 programs for social emotional learning and academics, as well as, equitable access to appropriate and responsive Tier 2 and Tier 3 supports for all students, especially for unduplicated students. Additionally, District leadership, in conjunction with the RUSD community, developed a plan to ensure safe and secure environments for the return to in-person learning in April 2021. Successes for each area are based on state and local data, such as STAR assessment data, input from students, families, and staff, and/or perception data. Not only is RUSD proud of the SEL and academic supports and services offered to students, staff, and families, the District is proud of student achievement data according to state indicators. In addition to having a higher graduation rate than the state average, RUSD is also proud of the 4% increase in students placed in the "prepared" level for college and career, which is also higher than the state, according to the CA dashboard. Student performance in ELA on the Smarter Balanced Summative Assessment or the California Alternative Assessment is 14.9 points above standard and much higher than the state at 2.5 points below standard. Furthermore, the District met the standard for the following indicators: Basics: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; and Access to a Broad Course of Study.

### 1. Social Emotional Learning (SEL), Wellness, and Mental Health - Tied to Goal 1

Tier 1 base curriculum: During the 2020-21 school year, the District implemented SEL curriculum for elementary, middle, and high school students.

Tier 2 and 3 supports and services: The Academic Case Carrier (ACC) action and service continues to be one of the strongest programs for serving English learners, low income, homeless youth, and foster youth. Academic Case Carriers (ACCs) work with the most "at-risk" secondary students in Redlands Unified. These students may be foster, homeless, have a parent who is incarcerated (or may have been incarcerated themselves), have suffered through some type of emotional, physical, or sexual trauma, may be English learners, or be



identified as low income – or a combination of more than one of these traits. Many will be the first in their family to graduate from high school or go to college.

**Counselor network:** A network of school site counselors now meet on a monthly basis for professional development, curriculum planning, tiered supports, and analysis of data from the CCGI and CCI indicators. Professional development includes SEL and wellness overviews that are designed to increase staff understanding of the importance of SEL and the effects of trauma on behavior and learning.

**Kelvin Pulse surveys:** This year, the Redlands Coordinated Supports and Services (RCSS) team partnered with Kelvin Education to develop, deliver, and analyze pulse surveys, which are aligned with the U.S. Department of Education content domains and question banks. The surveys are implemented once a month at the district level to determine stakeholder perceptions. Data collected from student surveys about student engagement and self-management during DL reflected an 54% favorability rating; however, during the transition back to in-person instruction in April 2021, the same domain data reflected a 76% favorability rating. Perceptions of RUSD families reflected an increase as well when comparing student engagement and self-management during Distance Learning (DL) and the transition back to in-person learning.

**Mental Health supports:** RUSD increased program collaboration and coordination of services with its community mental health services providers to more effectively provide services to students. Additionally, three part-time mental health interns were hired to provide Tier 3 supports. The RCSS team, in collaboration with the Educational Services department and other stakeholders, has been instrumental in developing systems and leading efforts to support all students.

**Re-engagement efforts:** From August 2020 to March 2021, more than 19,000 re-engagement entries, which included initial contacts and follow-up contacts, were made in the DL Log. When the need arose, based on grades, excessive absences, or contact by families, district and site personnel called to inquire about specific needs, such as shelter, food, technology devices and connectivity, as well as other needs. Of the 19,803 re-engagement entries, more than 5,500 or 28% represented individual students. The percentages of unduplicated students who received at least one re-engagement contact were: English learners - 12%, foster youth - 1%, low income - 85%, and students experiencing homelessness - 18%.

**Nutrition Services:** During distance learning, Nutrition Services served more than eight million meals to the RUSD community.

RUSD is especially proud of its commitment to students, families, staff, and community, and the development and implementation of programs and processes that focus on social emotional learning, mental health needs, and overall wellness. Based on stakeholder input, there is an increased and ongoing need for SEL/behavior/mental health supports and services. The District will continually monitor programs, analyze perception data, and work collaboratively to improve services.

## 2. Academics - Tied to Goal 2

**Scope and Sequence:** The DL administrator and team successfully revised the scope and sequence of ELA and math and provided rigorous, instructional weekly templates for teacher's use when delivering lessons on English, math, SEL, and ELD. In addition, Education Services and school sites implemented student scheduling as planned, which exceeded the required 240 minutes of virtual instruction each day.

**Progress monitoring:** The District developed a screener/progress monitoring calendar for students in grades 1 - 8 for reading and math.

**Tiered supports:** Students in grades K-8 had access to online programs that addressed math and reading skills. According to Lexia Core5 data, elementary students improved in their reading skills. At the beginning of the 20-21 school year, 5% of students were working in above grade level material (GLM) and 42% were working in GLM. By May 2021, the percentages increased significantly: 29% of elementary students were working in above GLM and 41% were working in GLM. Usage of Lexia PowerUp by middle school students did show growth; however, progress shifted slightly over the year. For math, students in K-2 completed the highest number of math lessons on average in Dreambox. Analysis of data shows how student growth can substantially increase when students complete more lessons.

Graduation Rates: The district's 2019-20 graduation rate was 92.8%, which was higher than the state average. The African American graduation rate of 95.8% was higher than the district's overall graduation rate.

Technology: During DL, the district provided Chromebooks to all students and 1,000 hotspots for families who did not have access to the internet. Priority checkout for hotspots and laptops were provided to unduplicated students.

PD: The professional development office and Education Services were responsive to administrator and staff needs, especially as they relate to technology. During DL in the 2020-21 school year, 1,163 RUSD administrators and staff used Zoom more than 350,000 times for the purposes of meetings, PD, and/or instruction. When the district returned to in-person learning, the Instructional Technology department worked with teachers who agreed to teach in-person and online students at the same time.

Pupil participation: During the 2020-21 school year in DL, RUSD students logged into educational applications, such as Renaissance Learning, Discovery Education, Lexia, Dreambox, Google Classroom, among others, 5.2 million times.

To build upon successes, RUSD will continue to monitor student progress and proficiency using multiple state and local data and ensure all students, including those with the highest need, have access to needed supports and services. Additional actions within the 2021-24 LCAP also address student progress. For example, RUSD will embrace Universal Design for Learning (UDL), which is a framework that provides access for all, reduces barriers, and provides multiple means of representation, action and expression, and engagement.

### 3. Safe and Secure Learning Environments - Tied to Goal 3

School reopening: In preparation for the return to in-person learning in April, the District collaborated with the school community to create a plan for reopening that addressed safety measures at the school sites. Safety protocols were followed with adherence to federal and state requirements.

Metrics met: 100% of teachers are fully credentialed and highly qualified; facilities are in good repair; 100% of students will have access to the base program and related materials.

RUSD is proud of the collective efforts to meet the needs of the school and Redlands community by providing necessary SEL, mental health, and academic resources and services during this unprecedented time.

## 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.

Similar to school districts around the country, COVID-19 has had a significant impact on the RUSD community as a whole. State and local data indicate a need to identify specific areas of low performance or gaps, provide necessary supports, and consistently monitor progress. The areas outlined below indicate a need for improvement and are specifically addressed in the goals and actions within the 2021-24 LCAP.

According to the 2019 Dashboard, the areas in red or orange are Chronic Absenteeism and Suspension Rates. Chronic absenteeism is at 8%, which is a slight increase from the previous year. Although departments within the District and school site leadership need to periodically review attendance and suspension rates for all students, they also need to closely monitor attendance of Foster Youth, Hispanic students,

and students experiencing homelessness for improvement. Additionally, the district will closely monitor suspension rates for African American students, Foster Youth, Hispanic students, Low income students, students with disabilities, and White students. Discussions regarding equitable access to supports and prevention strategies will continue at all levels - district, school site, and classroom. The importance of increasing engagement and helping students feel a sense of belonging at schools are addressed in different ways in all three goals of the LCAP. In addition, the district will closely monitor the following student groups who were two or more performance levels below the all student group: African American, EL, FY, Hispanic, Homeless, Low Income, and SWD and in the CCI indicator – SWD, African American, Homeless.

Student performance on local progress monitoring assessments shows that only 46% of 3rd-5th grade students and 45.7% of 6th-8th grade students are predicted to meet or exceed grade-level standards in ELA. In mathematics, 35.4% of 3rd-5th grade students, and 36.1% of 6th-8th grade students, are predicted to meet or exceed proficiency. This is a decrease of 7.7% and 4.6% respectively in ELA and 20.9% and 4.1% in math as a result of the interruption of in-person learning due to Covid-19. While this is a concern district-wide, the following student groups were disproportionately impacted by this interruption: English learners (ELs), foster youth (FY), students experiencing homelessness (HY), student with disabilities (SWD), and low income (LI) students and demonstrated a greater decrease across the two-year window.

Preparation for post-secondary college and career: According to the CCI measures, 51% of all students are considered prepared; 32.3% of African Americans, 25.8% of English learners, 11% of students with disabilities, 15.4% of foster youth, and 38% of students experiencing homelessness. Goal 2 of the 2021-24 LCAP includes an expansion of metrics with more tied to the CCI. One of the new metrics includes 'on-track' status to progress monitor students. Although a review of California Dashboard data shows that 54.6% of graduating students are placed in the "Prepared" level on the College and Career Indicator, of particular concern are the following student groups: SWD 9.7% prepared, EL 28.3% prepared, African American 36% prepared, and HY 32.7% prepared.

## LCAP Highlights

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

A key feature of this year's LCAP is its grounding in the District's 2025 Vision and overarching theme of Excellence for All. The tenets of the 2025 Vision are embedded in the revised goal structure including: Enhanced Learning through Innovation, Excellence in Academics, Collaborative Community and Parent Partnerships, Equality through Equity, and Learning in Safe and Secure Environments. The revised goal structure reflects the district's alignment to a Multi-Tiered System of Supports (MTSS) framework. Goals 1 and 2 reflect the prioritization of effective Tier 1, 2, and 3 programs in social emotional learning (SEL), behavior, and academics and build upon the foundation set in Goal 3, a maintenance of progress goal, that focuses on creating equity for unduplicated student groups by ensuring a strong base program with needed supplemental supports built in for school sites with the highest number of unduplicated student counts.

The following is a brief overview of the new LCAP goals and examples of key actions and metrics that are aligned to each:

Goal 1: Provide all stakeholders with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and tiered Social Emotional and Behavior supports. These supports will foster a sense of connectedness, especially for English Learners (EL), Foster Youth (FY), students experiencing homelessness, Low Income (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

Examples of Actions: Social emotional learning and behavioral tiered systems of support, Comprehensive School Counseling model that incorporates tiered systems of support, increased parent/community engagement with additional district staff to support parents' access to their child's education, and a focus on engagement activities at all levels to ensure students feel connected to school through a wide variety of activities

Examples of Metrics: Attendance, Suspension/Expulsion/Discipline, School Climate Surveys, Implementation Inventory (SEL, Behavior, Counseling), School Activity participation (AVID, CTE, Electives, VAPA)

This goal closely aligns to the district's RUSD 2025: Excellence for All vision, specifically addressing the priorities of Learning in Safe and Secure Environments, Enhanced Learning Through Innovation, Collaborative Community and Parent Partnerships, and Equality through Equity. The actions and services in this goal will ensure staff set high expectations for ALL students and provide high quality, research-based learning opportunities to support student success.

Goal 2: All students will progress toward meeting standards in academics through tiered supports and services.

Examples of Actions: Professional development with a focus on Universal Design for Learning (UDL); tiered academic supports; an emphasis on building support systems for unduplicated student groups including English learners, foster youth, students experiencing homelessness, low income, as well as students with disabilities; college readiness, Gifted and Talented Education (GATE) /Advanced Learning programs; and summer school/credit recovery opportunities

Examples of Metrics: English/Math/Science proficiency; English Learner proficiency; Advanced Placement and Dual Enrollment participation and proficiency; Graduation Rates, as well as on-track progress; and GATE identification demographics

This goal closely aligns to the district's RUSD 2025: Excellence for All vision, specifically addressing the priorities of Excellence in Education and Equality through Equity. The actions and services in this goal will ensure staff set high expectations for ALL students and provide high quality, research-based learning opportunities to support student success.

Goal 3: On an annual basis, RUSD will implement and evaluate all actions described below to ensure that the progress made within Goal 1 - the engagement of all stakeholders and in Goal 2 - Tiered Supports & Services in Academics, will be maintained.

Examples of Actions: New Teacher Support; Access to Supplemental Materials, Internet, Devices, and Support; Enhanced Facilities Projects; School and Student Safety; expanded Transportation; and Stakeholder Engagement through the LCAP process

Examples of Metrics: Teacher Assignment, Materials Inventories, and Facilities Inspections

This goal closely aligns to RUSD's 2025 Vision and priority of Excellence for All. Goal 3 encompasses all the priorities included in this visioning document, including Excellence in Academics, Learning in Safe and Secure Environments, Enhanced Learning through Innovation, Collaborative Community and Parent Partnerships, and Equality through Equity.

Overall, RUSD's 2021-24 LCAP outlines the target outcomes, projected expenditures, and actions/services to be implemented in order to achieve the stated goals. The following information briefly summarizes the alignment of RUSD's LCAP goals to the California Dashboard State and Local Indicators and the LCFF State Priorities.

Indicator Type / California Dashboard Indicator / State Priority / LCAP Goal

Local / Basic Conditions / 1: Basic Services / Goal 3

Local / Implementation of Academic Standards / 2: CCSS Implementation / Goal 2

Local / Parent and Family Engagement / 3: Parent Engagement / Goal 1

State / English Learner Progress / 4: Pupil Achievement / Goal 2

State / Academics / 4: Pupil Achievement / Goal 2

State / Graduation Rate / 5: Pupil Engagement / Goal 2

State / Chronic Absenteeism / 5: Pupil Engagement / Goal 1

State / Suspension Rate / 6: School Climate / Goal 1

Local / School Climate / 6: School Climate / Goal 1

State / Access to a Broad Course of Study / 7: Course Access / Goal 1 & 2

Local / College and Career / 8: Pupil Outcomes / Goal 1 & 2

Another area to highlight in this year's LCAP is the increased disaggregation of data within each goal. In previous LCAP documents, data for all students was primarily used within the first three goals, with the college and career readiness goal (formerly goal 4) and student group goal (formerly goal 5) utilizing disaggregated student group data. Baseline data and target outcomes have been disaggregated, where applicable, so that the District can clearly demonstrate any performance gaps that may exist. Transparency is an important part of identifying any inequities in the District's current system and highlights the District's commitment to equality through equity in the Redlands 2025 vision. Following this acknowledgement, the District has committed to targets that require accelerated growth to close the gaps. This year's LCAP also includes more detailed actions specific to English learners and students with disabilities. This is part of an ongoing effort to more fully articulate the efforts occurring in the district on behalf of these student groups. This effort will continue in the years ahead and additional alignment will occur as the English Learner Master Plan is updated and ongoing collaboration with Special Education occurs.

The most important example of systems change that will occur over the next three years is the implementation of a Multi-Tiered System of Supports (MTSS), which is the basis of Goals one and two. MTSS is featured prominently in this LCAP because it is the foundation of the District's efforts to improve outcomes for all students and address performance gaps for student groups. The improvements in data-based decision making and resource allocation within an effective MTSS will also help the District identify and work to close the opportunity gap. Additionally, a cohesive, consistent approach to providing tiered supports based upon assessed needs will allow the District to measure and support learning recovery for all students in the years following the COVID-19 pandemic and time of school closures.

# 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.

Orangewood High School

## Support for Identified Schools

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

The LEA supported Orangewood High School through the development of its School Plan for Student Achievement for the 2019-20 and 2020-21 school years to specifically address the need to increase the school site's graduation rate. School leaders and representatives from the district office contributed to the development, implementation, monitoring, and evaluation of the CSI plan contained within the SPSA document. A planning team, consisting of site stakeholder groups, worked together and participated in a comprehensive needs assessment. Specifically, this team consisted of site administration, classroom teachers, counselors, classified staff, parents, and students. The team reviewed demographic, perception, achievement, and systems level data to identify trends. Areas of focus were selected, and a root cause analysis protocol (Fishbone) was completed with the team. Under the direction of district leadership, the site was guided through developing a long-range plan to address the areas of need for the 2019-20 and 2020-21 school years. Due to school closures in the spring semester and hold harmless grading policies state-wide, the 2020 school year data was not included in the needs assessment process for the 2020-21 school year. Additionally, state-wide assessment data will not be available for planning purposes during the 2020-21 school year.

Evidence-based interventions were selected with the support of the LEA based on the identified root cause. Site leaders and district leadership collaborated to identify appropriate interventions, actions, and strategies to support student achievement for specific student groups. Additionally, the District's Administrative Cabinet deployed expertise and resources to best meet the needs of the site and reviewed district-level policy that might have served as barriers to success. Interventions and expenditures were implemented in alignment with greatest areas of need at the site as uncovered by the needs assessment and correlating data. Interventions were selected that meet ESSA's "moderate or strong evidence" standard, which demonstrates a statistically significant effect on improving student outcomes.

The Orangewood High School team reviewed their CA Dashboard data for the 2018-19 year upon initial development of the plan, noting that their ELA and Math proficiencies were less impacted as many of their students were arriving after the CAASPP as Seniors. Data from the 2019-20 school year was not available for review due to school closures. The team also reviewed graduation rates for the past three years. The data review focused on graduation credits and noted that students entering Orangewood from the comprehensive sites were entering significantly deficient in credits, with little to no chance of being able to rectify their graduation status in order to comply with the four-year graduation cohort data.

The District and Site Team found that in general the comprehensive high schools were transferring students to the continuation program too late and too deficient in credits, often as Seniors, sometimes during 2nd semester. As such, district administration reviewed transfer protocols and policies to the continuation school and found that counselors and site admin at the comprehensive sites were not identifying students for transfer in a timely manner. Transfer policies and protocols were updated to require transcript review each year, with counselors identifying students unable to graduate at the comprehensive high schools earlier, and arranging for transfer as soon as a student is both 16 and identified unable to meet graduation requirements at the comprehensive sites. This will result in students being referred to the alternative continuation setting earlier, allowing Orangewood HS staff and administration the opportunity to rectify credit deficiencies and get students on track for graduation with the four-year cohort. Due to COVID-19 school closures in March 2020 and hold harmless grading policies state-wide, graduation data for Orangewood HS in June of 2020 saw significant increases. Follow up needs assessment review of demographic, perception, achievement and systems level data in August 2020 indicated the need for additional extra period class offerings in distance learning and in-person learning models, and transportation opportunities to ensure on-going success when students return to in-person learning full time.

The District and Site Team completed a comprehensive review of resource inequities as they relate to personnel, funding, and supplies/materials between Orangewood High School and the comprehensive high school sites, as there are no other continuation high school sites within the district. OHS maintains smaller class sizes as they are staffed at higher FTE ratios than the comprehensive sites and has similar staffing as it relates to teaching experience, credentialing, and diversity. OHS also receives LCAP and General Fund allocations at the same funding ratio as the comprehensive sites and receives district provided textbooks and resources at a commensurate rate as the comprehensive school sites. While funding is distributed equitably based on a per pupil ratio, it was determined that OHS is unable to replace site funded technology at a commensurate rate because of their enrollment size; therefore, per pupil funding allocations are noticeably smaller. It was determined that CSI funds would be used to provide updated technology to support collaborative learning opportunities for students and teachers at OHS to ensure students have an equitable learning experience as students at the comprehensive high school sites.

## **Monitoring and Evaluating Effectiveness**

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

The LEA, along with site stakeholders, monitors and evaluates the implementation and effectiveness of the CSI plans by leveraging and aligning resources to provide assistance to Orangewood HS. The district Secondary Education and Categorical Programs Directors collaborate regularly with site administration to discuss the site monitoring system and any adjustments that are made in response to progress monitoring data. District staff met with site leadership teams formally in October, March, and June of 2019, and in October 2020 and April 2021, to review progress monitoring data and design instruction and intervention in response to student needs. SPSA plans and progress monitoring reports also include actions addressing the CSI goals to support tracking funding and resource allocation which are reviewed by the School Site Council. This data will also be used by the SSC and stakeholders to develop the SPSA for the 2021-22 school year to support continued success of OHS students.

Orangewood High School's CSI plan will continue to involve the monitoring of students' grades in classes, attainment of credits, and ultimately graduation rates. District administration will monitor students' credits at the comprehensive high school sites, identifying students that are significantly credit deficient, but not identified accurately and/or in a timely way for transfer to the continuation school. This monitoring

will be done at the district level, with support from comprehensive site administration and counselors. Additional review processes were in place for the 2020-21 school year while students were participating in distance learning (DL) to determine if a transfer to Orangewood HS will meet the individual needs of students. These processes will be reviewed and revised based on need when school resumes in person in August. All comprehensive sites are noting an increase in D/F rates during DL, so collaborative partnerships between comprehensive sites and the continuation site will be vital to ensure that appropriate students are recommended for enrollment in the coming year.



# Stakeholder Engagement

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

## Involvement Process

In order to allow ample time for stakeholder engagement in the LCAP process, Redlands Unified School District has fully engaged with the greater Redlands community to assess the district's progress with the LCAP and LCP goals and actions. Using this feedback, the district will continue to refine and develop future goals and actions outlined in this plan. The RUSD LCAP is a result of the incorporation of intentionally gathered, informed input from all stakeholder groups that includes parents, students, community members, teachers, classified and certificated bargaining units, as well as site and district administrators.

The district implemented an electronic exchange via ThoughtExchange in January and June 2020. This platform allowed for ongoing feedback and collaborative processing of community thoughts and ideas regarding the status, growth and needs of the students and the educational program offered. Within the program, stakeholders identified themselves as parents, community members, staff (classified, certificated, management), and students. There was also a separate student ThoughtExchange forum. The ThoughtExchange program was implemented, and an extensive analysis of the input received was shared with personnel, the Board of Education, the LCAP Advisory Committee, DELAC and the public via the district web page.

In addition, RUSD utilized Kelvin Education pulses to connect with students, staff, and families throughout Spring 2021. These short monthly pulses allowed stakeholders to provide input on themes such as climate of support for academic learning, physical and emotional safety, school connectedness, self management and growth mindset. Throughout the school year, the superintendent, and his designees, provided regular updates to stakeholder groups. Each update presentation was systematic and thorough in providing each audience with RUSD's specific progress on the status of state and local metrics for each of the five RUSD LCAP goals and related actions and services that support goal implementation. Each update presentation provided progress on existing LCAP metrics for each LCAP goal and action to date. These presentations and/or discussions were shared with DELAC, Classified and Certificated Associations, negotiation committee, principals, and the Board of Education both formally and informally.

The Special Education Local Plan Area (SELPA) administrator was consulted as part of the development process. Consultations occurred on April 21 and May 21, 2021, and the certification document was received on June 14, 2021.

## LCAP Advisory Committee

Participation on the LCAP Advisory Committee is a two-year commitment, with 50% of the committee being replaced annually. The 45-member committee consists of eight parents, eight community members, eight certificated personnel including Association leadership, eight classified personnel including Association leadership, eight students, and five district administrators including Special Education and classified management. The committee members represent a variety of sites, both elementary and secondary, student groups, community programs, multiple ethnicities, and socio-economic groups.

The stakeholder engagement process for the 2021-22 to 2023-24 LCAP was unique in terms of timeline and scope as it built upon the engagement process for the 2020-21 Learning Continuity and Attendance Plan (LCP). As detailed in RUSD's adopted Learning Continuity and Attendance Plan, a range of stakeholder engagement activities occurred throughout June-September 2020. These included meetings with stakeholder input sessions such as the LCP Advisory Committee and DELAC, district committees/groups, district surveys, public comment on the posted draft, and public comment at the public hearing and related board presentations. The engagement during this process was foundational to the 2021-22 LCP as many of the priorities and recommendations raised during that process translated directly or supported stakeholder input during the remainder of the 2020-21 year.

There were five LCAP committee meetings held between February and May. In sequential order, the focus of each meeting was as follows:

1. Data Sharing including comparative SBAC scores by grade level, school site, and district wide, California Dashboard data, local metrics, and progress monitoring data
2. Review of the current LCAP with progress monitoring and expenditure analysis
3. Review and analysis of community input opportunities and ThoughtExchange feedback including application of the eight state priorities and Board of Education criteria
4. Review and analysis of all feedback and data to support a comprehensive needs assessment, with an alignment with current actions and services to identify gaps; program representative question and answer panel to provide further information on program implementation and results
5. Development of finalized list of new program considerations, reflection on analysis of existing program progress and ranking of both new and existing program priorities

#### Development and Approval of the RUSD LCAP

Presentations to the board that provided opportunities for board member input and public comment included:

- LCAP Update and Initial Presentation of LCAP Advisory recommendations (3.9.21)
- Follow-up Presentation of LCAP Advisory recommendations (4.28.21)
- Presentation of LCAP Draft (5.4.21)
- LCAP Public Hearing (5.25.21)

Based on the input collected from the Advisory Committee, the superintendent presented the Board of Education with the recommended concepts for goals, actions, and services, and they were formally established. For new initiatives, workgroups were initiated to begin developing and refining further details as needed. The DRAFT RUSD LCAP Annual Update and Review Document was updated and revised accordingly.

An overview of the LCAP process, data review activities, and opportunities for input were included as part of the February 16, 2021 RUSD DELAC agenda. The draft goals and actions were presented to DELAC on April 14, 2021. After review by DELAC members there were no questions for the superintendent to respond to in writing. The draft LCAP was presented for public hearing at the May 25, 2021 Board meeting. Based on the feedback at public hearing, the superintendent responds to these comments with a written response which located on

the LCAP page of the district's website. As of June 12, 2021 there was no feedback provided that required a written response. On June 15, 2021, the RUSD Board of Education formally adopted the RUSD LCAP and it was submitted to the San Bernardino County Office of Education.

#### A summary of the feedback provided by specific stakeholder groups.

The LCAP Advisory Committee includes representation from all stakeholder groups. The committee works collaboratively to listen to values and priorities of other stakeholder groups and comes to consensus in order to provide mutually agreed upon recommendations, instead of competing lists of recommendations from separate committees. The following is a collective summary of input from the LCAP Advisory Committee:

##### Existing Actions and Services:

The committee recommended increasing or maintaining most of the existing actions and services in the 2019-20 board approved LCAP. The following items were strongly recommended (60% or higher recommended to increase service) by the committee: Information Technology Department and infrastructure support (69%), School-based Counselors (72.4%), Intervention Support Team (IST) and program implementation support (72.4%), Parent and Community Outreach (79.3%), Academic Case Carrier program/Access to Tier 3 supports (62.1%), and increased access to Transportation (69%). Items were listed in the order that they appeared in the 2019-20 LCAP.

##### 2020-21 Recommendations

The committee reviewed the recommended new actions and services that were prioritized for inclusion in the 2020-21 LCAP. In response to the shifting needs brought on by COVID-19, the California Department of Education suspended the development of the LCAP and replaced the document with a plan called the Learning Continuity and Attendance Plan. The committee valued the work done the previous year and reviewed the recommendations, prioritizing them based on current context, for consideration in the 2021-24 LCAP. The following is a list of their recommendations based on a 10-point scale:

1. Mental Health Staff & Supports (9.4)
2. High School Transportation (8.6), Parent Resource Center (8.3), Transportation for extended day opportunities (8.2),
3. District-level Attendance supports (7.8), Life Skills Courses (7.8), Reading Intervention Support staff and professional development (7.6), Opportunities for advanced learning in elementary and middle school (7.5), Professional Development for Classified staff (7.5)
4. Middle school World Languages (7.4), Instruction Coaches to support best first instruction (7.1)
5. Dual Immersion (6.9), Professional Development for teachers of gifted students (6.8), College Field Trips for All (6.4), and Educational Field Trips (5.7).

##### 2021-24 Recommendations

The following is a list of recommendations in ranked order provided by the LCAP Advisory Committee based on a 10-point scale:

1. Mental Health Supervisor, interns, and access to out-of-district mental health providers (9.4), Mental Health Staff and Supports (9.3), Tiered Social Emotional Learning and Behavioral Supports (9.1)
2. Wellness Centers (8.8), Computer and hot spots for unduplicated student groups (8.8), Additional 0/7 period classes for academic support and recovery (8.8), Additional HS Counselors (8.7), Professional Development in Trauma Informed practices and Social Emotional Learning (8.7)

3. Tutoring opportunities (8.4), Before and After School/Saturday extended learning opportunities (8.4), HS and Extended Day Transportation (8.4), Professional Development for UDL (8.2), Summer school opportunities (8.2), Additional temporary teachers (8.2), Staffing to support HS libraries and community hubs for RUSD students (8.1)
4. Professional Development in Learning Recovery strategies (7.8), District-level Attendance Supports (7.7), Parent Resource Center (7.4), Community Service opportunities (7.4), Parent Community Liaisons (7.2), Outside Learning Spaces (7.0)
5. GATE/Advanced Learner professional learning opportunities (6.6), Middle School foreign language (6.6), Airpass System for secondary schools (5.5)

### Stakeholder Group Priorities

The following is a list of priorities provided by stakeholder groups:

- Students: AP Testing, High Quality Learning Environments, Access to Technology, Career Pathway classes, Access to a variety of programs and opportunities, STEM and pre-college courses, Intern/Career possibilities, Equitable Opportunities for all students, Mental Health support
- Parents/Guardians: Equity, Transparency, Value outcomes for all students, Safe Learning Environment, using Data to tell the Story, Shared Interest, Value Diversity
- Community Organizations/Partnerships: Increased Mental Health Counseling, Funding action/services Aligned with intended student population, Equity not equality, Mentors and Safe Spaces outside of school for students
- Certificated Staff: Mental Health supports for students, Equity within the Classroom, School Site, and District, Tier 3 Supports (ACC program), Variety of Experiences in and out of the classroom, Connections to work-based experiences or internships, Suicide Prevention training for teachers and students, Innovation programs
- Classified Staff: Diversity, Hands-on experiences with programs and services
- Management Staff: Site Supports for Students (additional counselors math and English teachers, EL teachers and coordinators, career center teachers), Tier 3 Supports for students (ACC program), district-sponsored Innovation spaces (Garner Holt and Z Space)

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

Stakeholder involvement input was collected in a variety of forms and reviewed by the LCAP Advisory Committee and Board of Education for the development of the Local Control Accountability Plan (LCAP). The stakeholder input sessions/task force work, student/parent/staff survey data, and ThoughtExchange provided the District with feedback on current goals and actions. State metrics (CAASPP, attendance and discipline) and local metrics (screener and diagnostic assessment, parent engagement, and survey participation) results were shared. Participants represented a diverse group of stakeholders groups who were asked to provide input regarding reduction, maintenance, and increase of actions/services, as well as, the development of new actions/services to support the success of all students.

### Goal Statements

The development of goals from the prior LCAP to the goals in the 2021-24 LCAP is primarily due to stakeholder input. Building upon the input from 2019-20 LCAP and the Learning Continuity and Attendance Plan process, the 2021-24 goals reflect key priorities voiced by stakeholders and align to the overarching themes discussed in the previous section. The transition from base program and supplemental

support focused goals to broad goals based on tiered supports and services for ALL students highlights the community's focus on equity through a Multi-Tiered System of Supports (MTSS) across all school sites and programs.

Goal 1 - Provide all stakeholders with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and tiered Social Emotional and Behavior supports. These supports will foster a sense of connectedness, especially for English Learner (EL), Foster Youth (FY), students experiencing homelessness, Low Income (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

- This goal was developed and stems directly from the stakeholder call for strong systems of support related to social emotional learning and behavior. Stakeholders have reaffirmed the importance of each student being provided the specific behavioral, social-emotional, and mental and physical health supports to meet their individual needs. This goal names the student groups who have the most disproportionate outcomes and require focused support, as well as, leads to the inclusion of student engagement in school to establish a sense of connectedness to increase student outcomes.

Goal 2 - All students will progress toward meeting standards in academics through tiered supports and services.

- This goal was developed based on a need for more coherence and consistency across the district's Tier 1, or foundational educational program. Additionally, the need for integrated supports at the Tier 2 and 3 levels has been a consistent strand of feedback through the distance learning and the current LCAP input process. Stakeholders have reaffirmed the importance of each student being provided specific academic supports to meet their individual needs. This goal has established a direct link to the district's efforts to implement an effective Multi-Tiered System of Supports (MTSS) across all school sites, also a priority voiced by stakeholders.

#### Metrics/Desired Outcomes

Stakeholder feedback has consistently emphasized the need for more transparency with regard to performance gaps across student groups and more intentional target setting. To meet this interest, baseline data and target outcomes have been disaggregated by student group throughout the LCAP. This includes data, where available, for English learners, foster youth, students experiencing homelessness, students with disabilities, low income students, and by race/ethnicity. This has already supported follow-up feedback and discussions with staff regarding how to best set targets that reflect accelerated growth for target student groups and how to use these targets to drive equitable allocation of resources. Additionally, a number of metrics were modified or incorporated into the LCAP based upon stakeholder feedback.

These included:

- Social Emotional Learning/Behavior Implementation: This metric was incorporated based on stakeholder feedback to ensure that all students, across all sites and programs, would benefit from systematic support in social emotional learning competencies and tiered behavioral frameworks.
- Comprehensive School Counseling Implementation: This metric was established to monitor development of a district-wide K-12 comprehensive school counseling program, aligned to the ASCA National Model, that designs and delivers increased student outcomes in academic, college and career, and social emotional learning.
- Instructional Technology Implementation: This metric was incorporated based on stakeholder feedback to monitor the implementation of innovation projects across the district and their direct impact on increased student learning.

- School Connectedness/HS Elective & Activity Participation: The CDC identifies belonging to a positive peer group as one of the four factors integral to improving student connectedness at school. This metric was established to prioritize the need for every student to find safe, healthy ways to connect to activities at school.
- State Seal of Biliteracy (SSB): This metric was added based upon stakeholder feedback emphasizing the need for aspects of the LCAP to demonstrate the value of multilingualism and to expand the English Learner department beyond students learning English to students learning all languages.
- Certificate of Completion: This metric was incorporated based on stakeholder feedback emphasizing the need to make visible the achievement and outcomes of all students, and not just those receiving a traditional high school diploma.
- FAFSA Completion: This metric was established to emphasize the need to ensure all students have the opportunity to participate in post-secondary opportunities without concern of financial hardships.
- GATE Identification and Demographics: This metric was established to incorporate a metric focused on the demographics within the GATE population and ensure all student groups were represented in Advanced Learner programs.

#### New or Enhanced Actions/Services

Stakeholder feedback influenced both the incorporation of additional actions as well as the expansion of continued action descriptions to more fully describe efforts to improve student outcomes. Examples of actions influenced by stakeholder feedback include:

- 1.1 - Social Emotional Learning and 1.2 - Positive Behavior Supports are now distinct actions.
- 1.3 - Comprehensive School Counseling is now one aligned goal to provide a coordinated district-wide program that collaboratively meets the needs of students.
- 2.4 - Tiered Academic Supports for Multilingual Students broadens the scope of the English Learner department beyond students acquiring English to include all students and their pursuit of multilingualism.
- 2.5 - Targeted Special Education Supports was included in the LCAP to emphasize the work of inclusive practices across all student groups and highlight the need to include students outside the targeted "unduplicated" student groups.
- 2.11 - GATE/Advanced Learner Programs was also included to emphasize the need for equity, and to ensure access to advanced learner programs by all students regardless of demographic or programmatic group.

#### Affirmation of Existing Actions & Services

Many of the district's continuing actions were reaffirmed through the stakeholder engagement process. The feedback emphasizes the importance of this work and the foundation that has been created through its development in previous LCAP documents. These actions include:

- High Quality Teachers with a focus on support for teachers new to the profession
- Access to Base and Supplemental Materials
- Access to Internet, Devices, and Support Staff
- School and Student Safety
- Stakeholder Engagement through LCAP Coordination
- Tiered Academic Supports for Students
- Supplemental Online Instructional Programs
- College Readiness Programs
- No Cost Exam Fees (AP/SAT/PSAT)

- Access to Translation and Language Assessment Center supports
- Instructional Technology and Innovation
- AVID
- Career Technical Education (CTE) opportunities

# Goals and Actions

## Goal

Goal #	Description
1	Provide all stakeholders with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and tiered Social Emotional and Behavior supports. These supports will foster a sense of connectedness, especially for English Learner (EL), Foster Youth (FY), student experiencing homelessness, Low Income (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

An explanation of why the LEA has developed this goal.

Goal 1 - Analysis of stakeholder feedback on local climate surveys indicate that 82% of students, 87% of staff, and 89% of families provided an overall favorable rating as it relates to a safe and supportive school environment. While the perception data is strong district-wide, further breakdown by ethnicity and other demographics was unavailable during the 2020-21 school year. However, baseline data will be collected and monitored using a Kelvin Pulse Survey at the beginning of the 2021-22 school year in order to analyze data specifically tied to English learners, foster youth, students experiencing homelessness, low income, students with disabilities, and other student groups whose outcomes indicate the greatest need. The following areas will be a focus for monitoring: Relationships, Sense of Belonging, School Adult Support, Growth Mindset, Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management.

Although local data is unavailable at this time, a growing body of research has made it increasingly apparent that Adverse Childhood Experiences (ACEs), which are traumatic experiences and events, affect student groups differently, especially the most vulnerable. Recent research shows that nearly half of children ages 6-17 have experienced at least one ACE. According to the National Survey of Children's Health or NSCH (2016), "in 2016, 34 million children ages 0-17 had at least one of nine ACEs, and more than 20 percent had two or more." Nationally, 63.7% percent of Black children and 51.4% of Hispanic children have experienced at least one ACE, compared with 40.9% of White children and 25% of Asian children (NSCH, 2016). According to Goldstein, et al. (2020), student groups disaggregated by ethnicity and income are disproportionately impacted by the burdens of trauma. These disparities are more apparent in Black, Hispanic, and mixed race families, families living in poverty, and/or those with inequitable access to varied resources (Goldstein, 2020). Furthermore, students and their families who reside in low-income neighborhoods are more vulnerable to the "impact of ACEs on their mental and physical health and socio-emotional learning" (Goldstein, 2020, p. 2). In addition to students' well-being, academic progress and achievement can be negatively affected. According to Bethell, et al. (2014), when children experience ACEs, they tend to have lower rates of engagement at school. Other research studies show that many children entering the foster care system have already experienced numerous ACEs and need to be in environments that are both welcoming and stable. Establishing safe environments where students feel a sense of belonging is critical to students' healthy development and development of trust (Wulczyn, Chen, & Hislop, 2007). Therefore, foster youth may benefit from evidence-based programs that specifically support social emotional learning. According to the Minnesota Department of Health (2021), "adversity is only part of the equation." Some children can thrive despite ACEs because of certain characteristics or experiences. When students demonstrate resilience, engagement in school can improve and the negative impacts of ACEs can actually decrease (Bethell, 2014).



Because of potential negative impacts of ACEs on students’ well-being and academics, the District will intentionally and proactively focus on all students, and, in particular, student groups most adversely affected by ACEs. RUSD will provide appropriate and necessary tiered supports to positively affect student outcomes and remediate the effects of Adverse Childhood Experiences.

In alignment with the Board adopted RUSD 2025: Excellence for All vision, this goal specifically addresses the priorities of Learning in Safe and Secure Environments, Enhanced Learning Through Innovation, Collaborative Community and Parent Partnerships, and Equality through Equity. The actions and services in this goal will ensure staff set high expectations for ALL students and provide high quality, research-based learning opportunities to support student success.

Input received from stakeholders through the LCAP development process and current research indicate the need to operationalize a strategic tiered system of support in the areas of academics, behavior, and social emotional learning. RUSD plans to improve student connectedness and behavioral and social emotional competencies through actions that support and improve student learning. RUSD will measure progress toward meeting the goal using the metrics identified below.

**Note:**

In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

The following section (Actions) includes a column titled ‘Contributing’ for which each action is categorized as ‘Y’ or ‘N.’ A ‘Y’ in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental & Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A Attendance Rate Percentage of students who were present by student group	2020-21 Attendance Rate: ALL - 96% EL - 95% FY - 91% HY - 95% LI - 95% SWD - 94%				ALL - 96% maintain EL - 95% FY - 91% HY - 95% LI - 95% SWD - 94% AA - 94% A - 99%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: District Analysis	AA - 94% A - 99% H/L - 95% W - 97%				H/L - 95% W - 97%
1B Chronic Absenteeism Rate  Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups  Source: California School Dashboard	2018-2019 ALL - 11% (1,615) EL - 11% FY - 26.1% HY - 15.3% LI - 14.5% SWD - 18.7% AA - 18.3% A - 4.4% H/L - 13.1% W - 7.4%				ALL 5% (Low) EL 5% FY 10% (Medium) HY 10% LI 10% SWD 10% AA 10% A 2.5% (Very Low) H/L 10% W 2.5%
1C High School Dropout Rate  Percentage of students in the 4- year adjusted cohort who drop out of high school by student group  Source: CDE Dataquest Reporting	2019-2020 ALL - 66/1662 = 3.97% FY - 5/17 = 29.4% HY - 17/286 = 5.9% LI - 60/1107 = 5.4% SWD - 11/213 = 5.2% AA - 5/95 = 5.3% A - 4/158 = 2.5% H/L - 44/806 = 5.5% W - 11/482 = 2.3%				ALL <50 3% EL FY 15% HY 5% LI 5% SWD 4.5% AA 4.8% A 2.3% H/L 5% W 2.1%
1D Middle School Drop-out Rate  Percentage of students in grades 7	2019-2020 ALL - 12/3263 = 0.37% FY - 1/12 = 8.3% HY - 4/12 = 33.3%				ALL <10 .3% EL FY 3% HY .7% LI .2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and 8 who dropped out of school by student group  Source: CALPADS Reporting	LI - 4/12 = 33.3% SWD - 1/12 = 8.3% AA - 4/12 = 1.9% A - 0/12 = 0% H/L - 4/12 = 33.3% W - 4/12 = 33.3%				SWD .2% AA 1.4% A Maintain H/L .2% W .4%
1E Suspension Rate  Percentage of students suspended 1 or more times during the school year by student group  Source: California School Dashboard	2018-2019 ALL - 3.6% (803) EL - 3.2% FY - 14.6% HY- 3.3% LI - 4.7% SWD - 8% AA - 8.9% A - 0.5% H/L - 4% W - 2.9%				ALL 2.5% (Medium) EL 2.5% FY 8% (High) HY 2.5% LI 2.5% SWD 4.5 (Medium) AA 4.5 (Medium) A maintain(Very Low) H/L 2.5% W 2.5%
1F Expulsion Rate  Percentage of students expelled during the school year by student group  Source: CDE Dataquest	2019-2020 ALL - 0.03% (6) EL - 0.00% FY - 0.00% HY- 0.02% LI - 0.04% SWD - 0.03% AA - 0.07% A - 0.00% H/L - 0.04% W - 0.02%				ALL Maintain EL FY HY LI SWD AA A H/L W
1G School Climate Survey	According to the last Kelvin Education pulse survey in the Spring of 2021, the				Increase the percentage of positive responses in the focus areas for staff by 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Percentage of positive responses in the areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset. Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management</p> <p>Source: Local Climate Survey</p>	<p>average favorability ratings were reported:</p> <p>Students - more than 99% favorability rating based on the 7,446 (or 47%) student responses;</p> <p>Staff - approximately 67% favorability rating based on the 770 (or 71%) staff responses</p> <p>Parents/Families: 99% favorability rating based on 8,200 (or 44%) family responses</p>				<p>by the end of the 2021-22 school year; maintain high favorability ratings for students and families.</p> <p>Develop a baseline for unduplicated student groups during the first Kelvin pulse survey in fall 2021</p>
<p>1H SEL/Positive Behavior Systems Self Assessment Survey</p> <p>Percentage of growth in the current status of system implementation.</p> <p>Source: Local Survey</p>	<p>No baseline data; 2021-22 is the first year of measurement</p>				<p>Desired Outcome will be established after baseline data is collected.</p>
<p>1I SEL/Positive Behavior Systems</p>	<p>No baseline data; 2021-22 is the first year of measurement</p>				<p>Desired Outcome will be established after</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Tiered Fidelity Inventory</p> <p>Percentage of growth in the current status of system implementation as determined by an external evaluator.</p> <p>Source: Local Survey</p>					baseline data is collected.
<p>1J Comprehensive School Counseling Implementation</p> <p>Percentage of growth in the current status of system implementation.</p> <p>Source: Local Survey</p>	<p>No baseline data; 2021-22 is the first year of measurement</p>				Desired Outcome will be established after baseline data is collected.
<p>1K Parent Involvement: Parent Accounts in Aeries Parent Portal</p> <p>Percentage of students with an active parent portal account</p> <p>Source: District Analysis</p>	<p>98.2% of all students have an active parent portal account</p> <p>Unduplicated students with an active parent portal account</p> <p>EL - 95.7%</p> <p>LI - 98%</p> <p>FY - 92.4%</p>				100% of students will have an active parent portal

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>1L Participation &amp; Engagement in Parent/Family Workshops</p> <p>Percentage of family participation and positive responses from feedback forms</p> <p>Source: Local Survey</p>	<p>No baseline data; 2021-22 is the first year of measurement</p>				<p>Desired Outcome will be established after baseline data is collected.</p>
<p>1M Parent Input in Decision Making</p> <p>School Site representation on District English Learner Advisory Committee (DELAC)</p> <p>Percentage of parent/guardian seats filled on District LCAP Advisory Committee</p> <p>Source: Local Survey</p>	<p>66% of school sites had representation on DELAC</p> <p>100% of parent/guardian seats were filled on LCAP Advisory</p>				<p>100% participation</p>
<p>1N Instructional Technology Professional Development</p>	<p>No baseline data; 2021-22 is the first year of measurement</p>				<p>Desired Outcome will be established after baseline data is collected.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Percentage of staff participation and positive responses from feedback forms</p> <p>Source: Local Survey</p>					
<p>1O AVID College and Career Indicator</p> <p>Percentage of AVID Students that are "prepared" on the CCI indicator by student group compared to the total number of students prepared.</p> <p>Source: District Analysis</p>	<p>2019-2020 HS AVID Students "Prepared"</p> <p>ALL - 110/751 = 14.6%</p> <p>EL = 4.8%</p> <p>FY = 0%</p> <p>HY = 15.2%</p> <p>LI = 12.7%</p> <p>SWD = 5.6%</p> <p>AA = 10.9%</p> <p>A = 10%</p> <p>H/L = 17%</p> <p>W = 8.7%</p>				<p>ALL = 23.6%</p> <p>EL = 13.8%</p> <p>FY = 9%</p> <p>HY = 15.2%</p> <p>LI = 21.7%</p> <p>SWD = 14.6%</p> <p>AA = 19.9%</p> <p>A = 19%</p> <p>H/L = 26%</p> <p>W = 17.7%</p>
<p>1P AVID Enrollment/Demographics</p> <p>Alignment of AVID enrollment demographics to the unduplicated student count compared to the total number of students enrolled.</p> <p>Source: District Analysis</p>	<p>2019-2020 Students in Grades 6-12</p> <p>ALL - 1416/11478 = 12.3%</p> <p>EL = 7.6%</p> <p>FY = 0.4%</p> <p>HY = 18.2%</p> <p>LI = 64.1%</p> <p>SWD = 4%</p> <p>AA = 7.3%</p> <p>A = 6.3%</p> <p>H/L = 65%</p> <p>W = 15.5%</p>				<p>ALL = 19.3%</p> <p>EL = 7.6%</p> <p>FY = 0.4%</p> <p>HY = 18.2%</p> <p>LI = 64.1%</p> <p>SWD = 4%</p> <p>AA = 7.3%</p> <p>A = 6.3%</p> <p>H/L = 65%</p> <p>W = 15.5%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>1Q AVID Coaching &amp; Certification Instrument</p> <p>Percentage of growth on the AVID Coaching &amp; Certification Instrument</p> <p>Source: District Analysis</p>	<p>No baseline data; 2021-22 is the first year of measurement</p>				<p>Desired Outcome will be established after baseline data is collected.</p>
<p>1R Career Technical Ed (CTE) Course Enrollment</p> <p>Percentage of 9-12 students enrolled in a CTE pathway compared to the total number of students enrolled.</p> <p>Source: District Analysis</p>	<p>2019-2020 Students in a pathway</p> <p>ALL = 25.2%</p> <p>EL = 6.7%</p> <p>FY = 0.6%</p> <p>HY = 17.6%</p> <p>LI = 56.1%</p> <p>SWD = 14.5%</p> <p>AA = 7%</p> <p>A = 6.7%</p> <p>H/L = 52.2%</p> <p>W = 26%</p>				<p>ALL = 31.2%</p> <p>EL = 6.7%</p> <p>FY = 0.6%</p> <p>HY = 17.6%</p> <p>LI = 56.1%</p> <p>SWD = 14.5%</p> <p>AA = 7%</p> <p>A = 6.7%</p> <p>H/L = 52.2%</p> <p>W = 26%</p>
<p>1S Career Technical Ed (CTE) Pathway Completion</p> <p>Percentage of 9 -12 students completing a CTE pathway by student group.</p>	<p>2019-2020 - 313 Students completed a pathway</p> <p>ALL = 25.4%</p> <p>EL = 21.7%</p> <p>FY = 28.6%</p> <p>HY = 20.3%</p> <p>LI = 22.9%</p>				<p>ALL = 31.4%</p> <p>EL = 27.7%</p> <p>FY = 34.6%</p> <p>HY = 26.3%</p> <p>LI = 28.9%</p> <p>SWD = 20.6%</p> <p>AA = 20%</p> <p>A = 36.1%</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: District Analysis	SWD = 14.6% AA = 14% A = 30.1% H/L = 24.6% W = 30%				H/L = 30.6% W = 36%
1T School Connectedness/ HS Elective and or Activity Participation  Percentage of students participating in an elective, club or activity  Source: Local Survey	No baseline data; 2021-22 is the first year of measurement				Desired Outcome will be established after baseline data is collected.
1U School Connectedness/MS Redlands Connections League Participation  Percentage of students participating in the Redlands Connections League  Source: District Analysis	2019-2020 - 6th - 8th Grade Students ALL = 789 students participated EL = 2.4% FY = 1.1% HY = 11.2% LI = 46.5% SWD = 6.8% AA = 5.2% A = 4.2% H/L = 51.3% W = 31.4%				ALL = Increase by 200 students EL = 6% FY = 3% HY = 15% LI = 50% SWD = 10% AA = 8% A = 6% H/L = 54% W = 35%
1V School Connectedness/Elem entary Visual and	2019-2020 - 4th/5th Grade Students				Maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Performing Arts Enrollment  Percentage of students participating in Elementary Visual and Performing Arts  Source: District Analysis	ALL = 1181/3148 = 37.5% EL = 6% FY = 0.3% HY = 17.8% LI = 49.7% SWD = 9.8% AA = 5.2% A = 10.6% H/L = 47.1% W = 27.2%				ALL = 1181/3148 = 37.5% EL = 6% FY = 0.3% HY = 17.8% LI = 49.7% SWD = 9.8% AA = 5.2% A = 10.6% H/L = 47.1% W = 27.2%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Social Emotional Learning (SEL)	<p>The Educational Services Division will support students and staff to integrate Social Emotional Learning (SEL) into schools and classrooms. Stakeholders will build competency in self-management, self-awareness, responsible decision-making, relationship skills, social awareness, and growth mindset to help in learning communities that are safe, positive, inclusive, and welcoming.</p> <p>District staff will provide professional learning opportunities to school sites, coaching support to the site leadership team, and direct support for implementation of SEL programs integrated into SPSA goals. SEL is aligned to the Multi-Tiered System of Supports (MTSS) framework and foundational to the Universal (Tier 1) of support for students. District staff will also support the development of site-based Tier 2 supports and coordinate Tier 3 supports including, but not limited to, access to mental health support staff and community resources. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness and attendance.</p>	\$520,514.50	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>This action was developed because research indicates that students experiencing homelessness, placed in the foster care system, and low-income students experience higher exposures to trauma. According to the National Health Care for the Homeless Council or NHCHC (2019), students living in poverty or experiencing homelessness are more likely to have higher ACE scores, which increases their risk of "developmental challenges and poor health and functioning" (p. 2). Students with more than one ACE are less likely to be engaged in school when compared to students who have not experienced any ACEs (Bethell, 2014). Additionally, students and their families who reside in low-income neighborhoods are more vulnerable to the "impact of ACEs on their mental and physical health and socio-emotional learning" (Goldstein, 2020, p. 2). Other research studies show that children entering the foster care system have already experienced ACEs and need to be in environments that provide connections and stability. Foster youth could benefit from evidence-based programs that specifically support social emotional learning. Therefore, supports and services related to increased social emotional learning will be focused on meeting the needs of these student groups.</p>		
2	Positive Behavior Supports	<p>The Educational Services Division will equip and support school sites in promoting positive school climates by encouraging positive student behaviors to increase student connectedness, improve attendance, and decrease undesired behaviors. Preventative actions and services, which will be directed principally toward unduplicated students, will include training, on-site coaching, and guidance with program fidelity assessment.</p> <p>Support for schools to effectively implement a positive behavior framework focused on proactively intervening with an emphasis on Universal (Tier 1) prevention and instruction rather than engaging in punitive or exclusionary discipline practices. Positive behavior systems are aligned to the Multi-Tiered System of Supports (MTSS) framework. District staff will also support the development of site-based Tier 2 supports and coordinate district-wide Tier 3 supports including, but not</p>	\$688,283.50	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>limited to, access to a Board Certified Behavioral Analyst and behavioral staff. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness and attendance.</p> <p>In support of positive learning environments, "UDL can be leveraged to meet the social, emotional, and behavioral needs of students by designing experiences grounded in restorative justice" (Chardin &amp; Novak, 2021, p. 139). Restorative justice is an alternative to common school discipline approaches and focuses on bringing together people who are affected by conflict to work "toward an agreement about how to repair harm" (Chardin &amp; Novak, 2021, p. 139).</p>		
3	Comprehensive School Counseling	<p>The Educational Services Division will provide all counselors with professional development and support to develop American School Counselor Association or ASCA-aligned school counseling programs, which include data-driven tiered support systems in Academics, Social Emotional Learning, and College/Career Readiness.</p> <p>School sites will receive additional site-based counseling supports to principally benefit unduplicated students with Tier 2 supports including at-risk conferencing, college and career awareness activities, and focused social emotional learning groups. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness and attendance.</p> <p>The Academic Case Carrier program will continue to provide Tier 3 supports principally directed toward foster youth to increase attendance and academic success, foster resiliency, and connect students with community resources.</p>	\$5,733,188.00	Yes
4	Intervention Support Teams	School sites will utilize the Intervention Support Team (IST) process to analyze data, identify students in need of support, and conduct	\$194,946.00	Yes

Action #	Title	Description	Total Funds	Contributing
		collaborative stakeholder planning sessions in order to develop individual success plans. These plans will be unique to student need taking into account trauma and will be principally directed toward unduplicated students. Progress monitoring of plans will review student growth based local assessments (STAR). Overall effectiveness of the plans will be evaluated based on increased attendance, proficiency on state assessment, and progress towards "Prepared" on the College/Career Indicator.		
5	Character Education	The Education Services Division will support school sites, through a partnership with all stakeholder groups, in developing site-based plans/systems to monitor student social-emotional learning and behavioral needs in order to identify and provide appropriate tiered supports and interventions to increase equity, attendance, and academic achievement, principally directed toward low income, foster youth, and students learning English. Effectiveness of this action will be evaluated based on increased student attendance.	\$298,047.00	Yes
6	Parent & Community Involvement	The Parent Engagement department implements a range of capacity-building opportunities that further the District's Redlands 2025 vision of Equality through Equity and Strong Parent & Community Partnerships. This includes the creation of the new Coordinator of Diversity and Equity position, the District Community Relations Specialist, and the Parent Liaison staff. Staff are building upon work completed during distance learning to create hybrid-learning opportunities that include an online parent toolkit and virtual training materials. Additionally, staff will continue family outreach to partner in increasing student engagement and reducing chronic absenteeism. The partnership between the District and families of unduplicated students is incredibly important. Parental involvement in education has been shown to be a factor in improving students' social emotional development and learning outcomes (Young, Austin, & Growe, 2013). Additionally, building family and student resiliency helps to reduce harmful effects of ACEs and directly impacts engagement (Bethell, et al., 2014). These partnerships are principally directed toward providing support	\$441,656.00	Yes

Action #	Title	Description	Total Funds	Contributing
		for unduplicated student group families to increase student attendance.		
7	Language Assessment Center & Translation Services	The District's Language Assessment Center provides translation services to support a wide range of communication efforts between the district and families. LAC staff also provide simultaneous interpretation support during meetings and directly respond to parents/guardians in their home language. The services of LAC staff are augmented by external providers when unique language needs arise or available capacity is exceeded. Additionally, the LAC coordinates the District's assessment programs for English learners and oversees the reclassification process. The result of these actions and services will result in increased student attendance and an increase in the reclassification rate.	\$320,508.00	Yes
8	Instructional Technology and Innovation	The Instructional Technology and Accountability Department will support schools with innovative technology programs, professional development, and technology tools designed to provide students equitable access to college and career preparedness. Professional development offerings will be aligned with the principles of Universal Design for Learning to remove barriers to learning and give students equal opportunities to succeed specifically through the use of educational technology tools. Additionally, the department supports data analysis, local assessment development, and teacher training, so that teachers can strategically monitor strengths and weaknesses of the educational program, as well as identify individual students for multi-tiered systems of support in academics, behavior, and socio-emotional learning. District and site staffing will be provided to further advance innovation projects at designated Equity Support Program (ESP) schools, which are home to higher numbers of unduplicated students. These actions and strategies will be developed to principally support the needs of Foster Youth, English language learners, and low-income students.  Major Instructional Technology and Innovation Programs Include:	\$3,102,106.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>1. STEAM and Innovation Labs (Lego, Garner Holt, Z-Space, Coding and Robotics, 21st Century Learning Spaces, and Computer Science Electives) designed to increase student engagement, and improve SBAC Math and Science results</p> <p>2. Digital Storytelling Initiative designed to increase SBAC Listening &amp; Speaking and Writing results</p> <p>3. Teacher Training on Instructional Technology Methodology, as measured by post-training survey</p> <p>Major Accountability Programs Include:</p> <p>1. On-going data analysis, progress monitoring, and Professional Learning Communities, as measured by improved CAASPP ELA and Math results</p> <p>2. On-going district assessment development and revision, as measured by improved CAASPP ELA and Math results</p>		
9	AVID	<p>The Educational Services Division will continue to scale up the AVID (Advancement Via Individual Determination) programs across designated K-12 sites to help students develop the skills they need to be successful in college and increase the number of students meeting the College/Career Indicator. Staffing, professional development, and consortium membership fees will be supported through this strategy. AVID programs provide targeted supports to unduplicated student groups to develop advanced writing, critical thinking, teamwork, organization and reading skills.</p>	\$1,374,210.00	Yes
10	Career Technical Education (CTE)	<p>High School sites will prepare students for post-secondary education and careers through aligned pathway experiences that provide work-based learning opportunities, primarily directed toward unduplicated students. Coursework allows students to explore possible careers, begin training in a specific field, and build essential skills that lead to initial employment and/or postsecondary study and increase the number of students meeting the College/Career Indicator. Program support will include industry sector competitions, equipment, supplies,</p>	\$4,006,796.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>and professional development. Sites will also be provided with a Career Center Teacher to support the work of school-based counselors; their efforts will be principally directed toward providing support to unduplicated student groups.</p> <p>According to the National Health Care for the Homeless Council or NHCHC (2019), foster youth, students experiencing homelessness, and students living below the poverty line tend to have numerous ACEs. The increased number of ACEs influence the likelihood of students not completing school and being unemployed (NHCHC, 2019). A partnership with Colton Redlands Yucaipa Regional Occupational program (CRY-ROP) will continue to provide additional CTE pathways, equipment, and supplies.</p>		
11	Visual & Performing Arts	Education Services will increase Visual & Performing Arts (VAPA) supports to expand K-12 course access. This includes additional staffing at the elementary and secondary levels, and a focused recruiting process to engage unduplicated students. Materials and supplies will be provided to schools with high numbers of unduplicated students counts to support ongoing participation. Increased participation and access helps improve school engagement and provides a sense of belonging for foster youth, low-income students, and English learners which will lead to an increase in student attendance.	\$1,403,211.00	Yes
12	Redlands Connections League	The Student Services department will coordinate the Redlands Connections League to focus on providing character building through athletics to middle school students to foster a sense of connectedness and build social emotional learning competencies. The League will utilize recruitment strategies that focus on unduplicated student groups and participants will increase student connectedness as evidenced by increased student attendance.	\$51,953.00	Yes



Action #	Title	Description	Total Funds	Contributing
13	Restorative Practices	<p>Research tied to the Social Determinants of Health (SDoH) indicates that unduplicated student groups often times experience instability related to education, social and community context, health and health care, economic stability, as well as neighborhood environments. This instability leads to higher ACEs (Adverse Childhood Experiences) scores and toxic stress, which impacts learning at school. Therefore, the Educational Services Division will provide support systems, additional staffing, training and intervention support to school sites supporting unduplicated students in grades TK-12 to foster school safety and student academic success.</p> <p>In order to meet the needs of unduplicated students affected by ACEs, school sites will be provided with additional assistant principals. These staff will receive professional development in restorative practices to develop community and to manage conflict and tensions by repairing harm and building relationships, thus mitigating the effects of ACEs and related toxic stress. This work will result in an increase in student connectedness as evidenced by increased student attendance, and a decrease in suspensions.</p>	\$3,434,459.00	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	All students will progress toward meeting standards in academics through tiered supports and services.

An explanation of why the LEA has developed this goal.

Analysis of student performance on local progress monitoring assessments shows that only 46% of 3rd-5th grade students and 45.7% of 6th-8th grade students, are predicted to meet or exceeded grade-level standards in ELA. In mathematics, 35.4% of 3rd-5th grade students, and 36.1% of 6th-8th grade students, are predicted to meet or exceed proficiency. This is a decrease of 7.7% and 4.6% respectively in ELA and 20.9% and 4.1% in math as a result of the interruption of in-person learning due to Covid-19. While this is a concern district-wide, the following student groups were disproportionately impacted by this interruption: English learners (ELs), Foster Youth (FY), students experiencing homelessness (HY), Student with Disabilities (SWD), and Low Income (LI) students and demonstrated a greater decreases across the two year window. In addition, a review of California Dashboard data shows that 54.6% of graduating students are placed in the “Prepared” level on the College and Career Indicator. Of particular concern are the following student groups: SWD 9.7% prepared, EL 28.3% prepared, African American 36% prepared, and HY 32.7% prepared.

In alignment with the Board adopted RUSD 2025: Excellence for All vision, this goal specifically addresses the priorities of Excellence in Education and Equality through Equity. The actions and services in this goal will ensure staff set high expectations for ALL students and provide high quality, research-based learning opportunities to support student success.

Input received from stakeholders through the LCAP development process and current research indicates a desire to operationalize a strategic tiered system of support for academics. RUSD plans to improve ELA and math performance, as well increase graduation rates and students meeting the College and Career Indicator, through actions that support and improve student learning. Additionally, RUSD will measure progress toward meeting the goal using the metrics identified below.

**Note:**  
 In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

The following section (Actions) includes a column titled ‘Contributing’ for which each action is categorized as ‘Y’ or ‘N.’ A ‘Y’ in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>2A ELA State Assessment</p> <p>Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-8 and 11 by student group</p> <p>Source: California School Dashboard</p>	<p>2018-19</p> <p>ALL - 14.9 pts above standard</p> <p>EL - 30.9 pts below standard</p> <p>FY - 55.3 pts below standard</p> <p>HY - 9.3 pts below standard</p> <p>LI - 11.6 pts below standard</p> <p>SWD - 87 pts below standard</p> <p>AA - 29.3 pts below standard</p> <p>A - +73.2 pts above standard</p> <p>H/L - 8.6 pts below standard</p> <p>W - +41.8 pts above standard</p>				<p>ALL +23.9 pts above standard</p> <p>EL -21.9 pts below standard</p> <p>FY -46.3 pts below standard</p> <p>HY +10 (High) pts above standard</p> <p>LI +10 (High) pts above standard</p> <p>SWD -70 (Low) pts below standard</p> <p>AA -5 (Medium) pts above standards</p> <p>A +82.2 pts above standard</p> <p>H/L +10 pts above standard</p> <p>W +50.8 (High) pts above standard</p>
<p>2B Math State Assessment</p> <p>Average Distance from 'Standard Met' on Mathematics Smarter Balanced Summative</p>	<p>2018-2019</p> <p>ALL -21.1pts below standard</p> <p>EL - 62.4 pts below standard</p> <p>FY -88.7 pts below standard</p>				<p>ALL +1 (High) pts above standard</p> <p>EL -25 pts below standard</p> <p>FY -25 (Medium) pts below standard</p> <p>HY -25 pts below standard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Assessment for grades 3-8 and 11 by student group</p> <p>Source: California School Dashboard</p>	<p>HY- -40.6 pts below standard</p> <p>LI - 48.6 pts below standard</p> <p>SWD -121.3 pts below standard</p> <p>AA -72.4 pts below standard</p> <p>A - +48.4 pts above standard</p> <p>H/L - 49 pts below standard</p> <p>W +9.9 pts</p>				<p>LI -25</p> <p>SWD -95 (Low)</p> <p>AA -25</p> <p>A +57</p> <p>H/L-25</p> <p>W +35(Very High)</p>
<p>2C California Science Test (CAST)</p> <p>Percentage of students Meeting or Exceeding Standards on CAST (Grades 5, 8, 12) student group</p> <p>Source: CDE Dataquest Reporting</p>	<p>2018-2019</p> <p>ALL - 35.21% (4,721)</p> <p>EL - 3.30%</p> <p>FY - %</p> <p>HY - 25.57%</p> <p>LI - 24.82%</p> <p>SWD - 6.74%</p> <p>AA - 19.05%</p> <p>A - 64.11%</p> <p>H/L - 24.62%</p> <p>W - 46.14%</p>				<p>ALL 44.21%</p> <p>EL 12.3%</p> <p>FY</p> <p>HY 34.57%</p> <p>LI 33.82%</p> <p>SWD 15.74%</p> <p>AA 28.05%</p> <p>A 73.11%</p> <p>H/L 33.62%</p> <p>W 55.14%</p>
<p>2D English Learner Progress Indicator (ELPI)</p> <p>Percentage of English Learners making progress</p>	<p>2018-2019</p> <p>ALL - 48.9% (1,273)</p>				<p>ALL - 57.9%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
towards proficiency on the English Language Proficiency Assessments for California (ELPAC)  Source: California School Dashboard					
2E Reclassification Rate  Percentage of English Learners reclassified to Fluent English Proficient (RFEP)  Source: CDE Dataquest Reporting	2019-2020  ALL - 9.3% (160)				ALL - 15.3%
2F Long Term English Learners (LTELs)  Percentage of English Learners that have been classified as ELs for 6+ years  Source: CDE Dataquest Reporting	2019-2020  378 LTEL students 1,725 EL students  ALL = 11.3%				ALL - 17.3%
2G Advanced Placement (AP) Enrollment	2019-2020  ALL 29.6% (1446)				ALL 35.6% FY = 6.1% HY = 9.1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Percentage of students in grades 10-12 enrolled in 1 or more Advanced Placement (AP) classes by student group compared to the total number of students enrolled.</p> <p>Source: CALPADS Reporting (District Analysis)</p>	<p>FY = 0.1%  HY = 9.1%  LI = 33.6%  SWD = 0.3%  AA = 3.8%  A = 19%  H/L = 33.7%  W = 34%</p>				<p>LI = 33.6%  SWD = 6.3%  AA = 12.8%  A = 19%  H/L = 33.7%  W = 34%</p>
<p>2H Advanced Placement (AP) Pass Rate</p> <p>Percentage of students in grades 10-12 enrolled in 1 Number of students in grades 10-12 enrolled in 1 or more AP classes who passed at least 1 AP Exam with a score of 3 or more by student group.</p> <p>Source: CALPADS Reporting (District Analysis)</p>	<p>2019-2020  ALL 51.2% (740)  FY = 0%  HY = 43.5%  LI = 43.8%  SWD = 25%  AA = 40%  A = 63.3%  H/L = 39.6%  W = 55.3%</p>				<p>ALL 57.4%  FY = 6%  HY = 49.5%  LI = 49.8%  SWD = 31%  AA = 46%  A = 69.3%  H/L = 45.6%  W = 61.3%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Note: Spring 2020 AP Exams were modified and administered online due to COVID-19					
2I Dual Enrollment (DE) Enrollment  Number of Dual Enrollment (DE) courses offered  Source: District DE Course Catalog	2019-2020  All Schools - 18 Classes CVHS - 3 REV -3 RHS - 3 OHS - 0 Online - 6				All - Increase by four course offerings
2J Dual Enrollment (DE) Pathway Pass Rate  Percentage of students in grades 10-12 enrolled in 1 or more Dual Enrollment (DE) classes who pass with a "C" or better by student group compared to the total number of student who passed.  Source: District Analysis	ALL 100% (129) FY = 0% HY = 7.8% LI = 55.8% SWD = 0.8% AA = 3.1% A = 22.5% H/L = 34.1% W = 31%				Maintain  ALL 100% (129) FY = 0% HY = 7.8% LI = 55.8% SWD = 0.8% AA = 3.1% A = 22.5% H/L = 34.1% W = 31%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>2K Graduation Rate</p> <p>Percentage of students who received a High School Diploma within 4 or 5 years of entering 9th grade by student group</p> <p>Source: California School Dashboard</p>	<p>2019-2020</p> <p>ALL - 92.8% (1564)            EL - 88.2%            FY - 50%            HY - 91.8%            LI - 91.7%            SWD - 81.7%            AA - 95.8%            A - 93.8%            H/L - 92.3%            W - 93.2%</p>				<p>ALL 95.8% (Very High)            EL 90.5% (High)            FY 68% (Low)            HY 95%            LI 95%            SWD 90.5% (High)            AA 96% (Maintain)            A 96.8%            H/L 95.3%            W 96.2%</p>
<p>2L Certificate of Completion</p> <p>Percentage of Students with Disabilities in the 4-year adjusted cohort receiving a Diploma (D) or Certificate of Completion (CC)</p> <p>Source: CDE Dataquest Reporting</p>	<p>2019-2020</p> <p>Diploma            SWD - 79.8% (170)</p> <p>Certificate of Completion:            SWD - 2.8% (6)</p>				<p>SWD 85.8%</p>
<p>2M On-Track Graduation Status</p> <p>Percentage of 9th-12th grade students on track for graduation considering course completion and</p>	<p>2019-2020</p> <p>ALL 5853/6614 = 88.5%            EL = 72%            FY = 59.6%            HY = 83%            LI = 83.5%</p>				<p>ALL = 94.5%            EL = 78%            FY = 65.6%            HY = 89%            LI = 89.5%            SWD = 79.2%            AA = 89%            A = 96.6%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>current course enrollment student group</p> <p>Source: RUSD Internal Dashboard</p>	<p>SWD = 72.2%</p> <p>AA = 83%</p> <p>A = 94.6%</p> <p>H/L = 85.7%</p> <p>W = 91.8%</p>				<p>H/L = 91.7%</p> <p>W = 95.8%</p>
<p>2N College/Career Indicator</p> <p>Percentage of graduates who are placed in the 'Prepared' Level on the Dashboard by student group</p> <p>Source: California School Dashboard</p>	<p>2018-2019</p> <p>ALL 54.6% (929)</p> <p>FY = 35.7%</p> <p>HY = 32.7%</p> <p>LI = 43.1%</p> <p>SWD = 9.7%</p> <p>AA = 36%</p> <p>A = 83.4%</p> <p>H/L = 42.3%</p> <p>W = 65.4%</p>				<p>ALL 70% (Very High)</p> <p>FY 55%(High)</p> <p>HY 55%</p> <p>LI 55%</p> <p>SWD 35% (Medium)</p> <p>AA 55%</p> <p>A 89.4%</p> <p>H/L 55%</p> <p>W 71.4%</p>
<p>2O A-G Completion</p> <p>Percentage of graduating cohort who met UC/CSU Requirements</p> <p>Source: CDE Dataquest Reporting</p>	<p>2018-2019</p> <p>ALL 46.8% (796)</p> <p>FY = 21.4%</p> <p>HY = 26.5%</p> <p>LI = 35%</p> <p>SWD = 6.2%</p> <p>AA = 28.9%</p> <p>A = 77.1%</p> <p>H/L = 35.6%</p> <p>W = 55.9%</p>				<p>ALL 55.8%</p> <p>FY 30.4%</p> <p>HY 35.5%</p> <p>LI 44%</p> <p>SWD 15.2%</p> <p>AA 37.9%</p> <p>A 86.1%</p> <p>H/L 44.6%</p> <p>W 64.9%</p>
<p>2P On-Track A-G Status</p>	<p>2019-2020</p> <p>ALL 29.5% (1949)</p>				<p>ALL 35.5%</p> <p>EL = 22.5%</p> <p>FY = 19.5%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Percentage of 9th-12th grade students on track for A-G considering course completion (does not include courses in progress)</p> <p>Source: RUSD Internal Dashboard</p>	<p>EL = 16.5%  FY = 13.5%  HY = 24%  LI = 24.6%  SWD = 15.5%  AA = 22.8%  A = 36.2%  H/L = 25.9%  W = 35.1%</p>				<p>HY = 30%  LI = 30.6%  SWD = 21.5%  AA = 29.8%  A = 42.2%  H/L = 31.9%  W = 41.1%</p>
<p>2Q State Seal of Biliteracy (SSB)</p> <p>Percentage of graduates earning the State Seal of Biliteracy (SSB)</p> <p>Source: CDE Dataquest Reporting</p>	<p>2019-2020</p> <p>ALL 8.1% (124)</p>				<p>ALL 14.1%</p>
<p>2R FAFSA Completion</p> <p>Percentage of 12th grade students completing the Free Application for Federal Student Aid (FAFSA)</p> <p>Source: Internal District Reporting</p>	<p>ALL 51.94% (910)</p> <p>CVHS - 47% (247)  OHS - 14 (9%)  REV - 56% (246)  RHS - 60% (370)</p>				<p>ALL 70%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>2S Early Assessment Program (EAP)</p> <p>Percentage of 11th grade students Exceeding Standard on the English Language Arts (ELA) State Assessment Program (EAP) student group</p> <p>Percentage of 11th grade students Exceeding Standard on the Mathematics State Assessment Program (EAP) student group</p> <p>Source: CAASPP Reporting</p>	<p>2018-2019 ELA ALL 38.21% (598) EL - 4.65% FY - No Data from the State HY - 17.58% LI - 24.35% SWD - 3.25% AA - 16.48% A - 56.96% H/L - 28.07% W - 50.34%</p> <p>Math ALL 20.29% (317) EL - 2.3% FY - No Data from the State HY - 6.59% LI - 11.32% SWD -0.65% AA - 4.49% A - 45.51% H/L - 10.85% W - 29.6%</p>				<p>ALL 47.21% EL 13.65% FY HY 26.58% LI 33.35% SWD 12.25% AA 25.48% A 65.96% H/L 37.07% W 59.34%</p> <p>ALL 29.29% EL 11.3% FY HY 15.59% LI 20.32% SWD 8.65% AA 13.49% A 54.51% H/L 19.85% W 38.6%</p>
<p>2T GATE Identification</p> <p>Percentage of 3rd grade students identified for Gifted and Talented Education (GATE) program relative to</p>	<p>District GATE testing was suspended for the 2019-20 and 2020-21 school year. Baseline data will be established in the 2021-22 school year.</p>				<p>Desired Outcome will be established after baseline data is collected.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>overall 3rd grade by student group</p> <p>Source: RUSD Internal Dashboard</p>					
<p>2U STAR Assessment (English/Reading)</p> <p>Source: Internal District Reporting</p>	<p>2021-22 Star Reading Fall Screening, grades 1-8 (Baseline data)</p> <p>ALL = 47% are estimated to score at or above the proficiency benchmark on the Reading state test</p> <p>A = 69.8%</p> <p>W = 59.9%</p> <p>H/L = 38%</p> <p>AA = 37.4%</p> <p>EL = 18.8%</p>				<p>ALL = 65% are estimated to score at or above the proficiency benchmark on the Reading state test</p> <p>A = 85%</p> <p>W = 80%</p> <p>H/L = 55%</p> <p>AA = 55%</p> <p>EL = 40%</p>
<p>2V STAR Assessment (Mathematics)</p> <p>Source: Internal District Reporting</p>	<p>2021-22 Star Math Fall Screening, grades 2-8 (Baseline data)</p> <p>ALL = 32.8% are estimated to score at or above the proficiency benchmark on the Math state test</p> <p>A = 59%</p> <p>W = 45.7%</p> <p>H/L = 23.2%</p> <p>AA = 20.3%</p>				<p>ALL = 55% are estimated to score at or above the proficiency benchmark on the Math state test</p> <p>A = 80%</p> <p>W = 70%</p> <p>H/L = 50%</p> <p>AA = 50%</p> <p>EL = 40%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EL = 14.4%				
2W Student Marks/C-or better (English/Reading) in grades 4-12 (ES - 3tri, Sec - 2 Sem)  Source: Internal District Reporting	2020-2021 ALL = 65.2% FY = 39.8% HY = 55.6% LI = 57.8% SWD = 53.4% AA = 51.1% A = 82.6% H/L = 57.5% W = 75.7%				ALL = 68% FY = 45% HY = 62% LI = 61% SWD = 56% AA = 55% A = 84% H/L = 61% W = 78%
2X Student Marks/C-or better (Mathematics) in grades 4-12 (ES - 3tri, Sec - 2 Sem)  Source: Internal District Reporting	2020-2021 ALL = 56.6% FY = 30.1% HY = 48.4% LI = 49.8% SWD = 50.3% AA = 45.9% A = 73.1% H/L = 49.9% W = 65%				ALL = 60% FY = 40% HY = 52% LI = 53% SWD = 53% AA = 50% A = 75% H/L = 53% W = 68%
2Y Implementation of State Standards  Percentage of respondents indicating 'Fully Implementing' or 'Fully Implementing with Sustainability' by survey domain	ELA - Full Implementation (5) ELD - Initial Implementation (3) Math - Full Implementation (5) NGSS - Initial Implementation (3) History/SS - Initial Implementation (3)				ELA - Full Implementation (5) ELD - Full Implementation (4) Math - Full Implementation (5) NGSS - Full Implementation (4) History/SS - Full Implementation (4)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: Local Indicator	CTE - Full Implementation (4) Health - Initial Implementation (3) PE - Full Implementation (4) VAPA - Full Implementation (4) World Languages - Full Implementation (4)				CTE - Full Implementation (4) Health - Full Implementation (4) PE - Full Implementation (4) VAPA - Full Implementation (4) World Languages - Full Implementation (4) including MS World Language Program

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development to Support Implementation of State Standards	The Educational Services Division will provide professional development and a wide range of supports for implementation of state standards to teachers and other instructional staff. Professional Learning will include guidance on the use of grade level scope and sequence plans focused on meeting the unique academic needs of unduplicated students; administration and analysis of the district's common assessments to find trends in learning needs of unduplicated students; and coaching for effective delivery of research-based, standards-aligned instruction principally focused on the needs of unduplicated students. Professional development is anchored in the district's implementation of Universal Design for Learning (UDL), which is a framework "to improve and optimize teaching and learning for all people based on scientific insights into how humans learn" (CAST, 2021). The three main principles - multiple means of engagement, expression and action, and representation - can guide teachers in meeting the needs of diverse learners, including unduplicated students. As a result of the implementation of the goal, students will	\$746,596.00	Yes

Action #	Title	Description	Total Funds	Contributing
		demonstrate increased student achievement in math and english language arts as measured by local assessments (STAR).		
2	Tiered Academic Support Staff	<p>School sites will be assigned additional staffing in English and Mathematics to provide targeted (Tier 2) support to students not meeting grade level standards. Priority support will be provided to unduplicated student groups.</p> <p>Additional FTEs are in place at each of the 16 elementary schools to support students in closing the achievement gaps in mathematics. The full-time release model allows for targeted supports for unduplicated students in the areas deemed most critical for long-term success in mathematics. Primarily, the Math Intervention Teacher (MIT) targets unduplicated students in grades 3-5, but may provide support to unduplicated students in the primary grades in addition to data-driven identified needs. Each school develops a support model (push in, pull out, or hybrid), depending on specific data points, utilizes the Board-adopted curriculum (Math in Focus) and supplemental material, and monitors student progress in four-to-six-week increments. Data are reported and analyzed for effectiveness of programs, and new goals and strategies are implemented based on need. Student progress and academic achievement based on STAR Reading and Math, as well as curriculum-embedded assessments, will be monitored to determine success and possible needed changes in supports. Bi-monthly meetings and professional development are held at the district level to discuss data, upcoming math topics for each grade level, and areas needing additional support.</p> <p>Additional secondary teachers will be providing specific Math/English support with a support class before, during, and after school targeting students' areas of weakness, as identified by STAR (Middle School) or progress report/quarterly grades. Unduplicated students will be the primary recipients of these services. Increased academic performance is the intended outcome, focused on individual student growth on assessments and grades.</p>	\$4,522,672.00	Yes



Action #	Title	Description	Total Funds	Contributing
3	Tiered Academic Support Plans	The Education Services Division will support school sites, through a partnership with all stakeholder groups, in developing sites plans/systems to monitor student achievement in order to identify and provide appropriate tiered supports and interventions to increase equity and academic success, principally directed toward low income, English learner and foster youth. School sites will review data to identify learning needs for unduplicated student groups in need of Tier 2 academic supports, and individual students in need of Tier 3 academic supports. Improvement plans will be monitored based on student performance data with local assessments (STAR) through a progress monitoring cycle and will be adjusted based on formative and summative data to ensure an increase in student achievement as measured by an increase on local assessments (STAR).	\$5,158,356.00	Yes
4	Tiered Academic Supports for Multilingual Students	District and school-site staff will implement programs to support language acquisition for English Learners. District staff will provide staff development to increase implementation of the ELD standards across all grade-levels and content areas and develop tiered systems of support to ensure success for students not making adequate progress. Staff will review ELD content-area classes and Long-Term EL intervention classes to build pathways to multiliteracy and seek approval of courses in A-G Pathways, so that there will be an increase in the reclassification rate and improvement on the College/Career Indicator (CCI). School sites will support students through collaboration with the district to meet the requirements for the Seal of Biliteracy and develop a middle school world languages program to support multilingual opportunities at the high school level. Dual immersion program considerations will be developed for implementation to support additional learning pathways for students.	\$1,218,054.00	Yes
5	Targeted Special Education Supports	District and site-based staff will provide targeted Special Education supports to include: Integration of students in general education settings, preschool program, special day program, specialized academic instruction (SAI) program, extended school year (ESY),	\$40,928,725.00	No

Action #	Title	Description	Total Funds	Contributing
		adult transition program, language and speech services, occupational/physical therapy, adaptive physical education, and transportation to close the achievement gap.		
6	Supplemental Online Instructional Programs	The Education Services Division will provide supplemental online instructional programs to identify students in need of additional academic opportunities. Data from supplemental assessment programs will be disaggregated by unduplicated student groups to monitor progress, identify academic needs, and provide tiered supports. School sites will use the assessment data and instructional programs to support individual students with learning recovery, resulting in increased student achievement as measured by these programs and state and local assessments (STAR).	\$400,000.00	Yes
7	Targeted Math and Science Supports	The Secondary Education Department, including math and science district staff, will provide staff development support with a focus on using Science Engineering Technology Math (STEM). STEM is an experiential learning pedagogy in which the application of knowledge and skills are integrated through in-context projects or problems focused on learning outcomes tied to the development of important college and career readiness proficiencies, according to the National Science Teaching Association. Additional supports include the development of STEM camps and the secondary C-STEM Math program, which are principally directed toward meeting the needs of unduplicated students, to increase engagement and higher level understanding of mathematical standards as measured by growth on state and local assessments (STAR).	\$356,010.00	Yes
8	College Readiness Programs	Educational Services will provide professional development opportunities, support the implementation of the California College Guidance Initiative (CCGI) modules and University/College Guarantee Enrollment Partnerships, and provide students access to Advanced Placement (AP), PSAT, and SAT exams to ensure that no financial barriers prevent full participation. School sites will offer Dual	\$1,844,435.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Enrollment (DE) programs through partnerships with the Community College District. Additional learning opportunities will be provided for students preparing for AP/SAT/PSAT exams, as well as College Boot Camp opportunities for students and families. Participation in these opportunities will be principally directed toward unduplicated student groups through priority registration opportunities and will result in an increase in the College and Career Indicator (CCI).		
<b>9</b>	English Learner Programs	The district will provide district-funded, English Learner (EL) staff to all secondary schools to promote academic success for EL students and provide tiered supports and services for students not meeting academic standards, as measured by an improvement in reclassification rates and ELA/Math achievement scores on CAASPP.	\$841,967.00	Yes
<b>10</b>	Summer School/Credit Recovery	High School sites will provide program options to students who are off-track for graduation in order to accelerate their progress toward on-track status. Staff will continue to collaborate with the Academic Case Carrier staff (supporting Foster Youth and students experiencing homelessness) and other staff supporting English Learners, as well as low-income students, and monitor progress and use of credit recovery options. This work will lead to an increase in graduation rates for unduplicated students.	\$3,904,418.00	Yes
<b>11</b>	GATE/Advanced Learner Programs	The Educational Services Divisions will provide district coordination, support, and professional development of Gifted and Talented Education (GATE) and Advanced Placement (AP) course options. Emphasis will be placed on revising the identification process to ensure that student demographics within the program align to overall student demographics and to improving learner outcomes for identified students.	\$8,751.00	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	Redlands USD will continue to implement the actions described below, which relate to teachers, materials, and facilities, in order to ensure that progress made within Goal 1, the Engagement of All Stakeholders, and in Goal 2, Tiered Academic Supports and Services, will be maintained over the next three years. These metrics will be evaluated using multiple measures on an annual basis to ensure maintenance of progress.

An explanation of why the LEA has developed this goal.

The Redlands USD 2025 Vision lays out the District's priorities of Excellence for All. Goal 3 encompasses all the priorities included in this visioning document, including Excellence in Academics, Learning in Safe and Secure Environments, Enhanced Learning through Innovation, Collaborative Community and Parent Partnerships, and Equality through Equity.

All students, including English learners, foster youth, students experiencing homelessness, and low income students, achieve at higher levels when taught by highly qualified teachers. Therefore, RUSD will continue to recruit and retain highly qualified staff to serve all students and provide support for teachers new to the district and/or profession. All students, including English learners, foster youth, students experiencing homelessness, and low income students, must have access to tiered supports using standards-based materials to achieve academic success. Therefore, RUSD will continue to ensure that 100% of students have access to core content and supplemental learning materials. Because student academic success is linked to school climate, school facilities will be maintained to make sure all schools are in good repair. An analysis of school data indicates that most schools are well maintained and have welcoming environments; however, there are areas of need and special projects that must be monitored continually and addressed to ensure equity of access for unduplicated student groups. School sites are important partners in ensuring that the RUSD 2025 vision is developed in a highly engaging and systematic way that provides equity for all stakeholder groups. School plans will be developed and monitored to support the ongoing work of the District.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher Assignment	100% of RUSD teachers are fully credentialed and appropriately assigned				Maintain 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Instructional Materials Aligned to State Standards	100% of students have the current board adopted materials				Maintain 100%
SARC Reporting FIT Reports	100% of schools meet “Exemplary” or “Good” standard				Maintain 100%
Teacher Induction Program	100% of teachers completed the Teacher Induction Program				Maintain 100%
Access to Internet & Devices	100% of unduplicated student requests for laptops and hot spots were met				Maintain 100%
LCAP Advisory Committee Participation and Input	Students, Families, Community Members, and Staff (Classified, Certificated, & Management) groups participated and provided input at 100% of LCAP Advisory Committee Meetings				Maintain 100%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Fully credentialed and appropriately assigned teachers and counselors	The HR Division will review teacher/counselor assignments each term or semester, as applicable, to ensure that they are appropriately assigned to the greatest extent possible.	\$95,259,431.00	No

Action #	Title	Description	Total Funds	Contributing
2	New Teacher Support Program	A review of the placement of new teachers shows that they are in schools with a disproportionately higher number of unduplicated students. To support this need, the HR Division will continue to implement the new teacher induction program, which provides ongoing support and professional development that includes modeling evidence-based strategies and providing guidance to meet professional standards. This support will lead to increased student outcomes for unduplicated students as measured by state assessments.	\$2,909,516.00	Yes
3	Access to Materials	The Educational Services Division will provide standards-based instructional materials, assessments, interventions, and supporting resources for all students at the district and site level to ensure student success.	\$1,819,668.00	No
4	Access to Supplemental Materials	The Educational Services division and site instructional leaders will review the instructional materials database and achievement data each term or semester, as applicable, to ensure that the needs of EL, FY, and low-income students have been met through access to supplemental instructional materials and tiered supports and services to provide for learning recovery. Funds will be used to provide supplemental instructional materials to meet the needs of EL, FY, and low income students based on this data to close the achievement gap in english language arts and math as measured by state assessments.	\$295,000.00	Yes
5	Basic Facilities Operations	The Business Services Division will continue staffing and implementation of annual inspection of facilities to ensure standards of safety and access. Identified issues or needs will be tracked via the work order process and will be completed in a timely manner.	\$17,984,209.00	No
6	Enhanced Facilities Projects	Special projects, such as the Garner Holt labs, Z-Space labs, and enhanced innovation library spaces, which are principally directed toward Equity Support Program (ESP) sites with high numbers of	\$1,235,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		unduplicated student populations, will be identified through the use of data and completed to ensure equity of access and opportunity. Business Services will implement enhanced facilities projects to develop innovative learning experiences for unduplicated student groups to create enthusiasm for learning and support student connectedness to school sites as measured by increased student attendance.		
7	School and Student Safety	The Human Resources Services Division will continue staffing to support a comprehensive District Safety Plan, including a District Safety Manager, District Safety staffing, and site-based campus security and monitors to ensure all students are able to learn in a safe school environment.	\$2,510,922.00	No
8	Transportation	The Business Services Division will develop a district-wide K-12 plan that provides no cost transportation to support unduplicated student groups and ensure safe access to school each day in order to increase attendance rates and decrease chronic absenteeism.	\$5,777,770.00	Yes
9	Operational Support Services and Classified Support Personnel	The HR Division will provide classified support personnel and resources needed to effectively support the basic operations of the district and school sites to ensure a safe and welcoming school environment is available to the entire school community.	\$17,620,471.00	No
10	Access to Internet and/or Devices	The Educational Services Division will provide staffing and materials to support access to internet, devices, district communications, and online instructional materials for all students, with priority access and registration given to EL, FY, and low income students. This increase in access will result in an increase in student achievement as measured by progress monitoring of state assessments.	\$4,335,061.00	Yes



Action #	Title	Description	Total Funds	Contributing
11	LCAP Program Coordination & Advisory Committees	The Educational Services Division will provide staffing and resources to all Redlands USD stakeholder groups to ensure equity in the development, implementation, and monitoring of the Local Control Accountability Plan to support the unique needs of and improve academic, SEL, and behavioral outcomes of unduplicated student groups. Progress towards this goal will be measured through gains on the California School Dashboard in Academics, Attendance, and the College/Career Indicator.	\$214,909.00	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.**

# 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
19.74%	\$35,438,316.00

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.

The following information pertains to increased and improved services for Goal 1:

- Social Emotional Learning/Positive Behavior Supports/Comprehensive School Counseling Program (Goal 1.1, 1.2, 1.3)

Needs, Conditions, or Circumstances: During the 2018/2019 school year the district's Chronic absenteeism rate for all students was 11%. In contrast, 26.1% of Foster Youth, 14.5% of low-income students, and 11% of EL students were chronically absent. These data points demonstrate the need to provide additional supports to connect unduplicated student groups to school sites to increase student attendance.

These actions/services remain important initiatives in the district's overall effort to improve the culture and climate of the district at the classroom, school, and community level. These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important, they are particularly important for unduplicated pupils who have historically experienced and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture. Recent research shows that adverse childhood experiences (ACEs) disparately affect student groups, including foster youth, students from low income families, and students experiencing homelessness. Furthermore, students and their families who reside in low-income neighborhoods are more vulnerable to the effects of ACEs on students' social emotional learning and their mental and physical health (Goldstein, 2020). Through these actions and services, data will demonstrate an increase in school connectedness and attendance for unduplicated student groups.

Additional Tier 3 counseling services, provided by the Academic Case Carriers (ACCs) in goal 1.3, help form a supportive approach that principally benefits foster youth, who are experiencing higher rates of chronic absenteeism, trauma exposure, and other challenges beyond academics. Personal calls and/or home visits from school staff help forge a connection with unduplicated pupils and their families. In particular, home visits deepen empathy for the lived experiences of those who are in greatest need, which ultimately improves re-engagement efforts. Similarly, the delivery of targeted social-emotional and mental health support -- either directly by Academic Case Carriers or through other community partnerships -- addresses the challenges of unduplicated pupils, whose access to such resources is generally limited. The Academic Case Carrier program has a successful six-year track record with high percentages of students supported by staff graduating from high school on time with solid post-secondary plans. Adding an additional ACC for the 2021-22 school year will increase the number of contacts and direct interventions with FY. Improvement will be shown by increasing the graduation rate and attendance, as well as increasing the general favorability rate to 75% or better, as reported on the Kelvin survey.

The continuation of this action was determined by its past effectiveness comparing the 2017-18 school year to 2018-19 which indicated a decrease of chronic absenteeism and an increase in attendance for EL students and Low-Income students. The chronic absenteeism rate dropped .4% overall for all students, with a decrease of 1% for low income students, and a .9% decrease for EL students.

The effectiveness of this action can be measured by increased attendance and reduced chronic absenteeism for some unduplicated student groups and indicates an increase in services is needed for Foster Youth to support improvement in this area. The district will also include student responses to school climate surveys that will be provided during the school year to help monitor student connectedness and its impact on improved student attendance.

- Character Education (1.5)

Needs, Conditions, or Circumstances: During the 2018/2019 school year, the district's chronic absenteeism rate for all students was 11%. In contrast, 26.1% of foster youth, 14.5% of low-income students, and 11% of EL students were chronically absent. These data points demonstrate the need to provide additional supports to connect unduplicated student groups to school sites to increase student attendance.

Each school has a unique context and student population; therefore, tiered supports and services are developed to meet the specific needs of the unduplicated student groups represented at each site. This funding can address specific site-based needs identified after a review of the California school dashboard, local climate and SEL/Behavior surveys, and parent and student engagement feedback captured in the school plan development process for supporting student needs beyond district provided core and supplemental programs. According to Burns (2020), classroom teachers and others can take proactive measures by creating safe havens for students, which can support and improve students' ability to be resilient, especially for students who are most vulnerable, particularly our unduplicated student groups. Progress monitoring and program evaluation will continue throughout the year. Data will include survey responses, as well as an expected increase in attendance and a decrease in disciplinary actions.

The continuation of this action was determined by its past effectiveness comparing the 2017-18 school year to 2018-19 which indicated a decrease of chronic absenteeism and an increase in attendance for EL students and Low-Income students. The chronic absenteeism rate

dropped .4% overall for all students, with a decrease of 1% for low income students, and a .9% decrease for EL students.

The effectiveness of this action can be measured by increased attendance and reduced chronic absenteeism for some unduplicated student groups and indicates an increase in services is needed for Foster Youth to support improvement in this area. The district will also include student responses to school climate surveys that will be provided during the school year to help monitor student connectedness and its impact on improved student attendance.

- Parent & Community Involvement (1.6)

Needs, Conditions, or Circumstances: During the 2018/2019 school year the district's Chronic absenteeism rate for all students was 11%. In contrast, 26.1% of Foster Youth, 14.5% of low-income students, 11% of EL students were chronically absent. These data points demonstrate the need to provide additional supports to connect unduplicated student groups and their families to school sites to increase student attendance.

This goal increases the involvement of parents in the school community and empowers them to be more engaged with their child's education. The district believes in the importance of working with families as partners in education. This partnership is incredibly important for families of unduplicated count students. Parental involvement in education has been shown to be a factor in improving the student's social/emotional development and learning outcomes (Young, Austin, & Growe, 2013). Additionally, building family and student resiliency helps to reduce harmful effects of ACEs and directly impacts engagement (Bethell, et al., 2014). Progress monitoring will continue throughout the year. Data will include parent and community survey responses, as well as an expected increase in student attendance and parent participation in school-site and district committees and events.

The continuation of this action was determined by its past effectiveness comparing the 2017-18 school year to 2018-19 which indicated a decrease of chronic absenteeism and an increase in attendance for EL students and Low-Income students. The chronic absenteeism rate dropped .4% overall for all students, with a decrease of 1% for low income students, and a .9% decrease for EL students.

The effectiveness of this action can be measured by increased attendance and reduced chronic absenteeism for some unduplicated student groups and indicates an increase in services is needed for Foster Youth to support improvement in this area. The district will also include parent/guardian responses to school climate surveys that will be provided during the school year to help monitor parent engagement and connectedness and its impact on improved student attendance.

- Instructional Technology and Innovation - (Goal 1.8)

Needs, Conditions, and Circumstances: During the 2018/2019 school year the district's SBAC proficiency for all students in English was 14.9 points above standard. In contrast, Foster Youth students were 55.3 points below standards, low-income students were 11.6 points below, and EL students were 30.9 points below standard. Additionally, 2018/19 data indicate that the district's SBAC proficiency for all students in Math was 21.1 points below standard. In contrast, foster youth students were 88.7 points below standards, low-income students

were 48.6 points below, and EL students were 62.4 points below standard. These data points demonstrate the need to provide professional development and additional supports to increase student achievement in math and English.

In addition to achievement data, research indicates the need for continued training for teachers in using innovative and creative ways to use technology in the classroom. According to the Journal of STEM Education (2018), STEM teachers "do not feel prepared and often lack professional development opportunities to develop the necessary skills to meet the needs of English language learners." Additionally, strong achievement gains can occur when classroom teachers provide necessary, real-time support and encouragement to students, especially underserved populations (Stanford Graduate School of Education, 2021). By supporting and encouraging students, teachers can help increase achievement by removing barriers and providing equitable access to resources and tools. "Significant disparities in technology access" and innovative and creative implementation of technology in the classroom exist between affluent and low-income schools, according to the Report Using Technology to Support At-Risk Students' Learning (Darling-Hammond, Goldman, & Zielinski, 2014).

The continuation and expansion of this action was determined by the need demonstrated by comparing 2017/18 data to the 2018/19 state assessment data, as all unduplicated student groups saw a decrease in proficiency in both math and English.

The effectiveness of this action can be measured by an increase in the points above standard on the state assessment for all unduplicated student groups.

- Student Engagement - AVID/CTE/VAPA/RsCL (Goal 1.9, 1.10, 1.11, 1.12)

Needs, Conditions, or Circumstances: During the 2018/2019 school year the district's Chronic absenteeism rate for all students was 11%. In contrast, 26.1% of Foster Youth, 14.5% of low-income students, and 11% of EL students were chronically absent. Additionally, the 2018/19 College/Career Indicator indicated that 54.6% of all students met the state threshold of "Prepared". In contrast, 25.7% of Foster Youth, 28.3% of English learners, and 43.1% of low-income students were "Prepared." These data points demonstrate the need to provide additional supports to connect unduplicated student groups to school sites to increase student attendance, and provide additional college/career supports to increase the percentage of unduplicated students meeting "Prepared" on the state indicator (CCI).

More than 34 million children, nearly half of all US children, have experienced at least one ACE and tend to have lower rates of engagement in school (NSCH, 2016; Bethell, 2014). By creating environments that provide a sense of belonging and build trusting relationships, school sites can help support all students, especially those who experience ACEs at a greater rate. The CDC identifies belonging to a positive peer group as one of the four factors integral to improving student connectedness at school. This goal highlights the district's focus on engaging all students in real life experiences and activities that increase student engagement. Student-based activities like Visual & Performing Arts Programs, Athletics, Yearbook, Leadership, and other club activities, allow students the opportunity to connect with others who share similar interests and skills. Classroom-based activities like AVID and Career Technical Education (CTE) are also an important part of the district's plan to provide all students access to relevant and rigorous work-based learning experiences that increase post-secondary success. Progress monitoring will continue throughout the year. Data will include student survey responses and participation in school- and classroom-based activities, as well as an expected increase in student attendance and College/Career Indicator (CCI) of the CA Dashboard.

The continuation of this action was determined by its past effectiveness comparing the 2017-18 school year to 2018-19 which indicated a decrease of chronic absenteeism and an increase in attendance for EL students and low-income students. The chronic absenteeism rate dropped .4% overall for all students, with a decrease of 1% for low-income students, and a .9% decrease for EL students. Additionally, while the all student group saw a 4.2% increase in the CCI, the work tied to these goals saw significant gains for several unduplicated student groups; 20.3% increase for Foster Youth, 15.7% for English learners, and 3.1% for low-income students.

The effectiveness of this action can be measured by an increase in the CCI for all unduplicated student groups, and increased attendance and reduced chronic absenteeism for some unduplicated student groups and indicates an increase in services is needed for Foster Youth to support improvement in this area. The district will also include student participation rates in extra-curriculars and school activities through a progress monitoring program (5STAR) and student responses to school climate surveys that will be provided during the school year to help monitor connectedness and its impact on improved student attendance.

- Restorative Practices (1.13)

Needs, Conditions, or Circumstances: During the 2018/2019 school year the district's Chronic absenteeism rate for all students was 11%. In contrast, 26.1% of foster youth, 14.5% of low-income students were chronically absent, and 11% of EL students. Additionally, 2018/19 data indicates that 3.6% of all students were suspended at least once, while 14.6% of Foster Youth and 4.7% of low-income students were suspended. These data points demonstrate the need to provide additional supports to connect unduplicated student groups to school sites to increase student attendance and decrease suspensions.

Learning in Safe and Secure Environments is one of the five initiatives outlined in the Redlands 2025 vision. This goal provides additional staff and programmatic supports at schools with high numbers of unduplicated student groups. Additional staffing provides more access to resources and supports to vulnerable populations, such as Foster Youth, English learners and students in low-income families, who are disproportionately affected by trauma. Restorative Practices strategies used by these staff members address the limited sense of belonging and school connectedness that unduplicated pupils experience, which stems at least partly from the dissonance between their learning opportunities and their lived experiences. The use of restorative practices will help to improve expulsion, suspension, and drop-out rates.

The implementation of this new action was determined after two years of receiving a CA Dashboard color indicator of orange for the low-income student group, and two years in the red color indicator for Foster Youth.

The effectiveness of this action will be measured by a decrease in suspensions for unduplicated students, which will lead to increased attendance and reduced chronic absenteeism for unduplicated student groups.

The following information pertains to increased and improved services for Goal 2:

- Professional Development to Support Implementation of State Standards (2.1)

Needs, Conditions, and Circumstances: In the fall of 2018, 53.5% of all students who took the Star Reading assessment were estimated to score at or above the proficiency benchmark on the state reading test. In the spring of 2019, 53.4% of all students who took the Star Reading assessment were estimated to score at or above the proficiency benchmark on the state reading test. During the same timeframe, 12.4% and 12.6%, respectively, of EL students were estimated to score at or above the proficiency benchmark on the state reading test. Due to privacy issues, Star data for low-income students and Foster Youth are not reported separately.

In the fall of 2018, 50% of all students who took the Star Math assessment were estimated to score at or above the proficiency benchmark on the state math assessment. In the spring of 2019, 45.3% of students who took the Star Math assessment were estimated to score at or above the proficiency benchmark on the state math test. During the same timeframe, 17.2% and 14%, respectively, of EL students were estimated to score at or above the proficiency benchmark on the state math test. Both reading and math data points indicate the need for ongoing professional development and increased services that focus on EL students and others in unduplicated groups.

Ongoing professional development will be provided to teachers and staff to address instructional strategies that best support unduplicated students. Research from the National Staff Development Council confirms that, “Sustained and intensive professional development for teachers is related to student achievement gains, and teachers typically need substantial professional development in a given area (at least 50 hours)” to demonstrate an increase in student achievement. Research supports the need for continual follow up and coaching support to more readily transfer professional learning into classroom practice that will lead to an increase in student achievement for unduplicated student groups.

According to the most recent Star Reading assessment in August 2021, 47.2% of all students in grades 1 - 8 are estimated to score at or above the proficiency benchmark; 19.2% of EL students in grades 1 - 8 are estimated to score at or above the proficiency benchmark on the state reading test. For Star Math, 32.8% of all students and 15% of EL students in grades 1-8 are estimated to score at or above the proficiency benchmark on the state math test. Due to privacy issues, Star data are not reported for low-income students and Foster Youth. Based on the most recent local Star data and its comparison to the 2018-19 data, as well as research from the National Staff Development Council, the district will continue professional development opportunities focusing on best practices and begin implementation of Universal Design for Learning. Ongoing coaching and support will be used consistently to build staff capacity in targeting unduplicated student groups to increase achievement in reading and math based on Star Reading and Math assessments. The effectiveness of these actions can be determined, in part, by increasing student achievement, as measured by Star Reading and Math assessments.

- Tiered Academic Support Staff/Supplemental Online Instructional Programs/Targeted Math & Science Supports (2.2, 2.6, 2.7)

Needs, Conditions, and Circumstances: During the 2018/2019 school year the district’s SBAC proficiency for all students in English was 14.9 points above standard. In contrast, Foster Youth students were 55.4 points below standards, English-learner students were 30.9 below, and low-income students were 36.6 points below standard. Additionally, 2018/19 data indicates that the district’s SBAC proficiency

for all students in Math was 21.1 points below standard. In contrast, Foster Youth students were 88.7 points below standards, English learner students were 62.4 below, and low-income students were 48.6 points below standard. In the fall of 2018, 53.5% of all students who took the Star Reading assessment were estimated to score at or above the proficiency benchmark on the state reading test. In the spring of 2019, 53.4% of all students who took the Star Reading assessment were estimated to score at or above the proficiency benchmark on the state reading test. During the same timeframe, 12.4% and 12.6%, respectively, of EL students were estimated to score at or above the proficiency benchmark on the state reading test. Due to privacy protections with third party vendors, Star data for low-income students and Foster Youth are not reported separately.

In the fall of 2018, 50% of all students who took the Star Math assessment were estimated to score at or above the proficiency benchmark on the state math assessment. In the spring of 2019, 45.3% of students who took the Star Math assessment were estimated to score at or above the proficiency benchmark on the state math test. During the same timeframe, 17.2% and 14%, respectively, of EL students were estimated to score at or above the proficiency benchmark on the state math test. Due to privacy issues, Star data for low-income students and Foster Youth are not reported separately. The data from both the Star Reading and Math assessments indicate the need to continue and improve tiered academic supports and programs.

Dashboard data indicate unduplicated students are not achieving at the same levels as other student groups. Therefore, additional support staff will be added at specific school sites to allow unduplicated students access to intervention programs before, during, and after school, and research-based intervention programs specifically geared toward unduplicated students will be implemented. Additionally, the district believes the use of several supplemental programs will make a difference for unduplicated count students, part of the MTSS program. Dreambox Math and Lexia Core5/Power Up are standards-aligned tutorial software that keep all learners, from struggling to advanced, in their optimal learning zone. The Dreambox Math program is designed to build conceptual understanding and fluency in the critical areas of numbers and operations, place value, and number sense (Dreambox, 2012). The Lexia Core 5 program supports educators in providing differentiated literacy instruction for students of all abilities in grades pre-K–5. Lexia’s research-proven program provides explicit, systematic, and personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction. Lexia PowerUp Literacy is designed to help struggling and nearly-proficient readers in grades 6–12 become proficient readers and confident learners. PowerUp helps educators simultaneously address gaps in fundamental literacy skills while helping students build the higher-order skills they need to comprehend, analyze, evaluate, and compare increasingly complex literary and informational texts (Lexia, 2020). This type of adaptive learning technology can extend the capacity of the teacher to individualize instruction and, thus, enhance learning by readily adapting to the skill and needs of each learner (ATP, 2005). Creating a learning experience that captures a student’s imagination and holds their ongoing interest is vital. Immersive environments, such as Dreambox and Lexia, that personalize learning with games and themes that feel game-like increase engagement, as well as, the collection of rewards and certificates that help learners build confidence and a sense of accomplishment. Students will demonstrate increased academic achievement as evidenced by program data growth and district/state assessments.

According to the most recent Star Reading assessment in August 2021, 47.2% of all students in grades 1 - 8 are estimated to score at or above the proficiency benchmark; 19.2% of EL students in grades 1 - 8 are estimated to score at or above the proficiency benchmark on the state reading test. For Star Math, 32.8% of all students and 15% of EL students in grades 1-8 are estimated to score at or above the proficiency benchmark on the state math test. Due to privacy issues, Star data are not reported for low-income students and Foster Youth. Based on the comparison of past and recent data, RUSD will continue to offer research-based, online instructional programs and increase



the number of staff to provide equitable access to supports, both before-, during-, and after-school, for unduplicated groups. Progress will be monitored, and the effectiveness of these actions will be measured by Star Reading and Math assessment scores.

- Tiered Academic Support Plans (2.3)

Needs, Conditions, and Circumstances: In the fall of 2018, 53.5% of all students who took the Star Reading assessment were estimated to score at or above the proficiency benchmark on the state reading test. In the spring of 2019, 53.4% of all students who took the Star Reading assessment were estimated to score at or above the proficiency benchmark on the state reading test. During the same timeframe, 12.4% and 12.6%, respectively, of EL students were estimated to score at or above the proficiency benchmark on the state reading test. Due to privacy issues, Star data for low-income students and Foster Youth are not reported separately.

In the fall of 2018, 50% of all students who took the Star Math assessment were estimated to score at or above the proficiency benchmark on the state math assessment. In the spring of 2019, 45.3% of students who took the Star Math assessment were estimated to score at or above the proficiency benchmark on the state math test. During the same timeframe, 17.2% and 14%, respectively, of EL students were estimated to score at or above the proficiency benchmark on the state math test. Due to privacy issues, Star data for low-income students and Foster Youth are not reported separately. The data from both the Star Reading and Math assessments indicate the need to continue and improve tiered academic supports and programs.

Disaggregated school-site data indicate that unduplicated students do not achieve at the same rates as other student groups. Therefore, each school determines the supplemental curriculum and supports to meet the needs of their unduplicated count students beyond the district-wide core and supplemental curriculum. The school identifies, studies, and implements evidence-based curriculum supports depending on their student needs and school context as stated in their school plan. They evaluate supplemental curriculum through a continuous improvement process that involves individual student goal setting, progress monitoring, and modifications based on student need. Students will demonstrate increased academic achievement as evidenced by individually-monitored plans and district/state assessments.

Progress will be monitored, and the effectiveness of these actions will be measured by Star Reading and Math assessment scores.

- College Readiness Programs (2.8)

Needs, Conditions, and Circumstances: According to the California Dashboard, 2017/18 College/Career Readiness data indicate: 50.5% of all students are prepared; 15.4% of foster youth are prepared; 12.6% of English learners are prepared; and 40.2% of low-income students are considered prepared. In comparison, the 2018/19 College/Career Readiness data demonstrate improvement for each group of students. These include: 54.6% of all students are prepared; 35.7% of Foster Youth are prepared; 28.3% of EL students are prepared; and 43.1% of LI students are prepared. An important note: 2018/19 school year data are the most recent available on the California Dashboard due to COVID-19 and the elimination of some required testing and reporting at the state level.

Many students in unduplicated groups, when compared with their peers who have more financial resources, speak English at home, or have family members who have graduated, do not pursue opportunities after high school due to the lack of access to academic counseling services and/or college readiness activities. Some of these students will be the first in their family to enroll in postsecondary educational institutions. According to NHCHC (2019), students with higher level of ACEs are less likely to complete high school, earn a college degree, or have employment. RUSD will ensure equitable access and opportunities for all students, especially more vulnerable students, by implementing robust and predictable academic counseling services, no cost access to exams such as AP, SAT, and PSAT, and additional supports for advanced coursework. Additionally, the district will provide all students guidance to support their successful navigation of high school and the path to college and/or career.

Based on improvement shown on the College and Career Index, the district will continue to support students in unduplicated groups in preparing them for post-high school opportunities, such as enrolling in colleges/universities or pursuing career opportunities. Effectiveness of this action will be evidenced by an increase in the College Career Index for unduplicated students.

- Summer School/Credit Recovery (2.10)

Needs, Conditions, and Circumstances: Graduation rates are unavailable on the CA Dashboard for the following school years, 2019-2020 and 2020-21, due to COVID-19 and the elimination of some requirements in reporting at the state level. However, a comparison of graduation rates from 2018-19 and 2017-18 indicates growth for all students, EL students, and low-income students. The graduation rate for Foster Youth decreased during this same timeframe. An important note: Changes significantly impacted percentages due to the low number of Foster Youth. The data for each group when comparing the 2019 graduation rate to the 2018 graduation rate:

All students: 92.5%, an increase of 2.1% from 2018, which is higher than the state's average of 85.8%

EL students: 88.6%, an increase of 11.4% from 2018, which is higher than the state's average of 72.6%

Low-income students: 89%, an increase of 1.9% from 2018, which is higher than the state's average of 83.2%

Foster Youth: 71.4%, although a decrease of 20.9% from 2018, is higher than the state's average of 64%

Dashboard data indicate that unduplicated students do not graduate at the same rate as other student groups. Therefore, school-sites will provide summer school and credit recovery options to increase graduation rates. Focused recruitment, priority registration, and resources and support will be targeted toward unduplicated students. Effectiveness of this action will be shown by increases in the graduation rates for unduplicated students to bring their percentages closer to the overall graduation rate of all students.

The following information pertains to increased and improved services for Goal 3:

- New Teacher Support Program (3.2)

Needs, Conditions, and Circumstances: During the 2018/2019 school year the district's SBAC proficiency for all students in English was

14.9 points above standard. In contrast, foster youth students were 55.4 points below standards, EL students were 30.9 below, and low-income students were 36.6 points below standard. Additionally, 2018/19 data indicate that the district's SBAC proficiency for all students in Math was 21.1 points below standard. In contrast, Foster Youth students were 88.7 points below standards, low-income students were 62.4 below, and low-income students were 48.6 points below standard. These data points demonstrate the need to provide professional development and additional coaching supports to new teachers in the profession who teach higher numbers of unduplicated students.

Students in high-poverty schools experience greater turnover in teaching staff, more long-term substitutes, and a higher proportion of early-career teachers. Providing systemic professional development, offering mentor teacher coaching, and building professional learning community practices will support higher student outcomes for unduplicated students. Teacher professional communities that are part of practice are an effective way to build pedagogical knowledge (Darling-Hammond, 2005, Professional Development Schools: Schools for Developing a Profession). Participation and completion of the program will lead to higher quality instruction, which leads to higher student achievement for unduplicated students who are disproportionately affected by the placement of beginning teachers and staff turnover.

The continuation and expansion of this action was determined by the need demonstrated by comparing 2017/18 data to the 2018/19 state assessment data, as all unduplicated student groups saw a decrease in proficiency in both math and English.

The effectiveness of this action can be measured by an increase in the points above standard on the state assessment for all unduplicated student groups.

- Access to Materials - Supplemental/Access to Internet and/or Devices/Enhanced Facilities Projects (3.4, 3.6, 3.10)

Needs, Conditions, and Circumstances: During the 2018/2019 school year the district's SBAC proficiency for all students in English was 14.9 points above standard. In contrast, foster youth students were 55.4 points below standards, EL students were 30.9 below, and low-income students were 36.6 points below standard. Additionally, 2018/19 data indicates that the district's SBAC proficiency for all students in Math was 21.1 points below standard. In contrast, Foster Youth students were 88.7 points below standards, low-income students were 62.4 below, and low-income students were 48.6 points below standard. During the 2018/2019 school year the district's Chronic absenteeism rate for all students was 11%. In contrast, 26.1% of Foster Youth, 14.5% of low-income students were chronically absent. These data points demonstrate the need to provide additional supports to connect unduplicated student groups to school sites to increase student attendance and to increase proficiency on state assessments.

State-wide data collected from surveys indicate that low-income students, Foster Youth, and English language learners often have limited access to internet and technological devices to participate in learning. These goals provide supplemental instructional/intervention materials, curriculum, equipment, software/apps, and systems to address the unique needs of low income students, English Learners, and Foster Youth. They also provide systems for replacing and upgrading end user devices, network equipment, and digital pathways to ensure technology resources are functional, reliable, and available well into the future. The district believes that a reliable and robust digital network is essential to increase student learning, especially for unduplicated count students.

Effectiveness of these actions will be evidenced by an increase in attendance and decrease of chronic absenteeism, and an increase in

student achievement as measured by the state assessment.

- Transportation (3.8)

Needs, Conditions, or Circumstances: During the 2018/2019 school year the district's Chronic absenteeism rate for all students was 11%. In contrast, 26.1% of Foster Youth, 14.5% of low-income students were chronically absent. These data points demonstrate the need to provide transportation for unduplicated student groups.

According to the CA dashboard, Foster Youth absenteeism is 26.1%; EL is 11%; and low-income is 14.5%, compared to the White absenteeism rate of 7.4%. Because of this gap, no-cost access to school to home transportation is an integral part of ensuring equity of access for unduplicated student groups. Stakeholder input clearly demonstrates that not all families have reliable access to personal transportation and, as a result, students in unduplicated groups are disproportionately affected by absenteeism. RUSD is committed to providing transportation for students at all levels. Effectiveness will be monitored and demonstrated by an increase in student attendance.

The continuation of this action was determined by its past effectiveness comparing the 2017-18 school year to the 2018-19 school year which indicated a decrease of chronic absenteeism and an increase in attendance for EL students and Low-Income students. The chronic absenteeism rate dropped .4% overall for all students, with a decrease of 1% for low income students, and a .9% decrease for EL students.

The effectiveness of this action can be measured by increased attendance and reduced chronic absenteeism for some unduplicated student groups and indicates an increase in services is needed for Foster Youth to support improvement in this area. The district will also include student responses to school climate survey that will be provided during the school year to help monitor the effectiveness of providing transportation.

- LCAP Program Coordination & Advisory Committees (3.11)

Needs, Conditions, and Circumstances: During the 2018/2019 school year the district's SBAC proficiency for all students in English was 14.9 points above standard. In contrast, foster youth students were 55.4 points below standards, EL students were 30.9 below, and low-income students were 36.6 points below standard. Additionally, 2018/19 data indicates that the district's SBAC proficiency for all students in Math was 21.1 points below standard. In contrast, Foster Youth students were 88.7 points below standards, low-income students were 62.4 below, and low-income students were 48.6 points below standard. During the 2018/2019 school year the district's Chronic absenteeism rate for all students was 11%. In contrast, 26.1% of Foster Youth, 14.5% of low-income students were chronically absent. The 2018/19 College/Career Indicator indicated that 54.6% of all students met the state threshold of "Prepared". In contrast, 25.7% of Foster Youth, 28.3% of English learners, and 43.1% of low-income students were "Prepared." These data points demonstrate the need to provide additional supports to connect unduplicated student groups to school sites to increase student attendance, increase proficiency on state assessments, and increase the number of students meeting "Prepared" on the CCI.

Broadening opportunities and providing space for members to address educational needs are necessary when striving for equity and inclusivity. Voices from diverse groups add to the collective dialogue in efforts to strengthen goals, actions, and services. This goal prioritizes the LCAP Advisory Committee and provides District staff to oversee the continuous improvement process integral to the success of the LCAP. The LCAP Advisory Committee is a diverse group of 45 members, who serve two-year terms and provide feedback as representatives across geographic communities, school sites, grade levels, ethnicities, and programs. The inclusion of student voices means "recognizing that young people have a perspective on the world that adults can't share, and that their perspective should be welcomed alongside the wisdom that adult perspectives bring" (Harvard Graduate School of Education's Usable Knowledge, 2016). Input from this robust group of stakeholders is a vital piece in ensuring the Redlands 2025 vision inspires, equips, and supports the students, staff, and community of Redlands USD. Effectiveness will be demonstrated by ongoing participation and input from required groups during the LCAP advisory process.

The continuation of this action was determined by its past effectiveness for some of these areas. For example, when comparing the 2017-18 school year to 2018-19 which indicated a decrease of chronic absenteeism and an increase in attendance for EL students and Low-Income students. The chronic absenteeism rate dropped .4% overall for all students, with a decrease of 1% for low income students, and a .9% decrease for EL students. Additionally, while the all student group saw a 4.2% increase in the CCI, the work tied to this goals saw significant gains for several unduplicated student groups; 20.3% increase for Foster Youth, 15.7% for English learners, and 3.1% for low income students. However, a review of state assessment data for math and English indicate additional work should be considered to strengthen proficiency for unduplicated student groups.

The effectiveness of this action can be measured by an increase in the CCI for all unduplicated student groups, and increased attendance and reduced chronic absenteeism for some unduplicated student groups and indicates an increase in services is needed for Foster Youth to support improvement in this area. The district will also monitor proficiency on state assessments in math and English.

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

Overall, services for Foster Youth, English Learners, and low-income students are being increased or improved through a range of actions described above, which include strategies focusing on one or more unduplicated student groups. The actions dedicated to improving outcomes for our low-income, Foster Youth and English learners are designed to exceed the required 19.74%, as the majority of the actions in the Local Control Accountability Plan are principally designed for our unduplicated student population. The increased or improved actions and services described in this plan that meet or exceed the required percentage include:

- The development and implementation of a comprehensive Social Emotional Learning tiered support system, with articulated curriculum and staff development in recognizing signs of trauma in unduplicated student groups
- The expansion of the use of tiered Positive Behavior Supports across all school sites to provide supports and resources for unduplicated students

- The expansion of Comprehensive School Counseling Program, including additional counselors at all levels, and increased staff development focused on meeting the needs of unduplicated students
- The expansion of the Character Education programs at all sites to focus on connecting unduplicated students to school communities
- The expansion of the Parent & Community Involvement department, including the addition of parent/community liaisons, and an increase in parent workshops and committee opportunities to gather parent input, which is principally directed toward unduplicated students
- The implementation of the AVID program with an increased focus on recruiting efforts, as well as tutoring strategies, to meet the needs of unduplicated students
- The implementation of a robust Career Technical Education (CTE) program which focuses on developing high interest programs and recruiting students within the unduplicated student groups
- The expansion of the Visual & Performing Arts programs, with the addition of more elementary music teachers to focus on recruiting of unduplicated students, and providing instruments to low income students unable to acquire their own
- The implementation of the Redlands Connections League focused on engaging unduplicated student groups in character building teams
- The development and implementation of Restorative Practices to engage unduplicated student groups in positive and welcoming school communities
- The implementation of Tiered Academic Support Staff at school sites to support unduplicated students at risk of not meeting grade level standards
- The development and implementation of Tiered Academic Support Plans at each school site focused on using data to identify and support learning needs of unduplicated student
- The implementation of Supplemental Online Instructional Programs to provide specific targeted intervention for unduplicated student not achieving at grade level
- The implementation of Targeted Math and Science Supports at the secondary schools with a focus on engaging unduplicated student groups traditionally less engaged with science and math
- The implementation of College Readiness Programs to provide resources and supports to assist unduplicated students in accessing post-secondary options
- The expansion of Summer School/Credit Recovery options to ensure unduplicated student groups have opportunities for get ahead and credit recovery classes
- The expansion of a New Teacher Support Program will ensure high quality coaching and professional development for teachers new to the profession
- The implementation of Access to Supplemental Materials targeted to meet the needs of unduplicated students
- The implementation of programs and services that provide Access to Internet & Devices for unduplicated students
- The development and implementation of Enhanced Facilities Projects to support the learning experiences of unduplicated students
- The expansion of Transportation routes to include high school students and ensure unduplicated students have free access to home-to-school transportation opportunities

Of the actions described within this plan, several are services that are provided only or primarily to unduplicated students and their families. These include:

- Intervention Support Team (1.4)

Needs, Conditions, and Circumstances: During the 2018/2019 school year the district's SBAC proficiency for all students in English was 14.9 points above standard. In contrast, Foster Youth students were 55.3 points below standards, EL students were 30.9 below, and low-income students were 11.6 points below standard. Additionally, 2018/19 data indicates that the district's SBAC proficiency for all students in Math was 21.1 points below standard. In contrast, Foster Youth students were 88.7 points below standards, EL students were 62.4 points below, and low-income students were 48.6 points below standard. During the 2018/2019 school year, the district's chronic absenteeism rate for all students was 11%. In contrast, 26.1% of Foster Youth, 14.5% of low-income students were chronically absent. The 2018/19 College/Career Indicator indicated that 54.6% of all students met the state threshold of "Prepared". In contrast, 25.7% of Foster Youth, 28.3% of English learners, and 43.1% of low-income students were "Prepared." These data points demonstrate the need to provide additional supports to connect unduplicated student groups to school sites to increase student attendance, increase proficiency on state assessments, and increase the number of students meeting "Prepared" on the CCI.

Adverse childhood experiences (ACEs) can have a significant impact on cognitive skills and academic achievement (Jimenez, 2016). By building positive and nurturing relationships and developing an engaging learning environment, teachers can help to minimize the negative effects of ACEs (Burns, 2020). Because ACEs can disproportionately affect student groups, such as students from low-income families, providing strategic interventions will help students build the confidence, resiliency, and necessary cognitive skills to reach their academic potential (Burns, 2020). School sites will utilize the Intervention Support Team (IST) process to analyze data, identify students in need of support, and conduct collaborative stakeholder planning sessions in order to develop individual success plans. Plans will include specific strategies and resources to address trauma that may have been experienced by unduplicated students. Focusing on individual academic and social emotional needs and providing necessary resources will increase student achievement, as measured by state and local data, and improve graduation and attendance rates.

The continuation of this action was determined by its past effectiveness for some of these areas. For example, a comparison of the 2017-18 school year to 2018-19 indicated a decrease of chronic absenteeism and an increase in attendance for EL students and low-income students. The chronic absenteeism rate dropped .4% overall for all students, with a decrease of 1% for low income students, and a .9% decrease for EL students. Additionally, while the all student group saw a 4.2% increase in the CCI, the work tied to this goals saw significant gains for several unduplicated student groups; 20.3% increase for Foster Youth, 15.7% for English learners, and 3.1% for low-income students. However, a review of state assessment data for math and English indicates additional work should be considered to strengthen proficiency for unduplicated student groups.

The effectiveness of this action can be measured by an increase in the CCI for all unduplicated student groups, and increased attendance and reduced chronic absenteeism for some unduplicated student groups. Data indicates an increase in services is needed for Foster Youth to support improvement in this area of attendance. The district will also monitor proficiency on state assessments in math and English for all unduplicated student groups as data indicates additional supports are necessary.

- Language Assessment Center & Translation (1.7)

Needs, Conditions, or Circumstances: During the 2018/2019 school year the district's chronic absenteeism rate for EL students was 11%. Additionally, the district's reclassification rate for English learner students in the 2019/20 school year was 13.4%. These data points demonstrate the need to provide additional supports to connect English learner students and their families to school sites to increase student attendance which will lead to an increase in instructional opportunities to raise the reclassification rate.

The District's Language Assessment Center (LAC) provides translation services to support a wide range of communication efforts between the district and families. LAC staff also provide simultaneous interpretation support during meetings and directly respond to parents/guardians in their home language. The services of LAC staff are augmented by external providers when unique language needs arise or available capacity is exceeded. Additionally, the LAC coordinates the district's assessment programs for English learners and oversees the reclassification process. Access to translated information and interpretation services is a key resource for English learners and their families and increases parent input and participation in school and district functions.

The continuation of this action was determined by its past effectiveness comparing the 2017-18 school year to 2018-19 which indicated a decrease of chronic absenteeism and an increase in attendance for EL students. The chronic absenteeism rate dropped .9% for EL students. Additionally, the reclassification rate increased from 12.7% in the 2018/19 school year to 13.4% in the 2019/20 school year.

The effectiveness of this action can be measured by increased attendance and reduced chronic absenteeism for English learner students, and an increase in the reclassification rate. The district will also include parent/guardian responses to school climate surveys that will be provided during the school year to help monitor parent engagement and connectedness and its impact on improved student attendance.

- Tiered Academic Supports for Multilingual Students & English Learner Programs (2.4 and 2.9)

Needs, Conditions, and Circumstances: During the 2018/2019 school year, the district's SBAC proficiency for all students in English was 14.9 points above standard. In contrast, English learner students were 30.9 below standard. Additionally, 2018/19 data indicate that the district's SBAC proficiency for all students in Math was 21.1 points below standard. In contrast, English learner students were 62.4 points below standard. The 2018/19 College/Career Indicator indicated that 54.6% of all students met the state threshold of "Prepared". In contrast, 28.3% of English learners were "Prepared." Additionally, the district's reclassification rate for English learner students in the 2019/20 school year was 13.4%. These data points demonstrate the need to provide additional supports to connect English learners to school sites to increase proficiency on state assessments, increase the number of students meeting "Prepared" on the CCI, and increase the reclassification rate.

According to the EL Roadmap, the diversity of ELs (Newcomers, Potential Long-Term ELs, Long-Term ELs, ELs with interrupted schools, ELs with disabilities) "necessitate pedagogy and educational support services that are differentiated and responsive." Effective and consistent processes for identifying, placing, monitoring and exiting ELs, while enhancing staff capacity, are key initiatives for improving linguistic and academic results for ELs. English learner services are primarily for unduplicated pupils and families who face language barriers. The contributions of EL program specialists, EL paraprofessionals, and other staff who deliver targeted interventions, related parent



workshops, and technical assistance to schools focus on English Language Development and derive from assessments that include interviews/surveys with EL students and parents/guardians. They are tailored to the acquisition of English language proficiency and mastery of grade-level content standards, enhancing the support that students might otherwise receive in other academic interventions. Implementation of this action will lead to an increase in student's academic proficiency as measured by state assessments and in English learner reclassification rate.

The continuation of this action was determined by its past effectiveness for some of these areas. For example, when comparing the 2017-18 school year to 2018-19, the all student group saw a 4.2% increase in the CCI, however a 15.7% gain was noted for English learners. Additionally, the reclassification rate increased from 12.7% in the 2018/19 school year to 13.4% in the 2019/20 school year. However, a review of state assessment data for math and English indicates additional work should be considered to strengthen proficiency for the English learner student group.

The effectiveness of this action can be measured by an increase in the CCI and in academic indicators for the EL student group, and an increase in the reclassification rate.

Taken together, these targeted, school-wide, and district-wide supports and interventions will increase or improve services for English Learners, Foster Youth, and low-income students in alignment with the required percentage noted above. It is a privilege to strive to close equity gaps for these students and ensure that student needs are at the center of all planning and programming throughout Redlands Unified School District.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$35,438,316.00	\$183,230,580.00	\$3,232,976.00	\$9,559,947.00	\$231,461,819.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$194,255,466.00	\$37,206,353.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Foster Youth Low Income	Social Emotional Learning (SEL)	\$300,000.00			\$220,514.50	\$520,514.50
1	2	English Learners Foster Youth Low Income	Positive Behavior Supports	\$467,769.00			\$220,514.50	\$688,283.50
1	3	English Learners Foster Youth Low Income	Comprehensive School Counseling	\$5,702,004.00	\$31,184.00			\$5,733,188.00
1	4	English Learners Foster Youth Low Income	Intervention Support Teams	\$194,946.00				\$194,946.00
1	5	English Learners Foster Youth Low Income	Character Education	\$298,047.00				\$298,047.00
1	6	English Learners Foster Youth Low Income	Parent & Community Involvement	\$439,639.00			\$2,017.00	\$441,656.00
1	7	English Learners	Language Assessment Center & Translation Services	\$320,508.00				\$320,508.00
1	8	English Learners Foster Youth Low Income	Instructional Technology and Innovation	\$2,337,624.00	\$764,482.00			\$3,102,106.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	English Learners Foster Youth Low Income	AVID	\$1,374,210.00				\$1,374,210.00
1	10	English Learners Foster Youth Low Income	Career Technical Education (CTE)	\$2,875,010.00	\$74,970.00	\$922,812.00	\$134,004.00	\$4,006,796.00
1	11	English Learners Foster Youth Low Income	Visual & Performing Arts	\$1,361,663.00	\$41,548.00			\$1,403,211.00
1	12	English Learners Foster Youth Low Income	Redlands Connections League	\$51,953.00				\$51,953.00
1	13	English Learners Foster Youth Low Income	Restorative Practices	\$1,124,295.00		\$2,310,164.00		\$3,434,459.00
2	1	English Learners Foster Youth Low Income	Professional Development to Support Implementation of State Standards	\$185,227.00	\$8,375.00		\$552,994.00	\$746,596.00
2	2	English Learners Foster Youth Low Income	Tiered Academic Support Staff	\$3,689,450.00			\$833,222.00	\$4,522,672.00
2	3	English Learners Foster Youth Low Income	Tiered Academic Support Plans	\$2,247,541.00			\$2,910,815.00	\$5,158,356.00
2	4	English Learners	Tiered Academic Supports for Multilingual Students	\$1,004,457.00	\$15,685.00		\$197,912.00	\$1,218,054.00
2	5	Students with Disabilities	Targeted Special Education Supports		\$36,440,771.00		\$4,487,954.00	\$40,928,725.00
2	6	English Learners Foster Youth Low Income	Supplemental Online Instructional Programs	\$400,000.00				\$400,000.00
2	7	English Learners Foster Youth Low Income	Targeted Math and Science Supports	\$356,010.00				\$356,010.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	8	English Learners Foster Youth Low Income	College Readiness Programs	\$1,844,435.00				\$1,844,435.00
2	9	English Learners	English Learner Programs	\$841,967.00				\$841,967.00
2	10	English Learners Foster Youth Low Income	Summer School/Credit Recovery	\$192,098.00	\$3,712,320.00			\$3,904,418.00
2	11	Identified GATE Students	GATE/Advanced Learner Programs		\$8,751.00			\$8,751.00
3	1	All	Fully credentialed and appropriately assigned teachers and counselors		\$95,259,431.00			\$95,259,431.00
3	2	English Learners Foster Youth Low Income	New Teacher Support Program	\$1,248,760.00	\$1,660,756.00			\$2,909,516.00
3	3	All	Access to Materials		\$1,819,668.00			\$1,819,668.00
3	4	English Learners Foster Youth Low Income	Access to Supplemental Materials	\$295,000.00				\$295,000.00
3	5	All	Basic Facilities Operations		\$17,984,209.00			\$17,984,209.00
3	6	English Learners Foster Youth Low Income	Enhanced Facilities Projects	\$1,235,000.00				\$1,235,000.00
3	7	All	School and Student Safety		\$2,510,922.00			\$2,510,922.00
3	8	Low Income	Transportation	\$3,136,678.00	\$2,641,092.00			\$5,777,770.00
3	9	All	Operational Support Services and Classified Support Personnel		\$17,620,471.00			\$17,620,471.00
3	10	English Learners Foster Youth Low Income	Access to Internet and/or Devices	\$1,699,116.00	\$2,635,945.00			\$4,335,061.00
3	11	English Learners Foster Youth Low Income	LCAP Program Coordination & Advisory Committees	\$214,909.00				\$214,909.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$35,438,316.00	\$55,329,642.00
<b>LEA-wide Total:</b>	\$17,840,342.00	\$26,619,764.00
<b>Limited Total:</b>	\$2,361,878.00	\$2,575,475.00
<b>Schoolwide Total:</b>	\$15,236,096.00	\$26,134,403.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Social Emotional Learning (SEL)	LEA-wide	Foster Youth Low Income	All Schools	\$300,000.00	\$520,514.50
1	2	Positive Behavior Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$467,769.00	\$688,283.50
1	3	Comprehensive School Counseling	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,702,004.00	\$5,733,188.00
1	4	Intervention Support Teams	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$194,946.00	\$194,946.00
1	5	Character Education	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$298,047.00	\$298,047.00
1	6	Parent & Community Involvement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$439,639.00	\$441,656.00
1	7	Language Assessment Center & Translation Services	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$320,508.00	\$320,508.00
1	8	Instructional Technology and Innovation	LEA-wide	English Learners Foster Youth	All Schools	\$2,337,624.00	\$3,102,106.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
1	9	AVID	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AVID Schools	\$1,374,210.00	\$1,374,210.00
1	10	Career Technical Education (CTE)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High Schools	\$2,875,010.00	\$4,006,796.00
1	11	Visual & Performing Arts	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,361,663.00	\$1,403,211.00
1	12	Redlands Connections League	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools	\$51,953.00	\$51,953.00
1	13	Restorative Practices	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: School sites with higher numbers of unduplicated students	\$1,124,295.00	\$3,434,459.00
2	1	Professional Development to Support Implementation of State Standards	LEA-wide	English Learners Foster Youth Low Income		\$185,227.00	\$746,596.00
2	2	Tiered Academic Support Staff	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$3,689,450.00	\$4,522,672.00
2	3	Tiered Academic Support Plans	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,247,541.00	\$5,158,356.00
2	4	Tiered Academic Supports for Multilingual Students	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,004,457.00	\$1,218,054.00
2	6	Supplemental Online Instructional Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$400,000.00	\$400,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	7	Targeted Math and Science Supports	Schoolwide	English Learners Foster Youth Low Income	Secondary Schools	\$356,010.00	\$356,010.00
2	8	College Readiness Programs	Schoolwide	English Learners Foster Youth Low Income	High Schools	\$1,844,435.00	\$1,844,435.00
2	9	English Learner Programs	Limited to Unduplicated Student Group(s)	English Learners	Secondary Schools	\$841,967.00	\$841,967.00
2	10	Summer School/Credit Recovery	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools	\$192,098.00	\$3,904,418.00
3	2	New Teacher Support Program	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Schools with assigned teachers new to the profession	\$1,248,760.00	\$2,909,516.00
3	4	Access to Supplemental Materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$295,000.00	\$295,000.00
3	6	Enhanced Facilities Projects	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Schools with high numbers of unduplicated student counts	\$1,235,000.00	\$1,235,000.00
3	8	Transportation	LEA-wide	Low Income	All Schools	\$3,136,678.00	\$5,777,770.00
3	10	Access to Internet and/or Devices	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,699,116.00	\$4,335,061.00
3	11	LCAP Program Coordination & Advisory Committees	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$214,909.00	\$214,909.00

**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
			<b>Totals:</b>	<b>Planned Expenditure Total</b>	<b>Estimated Actual Total</b>
			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](mailto:lcff@cde.ca.gov).

## Introduction and Instructions

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

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



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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

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

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

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

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

#### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

## Expenditure Tables

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

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

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

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

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

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

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