LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template

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2017-20 Plan Summary

The Story

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

The Rialto Unified School District is located in the San Bernardino Valley and includes the City of Rialto and portions of the cities of San Bernardino, Colton and Fontana. Rialto has an ethnically rich and diverse community. The student population is approximately 82% Latino, 11% African-American, 4% Caucasian and 3% other groups. The District is the 42nd largest among California's 1028 school districts. The District serves approximately 25,000 students, pre-school through grade 12. The District's leadership is committed to promoting continued increased student achievement, fiscal responsibility and solvency, and a safe learning and working environment

for enrichment and support of our students, staff and communities. The preschool through adult aged students and community are served through 19 elementary schools, 5 middle schools, 3 comprehensive high schools, one continuation high school and 1 independent study program as well as both state and district preschool programs and adult education.

LCAP Highlights

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

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

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

Review of Performance

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

Greatest Progress

For the 2017/18 school year, the greatest progress for Rialto Unified School District was in the area of reclassification for English Learners. For the 2016/17 school year, the English Learner Progress Indicator increased 5.7% and now reflects a status of 82.1% which is in the Green Level. For the 2017/18 school year, the Redesignation Rate increased 8.3% to a total of 15.7%. For the 2017/18 school year, the percentage of students identified as Long Term English Learner (LTEL) decreased by 2% to a total of 11.3%.

An additional area of greatest progress is related to Graduation Rate. Rialto Unified School District has continued to improve the overall graduation rate as reported on the California School Dashboard. For the 2017 Fall Release, which was based on the 2015/16 cohort data, Rialto USD increase by 3.8% to a total of 90.2%, which is reported as Green. Additionally, 5 out of the 9 student groups reported in the dashboard are also scoring in the Green area after reporting growth related to Graduation Rate.

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

Greatest Needs

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

Graduation Rate:

Foster Youth; Red (30 students) with a rate of 53.3% and a decline of 4.6%.

Homeless; Orange (198 students) with a rate of 74.7% and an increase of 3.5%.

Students with Disabilities (186 students) with a rate of 71.5% and a significant increase of 9.8%

Suspension Rate:

All Students; Orange (27,639 students) with a rate of 6.3% and an increase of 0.8%
English Learners; Orange (7,929 students) with a rate of 5.1% and an increase of 0.7%
Foster Youth; Orange (563 students) with a rate of 13.1% and a decline of 0.4%
Homeless; Orange (1,785 students) with a rate of 6.9% and an increase of 0.6%
Socioeconomically Disadvantaged; Orange (24,712 students) with a rate of 6.5% and an increase of 0.9%
Students with Disabilities; Orange (3,260 students) with a rate of 10% and a decline of 0.6%
African American; Red (2,902 students) with a rate of 12.6% and an increase of 1.1%
American Indian; Red (89 students) with a rate of 13.5% and an increase of 2.8%
Asian; Orange (236 students) with a rate of 3.8% and an increase of 3%
Hispanic; Orange (22,863 students) with a rate of 5.4% and an increase of 0.8%
Pacific Islander; Red (129 students) with a rate of 9.3% and an increase of 3.4%
Two or More Races; Red (272 students) with a rate of 9.9% and an increase of 0.5%
White; Orange (1,018 students) with a rate of 6.7% and an increase of 0.9%

English Language Arts Assessment Report

All Students; Orange (11,283 students) with a status of 55.5 points below level 3 and a decline of 6.7 points
English Learners; Orange (4,849 students) with a status of 67.1 points below level 3 and a decline of 5.6 points
Foster Youth; Red (94 students) with a status of 90.5 points below level 3 and a decline of 25.9 points
Homeless; Red (640 students) with a status of 70.2 points below level 3 and a decline of 8.7 points
Socioeconomically Disadvantaged; Orange (10,239 students) with a status of 59.8 points below level 3 and a decline of 7.2 points
Students with Disabilities; Red (1,548 students) with a status of 132.8 points below level 3 and a decline of 8.8 points
African American; Red (1,040 students) with a status of 70.6 points below level 3 and a decline of 5.9 points
Hispanic; Orange (9,579 students) with a status of 55.9 points below level 3 and a decline of 6.8 points
Pacific Islander; Orange (38 students) with a status of 59 points below level 3 and a decline of 26.4 points
Two or More Races; Orange (98 students) with a status of 31.7 points below level 3 and a decline of 2.8 points

White; Orange (355 students) with a status of 35.5 points below level 3 and a decline of 8.7 points

Math Assessment Report:

All Students; Orange (11,282 students) with a status of 84 points below level 3 and a decline of 4.1 points

English Learners; Orange (4,846students) with a status of 94.1 points below level 3 and a decline of 4.6 points

Foster Youth; Red (95 students) with a status of 110.7 points below level 3 and a decline of 17.9 points

Homeless; Orange (639 students) with a status of 92.7 points below level 3 and a decline of 3.9 points

Socioeconomically Disadvantaged; Orange (10,240 students) with a status of 88.2 points below level 3 and a decline of 4.7 points

Students with Disabilities; Red (1,542 students) with a status of 159.1 points below level 3 and a decline of 8.7 points

African American; Red (1,042 students) with a status of 105.4 points below level 3 and a decline of 2.7 points

Hispanic; Orange (9,576 students) with a status of 84.2 points below level 3 and a decline of 4.4 points

Pacific Islander; Orange (39 students) with a status of 84.8 points below level 3 and a decline of 19.4 points

Two or More Races; Orange (98 students) with a status of 64.2 points below level 3 and a decline of 6.7 points

White; Orange (354 students) with a status of 57.4 points below level 3 and a decline of 0.2 points

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

The steps that the District is planning to take to address these areas of the greatest need for improvement include the purchasing of additional curriculum for our Students with Disabilities in an effort to improve access to the state standards and support the core curriculum. With the addition of a new Special Education Director and immediate compliance issues that needed to be addressed, the purchase and implementation curriculum for RSP students will occur during the 2018-19 school year.

Identified for Differentiated Assistance for African American students and Foster Youth, the District went through a process in coordination with San Bernardino County Office of Education to review data, attend trainings with focus on data disaggregation and aligning improvement efforts, and receive extensive lists of resources, the District began work to focus on these two underserved student populations. For example, with consultant group Generation Ready, all site principals attended Equity training over the course

of 9 sessions; this training will serve as a springboard for other staff to deepen his or her knowledge in this area in the next three years. In addition, an extensive review of Foster Youth data occurred and more monitoring and support was put in place.

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

Performance Gaps

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

The District will increase or improve services for low-income students, English Learners and Foster Youth by the following actions:
Low-income students: The District had made a change to the assignments for secondary instructional strategists. These positions have been redesignated as Intervention Strategists and will be assigned to teach 3 classes of students identified as needing intervention.

The remaining part of the Intervention Strategists day will be spent with a preparation period and then two periods of case management with their assigned students. Since the District is currently 84% low-income students, most of the assigned students will be part of this group. See action item 2p.
English Learners: The District is continuing to develop the Dual Language Immersion Program and will be expanding to an additional grade level. See action item 2m. In addition, several teacher and staff training and monitoring has occurred through use and support of Title III funds.
Foster Youth: All Foster Youth are assigned to a PBIS counselor at the high school level to review transcripts and ensure appropriate placement. In regards to graduation, this review process has ensured that past credit, including partial credit, when applicable, is taken into consideration. The Lead Agent for Student Services worked with high school counselors to review transcripts and ensure each high school Foster Youth had the appropriate amount of full and half credits to increase graduation rates for this student group. See action item 3h.

African American Students: The creation of the Rialto Equity Council and related Equity Committees will be developed and promoted. See action item 3j.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$337,077,096
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$189,984,596

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

LCAP items	$	189,984,596
After School Programs		3,043,126
Athletics		1,980,988
Attendance & Social Work Svcs		1,640,671
Curriculum Development		627,533
Data Processing Services		3,883,180
Debt Services		2,068,264
District Support Services		9,849,096
Enrollment		445,168
Guidance & Counseling Services		5,142,971
Health Services		3,142,815
Instr Media, Library & Tech.		2,437,292
Instructional Staff Develop		1,712,251
Instructional Supervision		3,205,391
Maintenance/ Grounds		10,852,692
Other Pupil Services		1,041,685
Other School Instructional Support		19,236,315
Pupil Transportation		11,290,168
School Administration		17,673,187
Security		4,156,642
Special Education Support Services		20,163,542
Substitute Cost- Absences/ Vacancies		5,370,294
Utilities		7,897,250
STRS On Behalf		10,231,980
Total General Fund Expenditures	**$**	**337,077,096**

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	**$270,943,630**

Annual Update

LCAP Year Reviewed: 2017–18

Complete a copy of the following t6able for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Pupil Outcomes:

Achievement:

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
1a: Increase the Current Status – Average Distance from Level 3 for all students in grades 3 – 8 on the ELA CAASPP as reported by the California School Dashboard Increase by at least 15 points to at least -33.8 points from Level 3. To move to a Green level, all students must be no more than 5 points below level 3	For the Fall 2017 California School Dashboard, Rialto USD declined 6.7 points from Level 3. The District is now -55.5 points below Level 3.
1b: Increase the Current Status – Average Distance from Level 3 for all students in grades 3 – 8 on the Math CAASPP as reported by the California School Dashboard Increase by at least 19 points to at least -60.9 points from Level 3. To move to a Green level, all students must be no more than 25 points below level 3.	For the Fall 2017 California School Dashboard, Rialto USD declined 4.1 points from Level 3. The District is now -84 points below Level 3.
1c: Increase the percentage of students meeting A-G requirements as reported by DataQuest Increase the percent of students meeting A-G by at least 5.4%	For the 2016/17 school year, 36.4% of student met A-G. This was an increase of 1.8%.
1d: Fall of 2017: Increase the overall performance of students meeting the College/Career Indicator as reported by the California School Dashboard Available Fall 2017	The Fall release of the California School Dashboard reflected 30.9% of Rialto USD students are Prepared.
1e: Increase the percentage of students meeting the English Learner Progress Indicator as reported by the California School Dashboard Increase by at least 1.5% to a total of 67.9% to be able to move to a Green level.	For the 2016/17 school year, the English Learner Progress Indicator increased 5.7% and now reflects a status of 82.1% which is in the Green Level. The English Learner Indicator on the California School Dashboard actually reflects two years of data from the Expected Annual Measurable Outcomes.
1e: Increase the percentage of students Redesignated to FEP as reported by DataQuest Increase by at least 2.6% to a total of 10%.	For the 2017/18 school year, the Redesignation Rate increased 8.3% to a total of 15.7%.
1e: Decrease the percentage of students identified as Long Term English Learners as reported by DataQuest Decrease by at least 3.4% to a total of 60.0%.	For the 2017/18 school year, the Long Term English Learner (LTEL) Report decreased by 2% to a total of 11.3%.

1f: Increase the percentage of students with an AP score of 3 or Better as reported by DataQuest Increase by at least 2.7% to a total of 36%.	For the 2016-17 school year, there was an increase to 8.5% of students with AP score of 3 or better as reported by Dataquest.
1g: Increase the percentage of students Ready for College in English Language Arts as measured by the 11th grade CAASPP test Increase by at least 2% to a total of 17%.	The percentage of students Ready for College in English Language Arts as measured by the 11th grade CAASPP test decreased by 2.07%. The 2016/17 percentage is 12.93%.
1h: Increase the percentage of students Ready for College in Math as measured by the 11th grade CAASPP test Increase by at least 2% to a total of 6%.	The percentage of students Ready for College in Math as measured by the 11th grade CAASPP test decreased by 0.76%. The 2016/17 percentage is 3.24%.

Actions / Services

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

Action 1a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will continue to provide Instructional Technology Assistants (ITAs) at all elementary, middle schools and continuation school. The ITAs will increase student use of technology by providing technology support using the Common Core State Standards K - 12 Technology Skills Scope and Sequence, Keyboarding and Digital Citizenship. The District will purchase devices for student classroom use focusing on grades 3, 6 and two subject areas at the high school level.	The District implemented this action and provided Instructional Technology Assistants (ITAs) at all elementary, middle schools and continuation school. The ITAs worked to increase student use of technology by providing support using the Common Core State Standards K - 12 Technology Skills, Scope and Sequence, Keyboarding and Digital Citizenship. The District purchased devices for the student classroom in grades 3, 6 and Math and Science at the high school level.	$9,918,658 LCCF Funds Classified Salaries & Benefits, Capital Outlay	$10,934,713 LCCF Funds Classified Salaries & Benefits, Books and Supplies, Services/Operating Expenditures, Capital Outlay

Action 1b

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

The District will continue to provide math intervention program for all students in all grades. Pre and post tests will be administered to inform instruction and students' readiness and gaps in mathematics.	The District implemented this action. For grades K-5, the District provided the First in Math (FIM) program for mathematics fact fluency. For grades 6-12, the District provided the Assessment and Learning in Knowledge Spaces (ALEKS) program for mathematics intervention.	$225,000 LCFF Funds Services/Operating Expenditures	$291,051 LCFF Funds, Title I Services/Operating Expenditures

Action 1c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
To increase the A-G rate, the District will analyze and identify any errors in the existing course catalog as well as continue to submit updated course proposals for UC approval. The District will also continue to submit new integrated and CTE courses for UC approval. The District will support each high school as they hold 9th grade orientation and a minimum of one parent College Night to inform students, parents, and guardians of the requirements for graduation, A-G and four year plan. Beginning in 2017-2018, the graduation requirement for Science will change from 2 years of Science to 3 years of Science, ensuring that students taking the Integrated Science sequence of courses meet the (UC) A-G requirements. The District will continue implementing the Seal of Biliteracy, providing recognition of biliteracy on the diplomas of qualifying high school seniors. Strategies to increase the number of students eligible to receive the Seal of Biliteracy will be a part of High School biannual EL Planning meetings held by the Director of EL Programs. Allocation is for Medallion of Biliteracy awarded to eligible High School Seniors. ($1,500)	The district did analyze and do a validation report for A-G for all schools for last years 12th graders and also for current seniors The district created a brochure for A-G in English and Spanish to support each high school for their 9th grade orientation. The district did increase the graduation rate for science to three years. It continued to work with teachers to develop course work to reflect the NGSS standards. All first year science courses received A-G approval,	$1,500 LCFF Funds Services/Operating Expenditures	$1,500 LCFF Funds Services/Operating Expenditures

Action 1d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase the College/Career Indicator, the District will provide career themed pathways (Linked Learning, CTE, Thematic) at high schools for implementation in 2017-18. Pathways will feature course sequences, programs of study, and updated/new course offerings, postsecondary opportunities, middle school exploration/exposure, and summer enrichment.	For full implementation during the 2018-19 school, researched and trained career themed pathways (Linked Learning, CTE, Thematic) at high schools	$4,250,281 LCFF Funds, CTE Incentive Grant, Perkins Grant Certificated Salaries, Classified Salaries, Salary Benefits, Books and Supplies, Services/Operating Expenditures, Capital Outlay, Indirect Cost	$3,704,298 LCFF Funds, CTE Incentive Grant, Perkins Grant Certificated Salaries, Classified Salaries, Salary Benefits, Books and Supplies, Services/Operating Expenditures, Capital Outlay, Indirect Cost

Action 1e

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

The District will administer the CELDT/ELPAC on an annual basis to all designated English Learners. CELDT/ELPAC training will place an emphasis on providing opportunities for students to use academic language and practice language functions throughout their instructional day. CELDT/ELPAC results will be used, along with other determined criteria included in EL Placement Guides by grade span, to place English Learners in a program appropriate to their academic and language proficiency needs. The amount noted here is to cover the cost of test labels and extra duty for teachers to be trained in and administer the ELPAC.	This is a transition year from CELDT to ELPAC. We administered the initial CELDT to new English Learners within our district. We also trained close to 500 teachers to administer the ELPAC assessment.	$97,000 LCFF Funds Certificated Salaries, Classified Salaries, & Benefits	$85,000 LCFF Funds Certificated Salaries, Classified Salaries, & Benefits

Action 1f

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

The District will provide for universal testing for the PSAT 8/9 for all 8th grade students, PSAT/NMSQT for all 10th grade students and the SAT School Day for all 11th grade students. Based on the universal testing on the PSAT 8/9, PSAT/NMSQT and SAT School Day, the District will utilize the AP Potential reports to identify additional students that should be provided with the rigor of an Advanced Placement course. The District will pay the AP testing fees for all eligible students. The District will provide the opportunity for secondary AP teachers to attend training offered through the College Board.	The District implemented this action. The District provided for universal testing for the PSAT 8/9 for all 8th grade students, PSAT/NMSQT for all 10th grade students and the SAT School Day for all 11th grade students. Based on the universal testing on the PSAT 8/9, PSAT/NMSQT and SAT School Day, the District utilized the AP Potential reports to identify additional students that should be provided with the rigor of an Advanced Placement course. The District paid the AP testing fees for all eligible students. The District provided the opportunity for secondary AP teachers to attend training offered through the College Board.	$195,000 LCFF Funds Services/Operating Expenditures	$214,239 LCFF Funds Services/Operating Expenditures

Action 1g

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will provide the necessary support for each high school to offer the ERWC class for identified students.	The District has completely implemented ERWC's at all three comprehensive high schools. RUSD has entered a grant with WestEd and will be training 2 teachers in grades 11 &12 in new modules in June 2018 to be implemented in 2018/19 school year.	Cost included in 2a	Cost included in 2a

Action 1h

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will provide the necessary support for each high school to offer the MRWC class for	The District implemented this action. Two of the three comprehensive high schools have been selected to become implementation sites for	Cost included in 2a	Cost included in 2a

identified students.	MRWC: Carter High School and Eisenhower High School. The District provided extra duty hours for the 3 newly selected Eisenhower teachers to attend MRWC training during Spring Break.		

Action 1i

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will purchase an adaptive diagnostic assessment program to be administered to students in all grade levels to provide a customized evaluation of each student and to track student growth over time. Estimated cost $260,000. The District will provide training in the use of the results from the adaptive diagnostic assessment program. Estimated cost $40,000 vendor provided.	The District implemented this action. The District purchased an adaptive diagnostic assessment program to be administered to students in all grade levels to provide a customized evaluation of each student and to track student growth over time. The District provided training in the use of the results from the adaptive diagnostic assessment program.	$300,000 LCFF Funds, Educator Effectiveness Funds Certificated Salaries & Benefits, Services/Operating Expenditures	$269,072 LCFF Funds, Educator Effectiveness Funds Certificated Salaries & Benefits, Services/Operating Expenditures

Action 1j

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will continue to provide a data warehouse program for the purpose of supporting teachers and administration with monitoring the academic progress of all students, with specific reports designated for English Learners, Low Income, Foster Youth and Special Education. The District will continue to provide data disaggregation training utilizing the data warehouse to monitor academic growth measure related to the annual measurable outcomes.	The District implemented this action. The District provided a data warehouse program for the purpose of supporting teachers and administration with monitoring the academic progress of all students, with specific reports designated for English Learners, Low Income, Foster Youth and Special Education. The District provided data disaggregation training utilizing the data warehouse to monitor academic growth measure related to the annual measurable outcomes.	$160,000 Title I Funds Services/Operating Expenditures	$154,104 Title I Funds Services/Operating Expenditures

Action 1k

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will continue to provide Goalbook to assist educators working with special education students to vary their level of support. The District will provide one day of Goalbook training for 40 teachers.	The District purchased Goalbook for all special education teachers and related service providers. The District did not provide one day of Goalbook training.	$71,551 LCFF Fund Contribution to Special Education Certificated Salaries & Benefits, Services/Operating Expenditures	$65,957 LCFF Fund Contribution to Special Education Certificated Salaries & Benefits, Services/Operating Expenditures

Analysis

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

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

Based upon review of the 2017-18 school year, the district has implemented or not implemented the following:

The District will completely implement the following by June 30, 2017:
1a. Provide Instructional Technology Assistants and devices for students in grades 3, 6 and Math and Science content teachers (High School Only)

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

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

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

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

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

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

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

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

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

The District will partially implement the following by June 30, 2017:
1k. Continue to provide Goalbook to assist teachers and staff working with Special Education students, however, training was not provided as planned during the 2017-18 school year.

The District will not implement the following by June 30, 2017:
No actions included under Goal #1 were not implemented.

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

The District has developed and implemented a variety of local assessments and has taken measures to eliminate potential barriers to state and college readiness assessments. For example, the District has taken steps to align the common formative assessments, writing prompts and performance tasks to the new state standards as well as included science and social studies. In addition, with the proper tools of technology and teacher supplemental material support, a district wide online diagnostic was implemented. As 2017-18 marked the first year of implementation of the district wide diagnostic, there was an early correlation made to the summative state assessments; however, until official results are received, the correlation, if any, is unknown. With ongoing support and training, teachers will become better skilled in the use of these assessments as part ongoing monitoring of student achievement. In addition, through a data warehouse system, all local and state assessments can be disaggregated by underserved student group to determine how targeted those who are most at risk and how their performance compares to the general population. Currently this data and data warehouse are used extensively by English learner programs to monitor progress of individual students and his/her path to reclassification. The District also has provided for both PSAT and SAT testing for all students in grades 10 and 11, including students at our continuation and independent study high schools. Moreover, through committee work with various stakeholders (teachers, administrators, etc.), all classes that English learners take at the secondary level were reviewed and revised to ensure compliance with A-G. At the elementary and middle school levels, students have had increased opportunities to have the necessary technology skills outlined in the K-12 CCSS Technology Scope and Sequence embedded into their weekly lessons in the computers labs with the Instructional Technology Assistants.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Item 1a- The District incurred higher expenditures as the estimated cost projected for student classroom computers exceed the anticipated cost.

Item 1d- Further evaluation of the current CTE offerings focused the District's effort on program development. Planned purchased will be aligned to the new vision for CTE in the 2018-19 school year.

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

No substantive changes occurred.

Goal 2

Conditions for Learning:

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priorities 1,2 and 7

Local Priorities: [Add Local Priorities Here]

Annual Measureable Outcomes

Expected	Actual
2a: The District will meet the requirements of the Williams Annual Inspection related to Teacher Assignment Maintain an annual status of Met for the Williams Annual Inspection related to Teacher Assignment and ensure that 100% of the instructional staff are fully credentialed and highly qualified	For the 2017/18 school year, the District maintained an annual status of Met for the Williams Annual Inspection related to Teacher Assignment as shared with the Local School Board and in conjunction with the county office of education as part of ongoing monitoring.
2b: The District will meet the requirements of the Williams Annual Inspection related to Materials Maintain an annual status of Met for the Williams Annual Inspection related to Materials and ensure that all students, in all schools, are provided a ratio of 1:1 textbooks and instructional materials in all core subject areas	For the 2017/18 school year the District maintained an annual status of Met for the Williams Annual Inspection related to Materials as shared with the Local School Board and in conjunction with the county office of education as part of ongoing monitoring.
2c: The District will meet the Implementation of State Academic Standards as measured by Priority 2 – Option 2 Reflection Tool	For the 2016/17 school year, the District maintained an annual status of Met for the Implementation of State Academic Standards by completing the Priority 2 - Option 2 Reflection Tool and reported the results through the California School Dashboard for the Fall 2017 release. Ongoing monitoring of implementation

Maintain an annual status of Met for the Implementation of State Academic Standards which rates the District's progress in aligning materials to the state standards and providing professional growth	through professional development records and classroom walkthroughs will continue to validate the responses to this survey.
2c: The District's progress in aligning instructional materials to the academic standards The District will conduct a pilot for History/Social Science	The District has aligned instructional materials with state standards and frameworks in the areas of Mathematics, English Language Arts, and will be purchasing State approved K-12 materials in the area of History/Social Science for implementation in the 2018/19 school year.
2c: The District's progress in providing professional learning for teaching to the academic standards utilizing aligned instructional materials The District will provide professional training to all teachers in the following content areas: Science	The District is still in process of aligning instructional materials with the NGSS standards. Science trainings were in grades K-12. At the elementary schools two performance assessments have been composed for each grade level. Two more will be added, one each year. At the middle schools, grades 6,7 have been completed. At the high school two integrated and two embedded courses have been completed. Ongoing performance assessments need to be done as new courses and new teachers are added.
2c: The District's progress in implementing the academic standards in other content areas (CTE, Health, PE, VAPA and World Language) The District will continue to update the CTE courses to support the implementation of career pathways.	The CTE standards have been implemented in the majority of CTE courses. Only three courses need to be aligned to meet UC A-G requirements for the 2018/19 school year.
Programs for Unduplicated Students: English Learners 4 elementary schools Kindergarten and Grade 1 will be implemented	English Learner programs has implemented the Dual Language Immersion program at Boyd, Garcia, Kelley and Morris Elementary schools within the district.
Programs for Unduplicated Students: Socioeconomically Disadvantaged Annual growth targets will be developed for this group of identified students in the fall of 2017	The District has completed the first year of implementation of the adaptive diagnostic assessment. Based on the year end data, growth targets will be established for the 2018/19 school year.
Programs for Unduplicated Students: Foster Youth 100% of foster youth and McKinney Vento students at the high school level will be assigned a specific counselor.	For 2017/18, 100% of Foster Youth and McKinney Vento students at the high school level were assigned a counselor.
Programs for Exceptional Students: Special Education Annual growth targets will be developed for the group of students provided with the supplementary curriculum in the fall of 2017	The District did not purchase supplementary curriculum for students who receive special education services in the general education, RSP, and Mild Moderate setting. Teachers didn't have the technology support and training to implement the Unique Curriculum.

Actions / Services

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

Action 2a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will continue to meet the Williams requirement and ensure that 100% of the instructional staff are fully credentialed and highly qualified to teach the subjects/courses/grade levels they are appropriately assigned.	The District met the Williams requirement and ensure that 100% of the instructional staff are fully credentialed and highly qualified to teach the subjects/courses/grade levels they are appropriately assigned.	$129,264,481 LCFF Funds, Title I, Title II, CTE Incentive Grant, Special Ed-IDEA Local Grant, Special Ed-IDEA Preschool Local Grant, State Special Education Funds, Calif State Preschool Program (CSPP) Certificated Salaries & Benefits	$127,317,809 LCFF Funds, Special Ed-IDEA Local Grant, Special Ed-IDEA Preschool Local Grant, State Special Education Funds Certificated Salaries & Benefits

Action 2b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will continue to meet the Williams requirements and ensure that all students, in all schools, are provided a ratio of 1:1 textbooks and instructional materials in all core subject areas.	Action Met. Additional expenditures was required for new pathway courses & Dual Language Immersion Program curriculum. The District maintained an annual status of Met for the Williams Annual Inspection related to Materials.	$940,000 Restricted Lottery Funds Books and Supplies, Services and Operating Expenditures	$ 1,085,429.19 Restricted Lottery Funds Books and Supplies, Services and Operating Expenditures

Action 2c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will develop and administer a	Mathematics, ELA, and Social Science pacing	Cost included in 1d, 2u & 2v	Cost included in 1d, 2u &

survey to all teachers to be able to accurately determine the following areas related to the Implementation of State Standards Self Reflection Tool: 1. The District's progress in providing professional learning for teaching to the academic standards 2. The District's progress in aligning instructional materials to the academic standards 3. The District's progress in implementing policies or programs to support staff in identifying areas of improvement related to the academic standards 4. The District's progress in implementing the academic standards in other content areas (CTE, Health, PE, VAPA and World Language) The District's progress in identifying professional learning needs of groups and individuals The District will continue to develop and refine grade level (K-12) pacing guides in ELA, Math, Science (NGSS) and Social Studies to align to the CCSS. The district will continue to update/create CTE courses, curriculum, and textbooks for current pathways. The District will survey the implementation of health curriculum K-8. The District will remove Health as a graduation requirement beginning with the incoming 9th graders for 2017-2018. The State mandated CA Healthy Kids Act content will be delivered through the PE course for Grade 9. The District will continue to implement SPARKS curriculum and instruction K-5. The District will	at each level: elementary, middle school, and high school, were modified and refined to better align with the CCSS. All new courses in Science at middle and high school were aligned to NGSS standards and a three dimensional pacing chart was created for all secondary courses. For elementary units of study were developed in science and were integrated with the ELA standards. Online science textbooks were developed for Grades 6-12. At the high school level Year 2 courses for integrated and embedded science were developed. All high schools solidified and branded their CTE pathways. Nearly 90% of the courses have been A-G approved. The District implemented the change to meet the CA Healthy Kids Act through the high school Physical Education course. The District has continued to implement the SPARKS K-5 curriculum. The District completely implemented Elementary VAPA K-5 and Music grades 4-5. Professional Development was provided to all Middle and High School music teachers in the area of Strings Instruction.		2v

continue to implement Physical Education Standards based on CA Blueprint K-12 The District will continue to provide an Elementary VAPA team and to provide standard aligned instruction of all 1-5 students and Music team to participating 4 & 5th grade instrumental students. Standards aligned professional development will be provided to all middle and high school music teachers.			

Action 2d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will develop and communicate a consistent process and timeline for the collaborative development of master schedules within the district that ensure all students are provided with a broad course of study. The District will provide master schedule training to all secondary administrators and counselors through a consultant. Budget NTE prior year LCAP expense. The District will ensure all students, including English Learners, LTELS, Redesignated FEP, Special Needs, Low Income, and Foster Youth have access to and will be enrolled in a broad and challenging course of study that includes all subject areas and CTE Pathways through an equitable master schedule at all grade levels. Each high school counselor will ensure that all 9th and 10th grade students have a 4 year plan as developed in the Student Information System (SIS) and be trained in on writing personal/graduation plans.	Workshops were provided for both counselors and secondary principals on how they can develop a master schedule that met student needs. All courses for English Learners at the high school level have been revised to meet A-G requirements. The Director of English Learner Programs has met with high school counselors and high school administrators three times this year to discuss appropriate EL placement and support needed by school sites to ensure the success of English Learners. Teachers of Long Term English Learners at the high school and middle school level meet once a month to analyze data, discuss effective teaching practices and discuss additional ways to work with LTELs to achieve reclassification. The district explored Naviance and other online options so that counselors could work with students on their 4 year plans. A google document was created and shared with all	$25,000 Title II Funds Certificated Extra Duty	$1,720 LCFF Funds Services and Operating Expenditures

Each high school counselor will review each student's' 4 year plan at the end of each semester.	counselors so that the 4 year plan could be entered in that location. The IT department is exploring how they can get certain software so that the 4 year plan can ultimately go on Synergy our data system.		

Action 2e

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will provide the following programs for unduplicated students: • English Learners: Dual Language Immersion Program - **See action item 2m** • Socioeconomically Disadvantaged: Intervention strategists at all grade levels - **See action item 2p** Foster Youth: All Foster Youth are assigned to a PBIS counselor at the high school level - **See action item 3h**	See action items 2m, 2p, 3h	See action items 2m, 2p, 3h	See action items 2m, 2p, 3h

Action 2f

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

The District will purchase the Unique program as a curriculum for the special education students in moderate/severe programs. Unique will include curriculum and training for mod/severe teachers. The District will provide subs for 50 teachers to be released for training for 1 day. The District will provide the WonderWorks program aligned with the current District ELA/ELD adoption for intervention for RSP, and SDC students in order to increase their achievement and allow them to access the General Ed curriculum. (Wonderworks materials- $ 127,000 plus training)	The District purchased Unique curriculum for all moderate severe (MS) programs and provided two days of training for all MS teachers. WonderWorks was not purchased for RSP or SDC.	$68,314 (Cost of materials included in 2b) LCFF Funds contribution to Special Education and Educator Effectiveness Funds Certificated Salaries and Benefits, Books and Materials	$0 (Cost of materials included in 2b) LCFF Funds contribution to Special Education and Educator Effectiveness Funds Certificated Salaries and Benefits, Books and Materials

Action 2g

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will provide training and implementation support for elementary teachers in grade K-5 in the following areas: • Instructional strategies to implement in the classroom with RFEPs who are not making academic progress. • Strategies to use with students who are at risk of becoming Long Term English Learners • Small group instruction during designated and integrated ELD SIOP Secondary - The District will provide training for a fourth cohort and a refresher series for teachers in cohorts 1 - 3 of content	The District provided training and implementation support for elementary teachers in grade K-5 in the following areas: ● Instructional Strategies for Struggling R-FEPS ● Intervention strategies for at risk LTELs ● Small group instruction for designated and integrated ELD. English Learner Shadowing as a Catalyst for Change was implemented K-12 to train teachers in effective strategies for English Learners to develop academic language.	$1,013,885 LCFF funds, Title III Funds, Educator Effectiveness Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures	$869,897 LCFF funds, Title III Funds, Educator Effectiveness Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures

teachers at the secondary level in SIOP, a research-based and validated instruction model that has proven effective in addressing the academic needs of English Learners and of R-FEPs in need of remediation. SIOP Elementary - The District will continue to SIOP train elementary teachers in teams for schools who voluntarily choose to implement this strategy at their school site. SIOP Materials will be purchased for all teachers participating in SIOP training The District will maintain 63 bilingual instructional assistants to support the primary language needs of the growing number of English Learners at the beginning levels of English proficiency. Professional Development for Bilingual Instructional Assistants will be provided at least 3 times per year. Topics will include SIOP strategies and ways to best support students in their acquisition of language and content area subject matter. Collaboration amongst teachers of English Learners EL Programs will coordinate collaboration time for teachers to align support classes for English Learners with core classes at the secondary level using strategies appropriate for English Learners.	SIOP was implemented with a fourth cohort of Secondary teachers. This included the purchase of materials. The district is currently at 58 Bilingual Instructional Assistant positions filled from 42 at the beginning of the year. Bilingual Instructional Assistants have been provided with 2 trainings in the 17-18 school year. EL Programs facilitated several collaboration groups for EL teachers. ● Newcomer High School ● Newcomer Middle School ● LTEL Middle and High School ● Dual Language immersion All support classes for ELs have been revised for A-G approval.		

Action 2h

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will contract with a consultant to	Not Met - the District did not contract for PLC	$19,500	$0

provide Professional Learning Community (PLC) trainings to support individual schools for specific dates to be determined during the school year. Budget not to exceed prior year LCAP cost. Individual schools would be responsible for extra duty and substitute costs for PLC training.	trainings.	Title I Funds Services/Operating Expenditures	Title I Funds Services/Operating Expenditures

Action 2i

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All Rialto USD schools will provide timely systematic interventions for at-risk students not meeting grading level expectations in ELA and Math. This will include the use of intuitive and adaptive technologies. APEX will be implemented at the high schools for Credit Recovery in grades 9-12 and APEX tutorials for at-risk students in the middle schools. Extra-duty for High School APEX coordinators. The APEX High School Coordinators and middle school APEX teachers will be trained on APEX implementation and updates, and in implementation of an APEX common credit recovery model across all high schools, and a common APEX tutorial model across the middle schools during the school day and after school. The District-Literacy MTSS- RtI-UDL Team will meet to evaluate and update the Pre-K-12 Literacy RtI Plan and MTSS pyramid. Teachers and administrators will be trained in the District Literacy/MTSS-RtI-UDL Plan tiered systems of support and instructional strategies for Pre-K-12 implementation.	Action Met: 27/28 schools developed a 2017-2018 Literacy/ELA RTI Plan with action steps and goals to provide interventions for at-risk students that included the use of i-Ready Instruction, SIPPS, and Footsteps2Briliance. Intervention/Instructional Strategist at each elementary school worked with at risk Tier III students in ELA/Math. The 5 middle schools and the 3 comprehensive high schools were each provided with an ELA Intervention Strategist and a Math Intervention Strategist to work with targeted students and provide wrap-around services to those targeted students. In addition, the 3 comprehensive high schools were each provided with an EL Intervention Strategist to work with targeted EL students and to provide wrap-around services to those targeted students. Services will include tracking student progress and recommending resources to ensure students' academic success.	$522,279 in addition to cost included in 2b and 2p LCFF Funds, Educator Effectiveness Funds, Title II Funds, Title I Funds Certificated Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures	$707,189 in addition to cost included in 2b and 2p LCFF Funds, Educator Effectiveness Funds, Title II Funds, Title I Funds Certificated Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures

	Action Met: APEX was implemented at each high school for Credit Recovery in grades 9-12. Four middle schools implemented APEX Tutorials. Action Met: The APEX High School Coordinators were paid 20 hours per month for the coordination of APEX at their school sites. Action Met: The coordinators were trained on APEX implementation credit recovery on November 7, 2017 and APEX high school coordinators, teachers and counselors were trained on APEX implementation, credit recovery and partial credit for foster youth on January 31, 2018. Middle School APEX Tutorial training was on November 7, 2018 Action Met: The District-Literacy RtI Team met on November 30, 2017, to evaluate the Pre-K12 Literacy RtI Plan and to review and provide feedback on the schools' LIteracy RtI Plans of Implementation. Action Met: 10 pilot schools (6 elementary, 3 middle and 1 high school: Kordyak, Werner, Morris, Kelley, Trapp, Boyd, Kucera, Kolb, RMS and EHS) and the instructional/ intervention strategist were trained on Universal Design for Learning (UDL) as part of the MTSS-RtI-UDL direction that the district is moving in. Training in Universal Design for Learning (UDL) took place for the 10 pilot schools on September 14 & 15, 2017. Training for the Instruction/Intervention strategist took place with CAST on November 14 & 15, 2017. Followed with webinar UDL/RtI and classroom observations on April 10 & 11, March 29, May 10 & 11, 2018, and continuous individual planning with teachers by district staff.		

Action 2j

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will ensure literacy for K-12 students through exemplary programs and professional development by site request on the following topics(Individual schools would be responsible for extra duty and substitute costs): SIPPS (TK-6) Raising A Reader (TK,K & 1st) Footsteps2Brilliance (Preschool, PreTK-3rd) History/Social Studies-Classroom libraries (Middle and High School) Literacy & District/Literacy/RtI Plan (Pre - 12th) Writing Across the Content Areas Elementary- McGraw Hill Wonders Middle School-Houghton Mifflin Harcourt Collections High School-McGraw Hill Study Sync	Action Met: Raising a Reader (RAR) in all Kindergarten classrooms was fully implemented. Footsteps2Brilliance in grades Preschool, TK-3rd was implemented at all 19 elementary schools. High interests, high quality classroom libraries were purchased and utilized in middle school social studies classes & Scholastic Classroom Magazine/ Newsletters for all 6-8th middle school social studies classrooms. Literacy in the use of classroom libraries for Middle School History/Social Studies with job embedded coaching was implemented with training from Scholastic. Two secondary pilot Lighthouse feeder schools (Kucera & Carter) were trained and implemented “Claim It, Cite It, Cement It” writing - claims and evidence based writing across the content areas on November 29, December 1, 2017, February 8 & 27, April 3, 24 & 25, 2018. TK and K teachers received professional learning/development by Scholastic experts and implemented Interactive Read Alouds, Early Literacy: Oral Language, Student Independence and Centers, and Guided Reading and Writing. Elementary teachers were provided training and implemented McGraw Hill Wonders, Middle school teachers were provided training on Houghton Mifflin Harcourt Collections, and High School was provided training McGraw Hill Study Sync.	$564,000 Title I Funds, Restricted Lottery Funds Books and Supplies, Services/ Operating Expenditures	$545,735 Title I Funds, Restricted Lottery Funds Books and Supplies, Services/ Operating Expenditures

Action 2k

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will develop a curriculum for one elective class in 6th grade at each middle school to have a STEM curriculum that will strategically serve students who “nearly met the standards’ on the SBAC assessment in Mathematics in grade 5. The District will provide professional development to those teachers in grade 6 on the STEM curriculum The District will develop a STEM rotation elective in 7th grade for all middle schools that will be implemented in the 2018-2019 school year The District will develop a curriculum for four elementary schools to implement a STEM curriculum K-5 at for one teacher per grade level.	An innovative STEM elective was put in place at each middle school with one teacher piloting the materials. The district provided PD for all Science teachers including 6th grade teachers. 6th grade teachers also had the opportunity to participate in the STEM builders program At this time First Lego robotics was put in place and ALL middle schools have participated in this. The class could be an after –school club or an elective class depending on the school FTE. No extra FTE’s were provided to middle schools. The four elementary schools sent a K-5 team of teachers called Elementary Einstein Fellows who were trained Project Based Learning and have developed lessons for each grade level. By teachers developing lessons they were able to integrate ELA and Math in STEM with current	$651,076 LCFF Funds, Title I Funds, Title II Funds, Educator Effectiveness Funds, College Readiness Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures, Other Outgo	$649,837 LCFF Funds, Title I Funds, Title II Funds, Educator Effectiveness Funds, College Readiness Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures, Other Outgo

The District will provide professional development for teachers from those pilot schools on the newly developed STEM curriculum. The District will work with IHE's and teachers to design the 2nd course for their computer science sequence. A District Math RtI Team of K-12 teachers and district personnel will be formed to develop a Pyramid of Interventions for Pre-K-12 Math and will meet during the school day and after school to develop the plan. The District will work with science, math, MESA and PLTW middle and high school teachers to develop "STEM ROAD SHOW" stations that can be manned by middle and high school students at the elementary and middle schools so that more students and parents develop awareness about STEM at school sponsored STEM Nights The District will provide field trips for each 5th and 8th grade student to an IHE to learn more about STEM courses The District will pay 4 teachers at the High School Level and 5 teachers at the Middle School level to be science lead teachers on the implementation of NGSS. The District will provide for one Science Project Lead.	standards rather than purchasing a curriculum which would be something additional. PD was provided both during the school day and after school This has been in discussion as to whether the district will approve to pay a selected teacher at each school to take computer science courses so that this can be offered. Currently the first computer science course – Computer Science Principles is being offered at two of the three comprehensive high schools. A second course is being submitted for next year. A District Math RtI Team was not formed. This was called the RISE conference and middle and high school students assisted with the event along with college students. All 19 elementary fifth grade students attended this event. There were inservices held on minimum days for middle school teachers to provide greater clarity with NGSS. Selected teachers from each high school were provided subs so that they could work on new courses that were tied to the NGSS standards. A Project Lead for Science was also hired.		

Action 2l

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

The District will provide the following options for credit recovery at the high school level. • Each high school PBIS/at risk counselor will enroll students that are 10 or more credits behind at each grade level into APEX. The District will offer summer school through APEX and traditional setting for students that are 10 or more credits behind The District will provide the following options for Intervention: • Middle School APEX Tutorials Summer School Intervention for incoming 9th graders needing support in ELA and Math (70 students) • Summer School Intervention for incoming 7th and 8th graders needing support in ELA and Math - Site Title I Funds	Action Met: APEX was purchased and implemented in all high schools. The District offered summer school for high school students that were credit deficient in a traditional setting, as well as through APEX online learning. The District provided a summer school intervention class for incoming 9th graders that needed support in ELA and Math. The District provided summer school intervention for incoming 7th and 8th graders that needed support in ELA and Math.	$643,603 LCFF Funds, Title I Funds, Mental Health Funds, Special Education Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures	$925,242 LCFF Funds, Title I Funds, Special Education Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures

Action 2m

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will continue to implement Dual Language Immersion at 4 elementary, 1 middle and 1 high school. (Boyd, Kelley, Morris, Garcia, Jehue and Rialto High School). A pathway to biliteracy will continue through the implementation of the Dual Language Immersion program at four elementary schools. • The District will provide training to teachers in the Dual Language Immersion Program. (Title III) • Administrators, teachers and BIA's will collaborate (Title III) The Dual Language Immersion Program will be implemented at 2nd Grade. Core instructional materials will be purchased through LCFF	The District has continued to implement the Dual Language Immersion Program at 4 elementary schools with a path leading to Jehue Middle School and Rialto High School. The district has provided various trainings and collaboration opportunities. Core materials for 2nd grade DLI are in the process of being approved and ordered. Supplemental materials were purchased for 2nd	$142,044 cost of additional core textbooks in 2b LCFF Funds, Title III Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies	$58,100 cost of additional core textbooks in 2b LCFF Funds, Title III Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies

funding. Supplemental classroom and instructional materials will be purchased through Title III funding. English Learner Programs will hire a temporary full-time clerk from November to May to perform clerical duties related to increased EL programs such as the Dual Immersion, ELA/ELD adoption training, professional development for teachers, materials acquisition, data disaggregation, parent involvement, paraprofessional training, intervention programs for ELs, curriculum development and other English Learner related duties. (LCFF and Title III)	grade DLI classrooms A temporary full-time clerk was hired to provide additional support to EL Programs.		

Action 2n

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will provide for 6 preschool teachers and classified staff, including instructional materials and supplies with a STEM pathways and Literacy focus, to ensure access to preschool for socio-economically disadvantaged students to enter TK and Kindergarten better prepared to access Common Core Academic State Standards.	6 Preschool Teachers, 12 Instructional Assistants, 12 Apprentices, and 2 Early Education office staff provide services to our students and families. 160 additional students had access to a quality Preschool program for 176 days, 116 for 6 hours a day. 924 Preschool students benefited from the purchase of innovative STEAM materials and Teacher trainings. Desired Results Developmental Profile (DRDP) ratings show the school readiness of the Preschool students in all the domains.	$1,209,204 LCFF Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures, and Other Outgo	$1,212,447 LCFF Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures, and Other Outgo

Action 2o

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will provide a centralized lead team of Instructional Strategists at the District Office to	The District implemented this action. The lead team of Instructional Strategists was formed and	$468,189	$501,588

consist of: one ELA lead, one Math lead; one ELD lead, and one Technology lead.	centralized at the District Office.	Title I Funds, Title II Funds, Title III Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures	Title I Funds, Title II Funds, Title III Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures

Action 2p

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will maintain 21 elementary site based Instructional Support Teachers *(Instructional Strategists*) to support the elementary schools (1 for each of the 19 elementary schools, and 2 for two of the larger elementary schools) who will model effective instructional strategies through professional development for all classroom teachers and provide intervention for students in academic need. The district will hire 19 Secondary Intervention Strategists to provide intervention services, including "wrap around" services to targeted students. Services will include tracking student progress and recommending resources to ensure students' academic success.	The district maintained 20 of the original 21 elementary site based Instructional Strategists. One of the Instructional Support Teacher positions was eliminated at one of the larger schools because of a decrease in enrollment at the school.	$5,756,349 LCFF Funds, Title I Funds, Title II Funds Certificated Salaries & Benefits	$4,597,959 LCFF Funds, Title I Funds, Title II Funds Certificated Salaries & Benefits

Action 2q

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The Rialto Unified School District will continue providing its Induction Program through which new teachers can clear their teaching credentials. The Induction program will continue	The district continued to provide Induction support for eighty (80) new teachers in the district who hold Preliminary Credentials with four (4) trained Induction Mentors providing that	$571,781 LCFF Funds, Educator	$501,019 LCFF Funds, Educator

to provide support for Participating Teachers through Induction Mentors (Support Providers). The Induction Program will provide Professional Development and growth opportunities to: • All Induction Teachers based on Program Standards, Individual Learning Plans (ILPs) and California Standards for the Teaching Profession • All Induction Mentors (Support Providers) in Mentoring New Teachers through ILPs and reflection; current instructional strategies The Induction Program will continue to provide substitute coverage for participating Induction teachers to observe classrooms and/or participate in lesson studies.	support. Participating Teachers (PTs) were provided substitute coverage for Peer Observations. Induction Mentors provided one-to-one mentoring support and Individualized Professional Development to the PTs for their professional growth. Thirty-four (34) Year 2 Participating Teachers completed Induction and are recommending for their Clear Teaching Credential by the Rialto USD Induction Program.	Effectiveness Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures	Effectiveness Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures

Action 2r

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will implement the Peer Assistance Program (PAR) according to the guidelines outlined in the certificated collective bargaining agreement.	This action is in progress. REA selected four (4) classroom teachers, and the Superintendent's designee selected three (3) administrators to the PAR Joint Panel. The district interviewed for the position of PAR Consulting Teacher in late winter 2018. Seven (7) PAR Consulting Teachers were selected. They received initial PAR training, along with the PAR Joint Panel on April 5, 2018. Additional training will be ongoing. PAR will be fully operational during 2018-2019.	$125,116 LCFF Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures	$7,192 LCFF Funds Certificated Salaries, Benefits,

Action 2s

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

The District will provide Professional Development support to individual schools as they implement their Strategic Plans. Areas identified for Professional Development will be developed with input from individual schools and may include: • Academic standards training • Curriculum embedded professional development • GATE strategies • Technology Training • Administrator Discipline/Records/Attendance training • Special Education Training Professional development identified through other action items The District will continue to provide My Learning Plan to monitor professional development opportunities, lesson studies and staff training.	The District provided Professional Development in the following areas: • Mathematics: HMH California GO Math! for new teachers • UCR Extension GATE Certificate Program for teachers	$49,476 Educator Effectiveness Funds Services/Operating Expenditures	$123,734 LCFF Funds, Educator Effectiveness Funds Services/Operating Expenditures

Action 2t

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will provide K-12 support and training with expert consultants in the areas of literacy and interventions; math, science and CTE Pathways.	The district implemented this action by providing K-12 support and training with expert consultants in the areas of literacy and interventions; math, science and CTE Pathways. Action Met: Kindergarten Raising A Reader literacy PD & training took place on August 30, September 7 & 8 and 18, 2017. TK-3rd grade Footsteps2Brilliance teacher PD/training took place on August 30, September 13, 14, 19, 21, 26, & 28, 2017.	$403,319 LCFF Funds, Title I Funds, Title II, Funds, Title III, Funds, Educator Effectiveness Funds Services/ Operating Expenditures	$585,652 LCFF Funds, Title I Funds, Title II, Funds, Title III, Funds, Educator Effectiveness Funds Services/ Operating Expenditures

	Footsteps2Brilliance modeled lessons and coaching took place on November 28, 29 & 30, December 5 & 7, and February 27, 28, March 1 & 6, 2018. . Action Met: 6th - 8th Literacy in the content of Middle School History/Social Studies training with Scholastic took place on October 12 and November 15, 2017. Follow-up and job embedded coaching for literacy for each middle school social studies teacher took place on various dates at each middle school April - May 2018. Action Met: Two secondary pilot Lighthouse feeder schools (Kucera Middle & Carter High) worked with Scholastic PD/training in literacy and writing - claims and evidence based writing across the content areas on November 29, December 1, 2017, February 8 & 27, April 3, 24 & 25, 2018. This PD included job embedded coaching at each pilot lighthouse school from November - April 2018. Action Met: TK and K teachers received professional learning/development by Scholastic experts in Interactive Read Alouds on September 7 & 8, Early Literacy: Oral Language on January 25, 2018, Student Independence and Centers on March 6, and Writing and Guided Reading on May 2, 2018. 10 pilot schools (6 elementary, 3 middle and 1 high school: Kordyak, Werner, Morris, Kelley, Trapp, Boyd, Kucera, Kolb, RMS and EHS) and the instructional/ intervention strategist were trained on Universal Design for Learning (UDL) as part of the MTSS/RtI direction that the district is moving in. Training took place for the 10 pilot schools on September 14 & 15, 2017. Training for the Instruction/Intervention strategist took		

	place with CAST on November 14 & 15, 2017. Followed with webinar UDL/RtI and classroom observations on April 10 & 11, March 29, May 2018. Piloting of History/Social Science curriculum by 80 teachers		

School Action 2u

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will maintain 5 Elementary Music Specialists and 10 Elementary VAPA teachers to provide instruction in Visual and Performing Arts. The District will provide necessary materials to sort the Elementary Music and VAPA programs.	The district implemented this action by providing the necessary materials to support the 5 Elementary Music Specialist that were retained and 10 VAPA Specialists. An additional VAPA Specialist was hired to meet the needs of our special education students.	$1,945,955 LCFF Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/Operating Expenditures	$2,117,796 LCFF Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/Operating Expenditures

Action 2v

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All Rialto USD secondary schools will provide at least one section of AVID for each grade level. The District will employ a Teacher on Special Assignment (.5FTE) to support the AVID program. The other .5 FTE will be provided through GATE.	The District hired an AVID/GATE TOSA to support the AVID Program (50%) and the GATE Program (50%).	$82,909 LCFF Funds Certificated Salaries & Benefits	$215,577 LCFF Funds, Title I Funds Certificated Salaries, Benefits, Books and Supplies, Services/Operating Expenditures

Rialto USD will provide up to 50 hours of extra duty pay for the AVID coordinator at each middle school and 70 hours for each high school.	The district has provided 50 hours of extra duty for each middle school and 70 hours for each high school for AVID coordinators.		

Action 2w

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will continue to support the long-term strategic plan that addresses the professional development needs for Special Education staff (regular and the collaborating special education teachers and instructional aides). Presented to Board February 2016. Implementation expected to begin August 2017.	The special education taskforce finalized the special education strategic plan. The district hired instructional strategist to provide support for teachers and students who receive special education services.	$1,000 LCFF Funds Services/Operating Expenditures	$143,704 LCFF Funds, Certificated Salaries, Benefits, Services/Operating Expenditures

Action 2x

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will provide support to the Action plans within the District Strategic Plan.	The District hired a consultant for the first year of implementation of the Strategic Plan. Update meetings were held with site principals to share action plans that were created in collaboration with the district.	$234,907 LCFF Funds Certificated Salaries, Classified Salaries, Benefits, Services/ Operating Expenditures	$98,374 LCFF Funds Certificated Salaries, Classified Salaries, Benefits, Services/ Operating Expenditures

Action 2y

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will provide support to the Action plans within the Site Strategic Plans.	Through their strategic plans, these sites planned for the following: ● Kelley Elementary: PLC Training ● Kordyak Elementary: STEM Conference, Technology Conference ● Morgan Elementary: STEM instructional supplies, STEM Fieldtrips, flexible seating ● Hughbanks Elementary: PBIS Conference ● Fitzgerald Elementary: Technology ● Milor High School: The California Continuation Education Conference ● Trapp Elementary: PLC Conference	No cost	$150,116 LCFF Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures, Capital Outlay

Analysis

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

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

Based upon review of the 2017-18 school year, the district has completely or partially implemented or not implemented the following:
The District will completely implement the following by June 30, 2017:
2b. Meet the Williams requirements and ensure that all students are provided a ration of 1:10 textbooks and instructional materials.

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

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

2m. Implement Dual Language Immersion (DLI) at 4 elementary schools with a path leading to Jehue Middle School and Rialto High School; addition of 2nd grade during the 2017-18 school year that required additional purchase of instructional materials.

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

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

2q. Continue to provide Induction support for 80 new teachers.

2u. Provide necessary materials to support elementary music and VAPA specialist; hired additional VAPA specialist for special education students.

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

The District will partially implement the following by June 30, 2018:

2a. Meet requirements for the Williams Annual Inspection as related to Teacher Assignment; teacher misassignment was reported for the 2017-18 school year at one school.

2f. Purchase Unique Curriculum for all moderate severe (MS) programs and provide two days of training or all MS teachers; WonderWorks was not purchased for RSP or SDC teachers.

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

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

The District will not implement the following by June 30, 2018:

2h. As sites determined own need for PLC training, this action was not completed during the 2017-18 school year; a different school improvement strategy and consultant will be in place in 2018-19.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

2l- The District has incurred a higher cost in order to provide a more robust summer school program.

2i, 2t- Additional consultants were hired to support the academic and social emotional objectives of our District.

2w- Funds were allocated to several sites to support their strategic plans.

2x- The District was able to update the strategic plan at a lower cost than anticipated.

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

[Add text here]

Goal 3

Engagement:

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: [Add Local Priorities Here]

Annual Measureable Outcomes

Expected	Actual
3a: The District will maintain an attendance rate of at least 96% Maintain an annual attendance rate of at least 96%	2016/2017: 96.47%

3a: The District will decrease the Chronic Absenteeism Rate as reported by the California School Dashboard Decrease the Chronic Absenteeism Rate by at least 1%	CA School Dashboard - 2015-16 Internal Data 11.67%; from DataQuest 9.7%
3b: The District will decrease the Middle School Dropout Rate as reported through the LCFF State Priorities Snapshot Maintain the Middle School Dropout Rate to under 0.5%	2014-15 0.5% 10 Students CA School Dashboard for 2015-16 9% 19 students CA School Dashboard for 2016-17 10% 20 students
3b: The District will decrease the High School Dropout Rate as reported through the Cohort Data Report through DataQuest Decrease the High School Dropout Rate by at least 1%	2015-16 7.3% Decrease 3.4% 147 Students 2016/17 1.7% High School Dropout Rate as reported through Dataquest
3c: The District will increase the Graduation Rate as reported by the California School Dashboard Increase by at least 1% to a total of 88.1% to maintain Green level	2015/16: 90.2% - Green Level (Fall 2017 Dashboard) Student Groups in Red: Foster Youth at 53.3% Student Groups in Orange: Homeless, Students with Disabilities
3d: The District will decrease the Suspension Rate as reported by the California School Dashboard Decrease by at least 1.1% to a total of 4.5% to move to Green level.	2016/17: 6.3% - Orange Level (Fall 2017 Dashboard) Increased by 0.8% Student Groups in Red: Pacific Islander, Two or More Races Student Groups in Orange: English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Asian, Hispanic, White
3d: The District will maintain the Expulsion Rate as reported by DataQuest Maintain the Expulsion Rate to under 0.5%	2016/17 Expulsion Rate: 0.01% for a total of 2 students
3e: The District will increase parent input as measured by the Priority 3 Option 2 Self Reflection Tool The District will report a status of Met through the California School Dashboard	For 2016/17, the District reported Met on the California School Dashboard Fall 2017 release utilizing the Priority 3 Option 2 Self Reflection Tool. This measured district implementation increased parent input and family engagement. In addition, at the end of the 2017-18 school year, the district implemented to all parents a Title I Parent Survey and an English Learner Parent survey. Results are pending and will be shared with stakeholder during the Fall of 2018.
3e: The District will increase the percentage of parents that report they feel welcome to participate at school as measured by the California School Parent Survey	2016-2017 Elementary: 93% of parents Agree or Strongly Agree Middle: 87% of parents Agree or Strongly Agree High: 88% of parents Agree or Strongly Agree. The California School Parent Survey will be conducted during 2018/19.

Increase by at least 2% Elementary: 95% Middle: 89% High: 90%	
3e: The District will increase the percentage of parents that report their school actively seeks the input of parents as measured by the California School Parent Survey Increase by at least 2% Elementary: 83% Middle: 77% High: 78%	2016-2017 Elementary: 81% of parents Agree or Strongly Agree Middle: 75% of parents Agree or Strongly Agree High: 76% of parents Agree or Strongly Agree. The California School Parent Survey will be conducted during 2018/19.
3f: The District will increase the percentage of students that report they feel safe at school as measured by the California Healthy Kids Survey Increase by at least 2% Elementary: 83% Middle: 61% High 46%	2016-2017 Elementary: 81% of respondents report feeling safe at school most or all of the time. Middle: 59% of respondents report feeling safe or very safe at school. High: 44% of respondents report feeling safe or very safe at school. The California Healthy Kids Survey will be conducted during 2018/19.
3f: The District will increase the percentage of staff that report school is a safe place for students as measured by the California School Staff Survey Increase by at least 2% Elementary: 97% Middle: 86% High: 93%	2016-2017 Elementary: 95% of respondents Agree or Strongly Agree that school is a safe place for students. Middle: 84% of respondents Agree or Strongly Agree that school is a safe place for students. High: 91% of respondents Agree or Strongly Agree that school is a safe place for students. The California School Staff Survey will be conducted during 2018/19.
3f: The District will increase the percentage of staff that report school is a safe place for staff as measured by the California School Staff Survey Increase by at least 2% Elementary: 95%	2016-2017 Elementary: 93% of respondents Agree or Strongly Agree that school is a safe place for staff. Middle: 85% of respondents Agree or Strongly Agree that school is a safe place for staff. High: 91% of respondents Agree or Strongly Agree that school is a safe place for staff. The California School Staff Survey will be conducted during 2018/19.

Middle: 87% High: 93%	
3f: The District will increase the percentage of parents that report school is a safe place for students as measured by the California School Parent Survey Increase by at least 2% Elementary: 97% Middle: 94% High: 95%	2016-2017 Elementary: 95% of respondents Agree or Strongly Agree Middle: 92% of respondents Agree or Strongly Agree High: 93% of respondents Agree or Strongly Agree The California School Parent Survey will be conducted during 2018/19.
3g: The District will meet the requirements of the Williams Annual Inspection related to Facilities Maintain an annual status of Met for the Williams Annual Inspection related to facilities	For 2017/18, the District Met the Williams Annual Inspection related to facilities as shared with the Local School Board and in conjunction with the county office of education as part of ongoing monitoring.

Actions / Services

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

Action 3a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will maintain direct support to decrease the number of students with chronic absenteeism through a District nurse. The District will maintain a District centralized home visitation team including a District Probation Officer, a District McKinney Vento/Foster Youth Liaison The District will provide attendance intervention through Student Truancy Reduction and Intervention Team (STRAIT). The District will provide an absenteeism recovery program that will monitor and reduce	The District maintained direct support to decrease the number of students with chronic absenteeism through a District nurse. The District maintained a District centralized home visitation team including a District Probation Officer, a District McKinney Vento/Foster Youth Liaison The District provided attendance intervention through Student Truancy Reduction and Intervention Team (STRAIT).Modified focus from high school to middle school.	$1,719,271 LCFF Funds, Title I Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures	$1,647,610 LCFF Funds, Title I Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures

the number of student absences. All schools will provide additional communication with parents through an automated communication system.	The District provided an absenteeism recovery program that monitored and reduced the number of student absences. All schools provided additional communication with parents through an automated communication system.		

Action 3b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will continue to monitor students that are potentially identified as middle or high school dropouts based on coding in the student information system. The District will provide annual training to all staff responsible for updating the dropout codes in the student information system to ensure that students are entered correctly. These trainings will be providing during regular work hours and do not have an additional expense.	The District continued to monitor students that are potentially identified as middle or high school dropouts based on coding in the student information system. The District provided annual training to all staff responsible for updating the dropout codes in the student information system to ensure that students are entered correctly. These trainings were provided during regular work hours and did not have an additional expense.	No additional cost	No additional cost

Action 3c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Beginning with the incoming 9th grade students, the District will remove the Health requirement as a separate course for graduation. The required health standards will be provided through a 9th grade Physical Education course.	Fully implemented-Beginning with the incoming 9th grade students, the District will remove the Health requirement as a separate course for graduation. The required health standards will be provided through a 9th grade Physical Education course.	No additional cost	No additional cost

Each high school counselor will ensure that all 9th grade students have a 4 year plan as developed in the Student Information System (SIS) and be trained on writing personal/graduation plans. Each counselor will review each student's 4 year plan at the end of each semester. Each high school will hold 9th grade orientation and a minimum of one parent College and Career Night to inform parents and guardians of the requirements for graduation, college and career plans. The District will research the process and cost of completing a transcript audit.	Initial implementation of these steps as ongoing collaboration and training will continue with high school counselors.		

Action 3d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will work with school administration to provide prevention/intervention and other means of correction (i.e. counseling, family supports, alternative placement, etc.) to reduce the expulsion rate. The District will continue to retain School Resource Officers for a total of three (3); one at each comprehensive high school. Through the District Safety and Security Department, the District will establish Security as hallway mentors. The District will provide restraint training to	Fully Implemented-The District will work with school administration to provide prevention/intervention and other means of correction (i.e. counseling, family supports, alternative placement, etc.) to reduce the expulsion rate.(Other means- Restorative Practices, NCTI, Clay Counseling, Wellness Center) Fully Implemented-The District will continue to retain School Resource Officers for a total of three (3); one at each comprehensive high school. Partially Implemented-Through the District Safety and Security Department, the District will	$167,500 LCFF Funds Services/ Operating Expenditures	$180,796 LCFF Funds Services/ Operating Expenditures

identified staff members.	establish Security as hallway mentors. Officers are trained in One Circle and Restorative Practice to deliver PBIS tier 2 interventions. Partially Implemented-The District will provide restraint training to identified staff members.		

Action 3e

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will provide parent classes and training on district and preschool - grade 12 programs and curriculum.	This action was fully implemented in regards to offerings. The Parent Institute (The Parent Resource Center) was staffed with an assistant and reopened in December 2017. The following classes were offered: Footsteps2Brilliance Parent Trainings took place throughout the school year A series of Raising A Reader (RAR) Parent Trainings took place on various dates at all 19 elementary schools from August to November 2017. For example Bemis Elementary School had their RAR Parent Trainings on August 30, September 6, 8, 13 and 20th. 3rd Grade Parent presentations on the importance of literacy proficiency by 3rd grade took place at all 19 elementary schools Infant-Toddler-Success Parent Classes took place in the months of February through April 2017.	$430,993 LCFF Fund Contribution to Special Education, Title I Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures	$553,802 LCFF Funds, Title I Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures

The District will maintain a committee of parents and community stakeholders' representative of the District's population for the evaluation and development of the annual LCAP. LCAP input will be sought at least twice per year at school ELAC and district DELAC parent meetings. Strategies to increase the percentage of parents participating in school ELAC meetings will be discussed at EL Program administrator trainings. All schools and the District will ensure that they have full parent representation and participation on their schools' SSC and ELAC, and the Districts' DAC (District Advisory Committee), DELAC (District English Learner Advisory Committee) and DAAPAC (District African American Parent Advisory Council) meetings throughout the year. All schools will provide additional communication with parents through an automated communication system. (reference 3a) The District will maintain a District AAPAC (DAAPAC) The District will establish an African American Town Hall (Through the Community Partnerships and Parent Center) The District will continue to sponsor the Annual Parent Summit. The District will provide 4 additional interpreters	Computer classes for parents and nutrition classes in Spanish LCAP input was provided by DELAC, DAC, and DAAPAC parents; in addition, two community stakeholder meetings were held. EL Program admin trainings included strategies to increase parent involvement. EL Programs monitored and reported the number of DELAC meetings that each representative attends. Schools with a low participation rate were encouraged to ensure representation at each meeting. The District African American Parent Advisory Council (DAAPAC) continued in its second year and held 6 meetings during the 2017-2018. In February 2018, DAAPAC held its 2nd Black History Celebration. The Annual Parent Summit was held on October 14, 2017. Four interpreter/ translators are in the process of being hired.		

Action 3f

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will continue to seek parent input through the following actions: Annual Title I Parent Survey Annual EL Parent Survey PBIS - TFI Survey Customer C.A.R.E. Survey California Healthy Kids Survey	CA Healthy Kids Survey was not administered, as it was off-cycle year. Will be administered in 2018-19 The Title I and EL Parent Survey are in the process of being administered for this year.	$11,000 LCFF Funds Service/ Operating Expenditures	$0 LCFF Funds Service/ Operating Expenditures

Action 3g

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will continue to meet the Williams requirements with school facilities that are maintained in good repair.	The District met the Williams requirements with school facilities that are maintained in good repair.	$8,172,107 LCCF Funds contribution to RMA Fund Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures, Capital Outlay	$10,145,410 LCCF Funds contribution to RMA Fund, RDA contribution to Deferred Maintenance Fund Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures, Capital Outlay

Action 3h

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will maintain 1 PBIS Coordinator to provide support and follow up in the implementation of PBIS at each cohort at school sites. The District will continue to implement Positive Behavior Interventions and Supports (PBIS) for cohort 1 and 2, and 3: Cohort 1 – Ongoing support provided by RUSD PBIS Coordinator Cohort 2 – Year 3 of SB County training contract Cohort 3 – Year 2 training provided by RUSD PBIS Coordinator Cohort 1 Schools: Bemis, Hughbanks, Kelley, Morgan, Myers, Preston, Jehue, Kolb, Kucera, RMS, CHS, EHS, and Milor Cohort 2 Schools: Boyd, Casey, Curtis, Garcia, Henry, Morris, Frisbie, RHS Cohort 3 Schools: Dollahan, Dunn, Fitzgerald, Kordyak, Simpson, Trapp, and Werner Elementary The District will maintain 3 PBIS/At Risk High School Counselors to identify students that are credit deficient at each grade level and monitor attendance, grades, credits and meet the requirements of AB 1802 for students in grade 10. The District will provide extra duty hours to PBIS	Fully implemented- The District will maintain 1 PBIS Coordinator to provide support and follow up in the implementation of PBIS at each cohort at school sites. (Trainings, TFI, MTSS, Self-Assessment Survey) Fully implemented-The District will continue to implement Positive Behavior Interventions and Supports (PBIS) for cohort 1 and 2, and 3: Cohort 1 – Ongoing support provided by RUSD PBIS Coordinator Cohort 2 – Year 3 of SB County training contract Cohort 3 – Year 2 training provided by RUSD PBIS Coordinator Cohort 1 Schools: Bemis, Hughbanks, Kelley, Morgan, Myers, Preston, Jehue, Kolb, Kucera, RMS, CHS, EHS, and Milor Cohort 2 Schools: Boyd, Casey, Curtis, Garcia, Henry, Morris, Frisbie, RHS Cohort 3 Schools: Dollahan, Dunn, Fitzgerald, Kordyak, Simpson, Trapp, and Werner Elementary Fully-implemented-The District will maintain 3 PBIS/At Risk High.School Counselors to identify students that are credit deficient at each grade level and monitor attendance, grades, credits and meet the requirements of AB 1802	$921,790 LCFF Funds, Title I Funds, Medi-cal Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures, Capital Outlay	$940,363 LCFF Funds, Title I Funds, Medi-cal Funds Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures, Capital Outlay

team members in order to plan for training of site staff. District will provide a stipend to a secondary counselor who has a Masters in Social Work to supervise university social worker interns. The District will establish an MOU with local universities to bring social work interns to support social emotional efforts. District will contract with 1 Social Worker Consultant to provide prevention/intervention counseling/social/emotional supports to RUSD high school students.	for students in grade 10. Partially implemented- The District will provide extra duty hours to PBIS team members in order to plan for training of site staff. Fully implemented-District will provide a stipend to a secondary counselor who has a Masters in Social Work to supervise university social worker interns. Fully implemented-The District will establish an MOU with local universities to bring social work interns to support social emotional efforts. Partially implemented-District did not contract with the Social Worker Consultant. However, the district did hire a Counselor on Special Assignment (COSA) /Restorative Practices Coach		

Action 3i

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will promote school sites to celebrate academic, and world-wide cultural, and historical events, celebrating the historical contributions to society contributed by various cultures, races, and ethnicities throughout history. The District will continue to have a district sponsored events such as: Spelling Bee, Art Fair, Music Festival, Literacy Fair, Science Fair, STEM Bowl for elementary and middle schools, College Fairs, college tours, STEM events, sponsor robotics competitions and provide student incentives for increasing math proficiency	Latino Heritage month was celebrated across the district with a program focused on accepting differences and using reading strategies to use while reading at home with children. ($500 LCFF) The Black History Celebration was celebrated in February 2018 to highlight accomplishments of African Americans in STEAM and recognize Rialto USD African American students who achieved excellence in Science and Math. African American pilot, Captain Barrington Irving, was the guest speaker. The District Spelling Bee was held on	$23,200 LCFF Funds Services/Operating Expenditures	$20,000 LCFF Funds Services/Operating Expenditures

	November 30, 2017. District Music Festival was held March 5-9 2018 District Art Fair was held April 26, 2018. A District Literacy Fair took place on March 10, 2018 ($7,500) First in Math Medals for each elementary school ($540) A District Science and Engineering Fair was held on January 24, 2018. A Middle School STEM Bowl will be held on May 7, 2018. An Elementary School STEM Bowl will be held on May 8, 2018.		

Action 3j

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Over the course of four years, (year 1) the District will provide training to Administrators, TOSAs, counselors, and classified staff on: Unconscious Bias Social Justice Kids and Trauma School to Prison Pipeline Cultural Relevance Including training materials, printing and refreshments.	Partially Implemented- The District provided training in Restorative Practices, Unconscious Bias to PBIS School Teams.	Included in 3h & 2o	Included in 3h & 2o

Analysis

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

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

Based upon review of the 2017-18 school year, the district has implemented or not implemented the following:
The District will completely implement the following by June 30, 2017:
3a. Maintain direct support through a District Nurse and a centralized home visitation team. Provide intervention through Student Truancy Reduction and Intervention Team (STRAIT). Provide additional communication to parents through automated communication center.

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

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

3e. Host the annual parent summit in October 2017. Staff the parent resource center with an assistant and provide training on the following: Literacy, computer classes, nutrition, etc. Establish representative committees provided feedback and input to LCAP stakeholders.

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

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

3i.Promote school site and student success with activities and events to celebrate academic and multicultural events.
The District will partially implement the following by June 30, 2018:
3d. Provide restraint training to identified staff members.

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

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

3j. Provide training in restorative practices and unconscious bias to PBIS school teams.
The District will not implement the following by June 30, 2018:

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

For items 3j and 3j1, specific actions to target the needs of underserved students, specifically African American students were included.

Stakeholder Engagement

LCAP Year: **2018-2019**

Involvement Process for LCAP and Annual Update

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

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

In addition, students were surveyed on the LCAP needs at all high schools, middle schools, and a sample group of elementary students. All students were given a brief presentation on the LCAP process and were asked to complete a simple survey that included an open ended question as to how the school site and/or district can best support them. Results from student surveys were also analyzed for areas related to the LCAP and shared with stakeholder groups.

October 24, 2017: The District initially met with the LCAP Stakeholders' Committee on. During this meeting Education Services provided a mid-year update regarding various actions from the LCAP. The information was presented in small group settings and those attending were able to visit the various stations on a rotation to ask questions about the progress of the reported actions. 21 members of the LCAP Stakeholders' Committee attended this mid-year meeting.

February 7,2018: The District met for a second time with the LCAP Stakeholders' Committee on February 7, 2018 During this meeting Education Services provided an update regarding various actions from the LCAP that included PBIS (Positive Behavior Intervention and Support), Dual Immersion and Technology. 21 members of the LCAP Stakeholders' Committee attended this mid-year meeting.

March 6, 2018: The District held an LCAP Community Engagement Meeting at Rialto Middle School in the evening that was open to all members of the community. During this meeting, information was presented about the current status of the LCAP and the timeline for the annual update. There were 31 attendees at this community engagement meeting who had questions related to items included in the LCAP as well as an opportunity to provide individual feedback on the large ticket items in the LCAP that included Dual Immersion, Technology Integration, Instructional Strategists and Interventionists, and PBIS.

March 7, 2018: The District held a second LCAP Stakeholders' Committee morning meeting on March 7, 2018. The target audience for this meetings were committee and council members of DAC, DELAC, and DAAPAC. The meeting was open to all community members. During this meeting Education Services presented information related to the California School Dashboard and discussed the revisions to the LCAP metrics for 2017-2020.

May 2, 2018: The District met for a third time with the LCAP Stakeholders' Committee. During this meeting Education Services provided an update regarding various actions as well as a sharing of responses, trends and patterns of student surveys.

May 18, 2018: Education Services met with a combined District Advisory Council (DAC), District English Language Advisory Council (DELAC) and District African American Parent Advisory Council (DAAPAC) to provide time for these groups to provide feedback on the LCAP draft. The committees were provided with an updated LCAP guide that was embedded in the day's presentation. The specific actions that had been edited or removed and the proposed additional action items were proposed. The committees were provided with the opportunity to ask questions and/or provide feedback in writing during the meeting. Additionally, an online feedback form was provided and members of the committee were encouraged to use.

June 8, 2018: The final draft of the LCAP for 2017-2020 was posted on the District website for public review in preparation of the Board Public Hearing scheduled for June 13, 2018.

June 13, 2018: Education Services provided a workshop session to the Rialto Unified School Board to review the Annual Update and the updated LCAP. The Board was also provided with a final draft of the LCAP Guide and the LCAP for 2018-2021.

Impact on LCAP and Annual Update

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

Based on stakeholder and community input, the focus became more directed at the student level, specifically with the inclusion of student surveys. Issues of safety and security were voiced at many different levels and have been addressed with pilot programs to better address issues of sign in and visitation at school sites. Moreover, input from parents and other stakeholders in regards to African American student groups resulted in the increased attention and monitoring in regards to counseling and PBIS as well as the inclusion of a targeted equity task force and professional development for all stakeholders. In addition, with the use of a universal diagnostic assessment and continued focus on underserved students, more targeted support both in and out of the classroom will occur.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

Pupil Outcomes:

Achievement:

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1a: Increase the Current Status – Average Distance from Level 3 for all students in grades 3 – 8 on the ELA CAASPP as reported by the California School Dashboard	2015-16 Yellow -48.8 points from Level 3 Students Group in Red: Students with Disabilities Student Group in Orange: Filipino	Increase by at least 15 points to at least -33.8 points from Level 3. To move to a Green level, all students must be no more than 5 points below level 3.	Increase by at least 15 points to at least -18.8 points from Level 3. To move to a Green level, all students must be no more than 5 points below level 3.	Increase by at least 15 points to at least -3.8 points from Level 3. To move to a Green level, all students must be no more than 5 points below level 3.
1b: Increase the Current Status – Average Distance from Level 3 for all students in grades 3 – 8 on the Math CAASPP as reported by the California School Dashboard	2015-16 Yellow -79.9 points from Level 3 Student Group(s) in Red: Students with Disabilities African American Student Group(s) in Orange: Filipino	Increase by at least 19 points to at least -60.9 points from Level 3. To move to a Green level, all students must be no more than 25 points below level 3.	Increase by at least 19 points to at least -41.9 points from Level 3. To move to a Green level, all students must be no more than 25 points below level 3.	Increase by at least 19 points to at least -22.9 points from Level 3. To move to a Green level, all students must be no more than 25 points below level 3.
1c: Increase the percentage of students meeting A-G requirements as reported by DataQuest	2014-15 34.6% Decreased 1.6%	Increase the percent of students meeting A-G by at least 5.4%	Increase the percent of students meeting A-G by at least 5%	Increase the percent of students meeting A-G by at least 5%
1d: Fall of 2017: Increase the overall performance of students meeting the College/Career Indicator as reported by the California School Dashboard	2014-15 Yellow 66.4%	2016-17 Fall 30.9% of students prepared Dashboard Ranking: Low	Increase all students being Prepared for College by 5% as measured by the CCI.	Increase all students being Prepared for College by 5% as measured by the CCI.
1e: Increase the percentage of students meeting the English Learner Progress Indicator	2014-15 Yellow 66.4% Increased 5.7%	Increase by at least 1.5% to a total of 67.9% to be able to move to a Green level.	Increase by at least 1.5% to a total of 69.4% to remain in the Green level.	Increase by at least 1.5% to a total of 70.9% to remain in the Green level.

as reported by the California School Dashboard				
1e: Increase the percentage of students Redesignated to FEP as reported by DataQuest	2016-17 7.4% Decreased 2.8% 523 students	Increase by at least 2.6% to a total of 10%.	Increase by at least 2.0% to a total of 12%	Increase by at least 3.0% to a total of 15%.
1e: Decrease the percentage of students identified as Long Term English Learners as reported by DataQuest	2015-16 63.4% 1543 students	Decrease by at least 3.4% to a total of 60.0%	Decrease by at least 3.0% to a total of 57%	Decrease by at least 3.0% to a total of 54%
1f: Increase the percentage of students with an AP score of 3 or Better as reported by DataQuest	2015-16 33.3%	Increase by at least 2.7% to a total 36%.	Increase by at least 2% to a total of 38%.	Increase by at least 2% to a total of 40%.
1g: Increase the percentage of student Ready for College in English Language Arts as measured by the 11th grade CAASPP test	2015-16 15%	Increase by at least 2% to a total of 36%	Increase by at least 2% to a total of 19%	Increase by at least 2% to a total of 21%
1h: Increase the percentage of student Ready for College in Mathematics as measured by the 11th grade CAASPP test	2015-16 4%	Increase by at least 2% to a total of 6%	Increase by at least 2% to a total of 8%	Increase by at least 2% to a total of 10%

Planned Actions / Services

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

Action 1a

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will continue to provide Instructional Technology Assistants (ITAs) at all elementary, middle schools and continuation school. The ITAs will increase student use of technology by providing technology support using the Common Core State Standards K - 12 Technology Skills Scope and Sequence, Keyboarding and Digital Citizenship.	The District will continue to provide Instructional Technology Assistants (ITAs) at all elementary, middle schools and continuation school. The ITAs will increase student use of technology by providing technology support using the Common Core State Standards K - 12 Technology Skills Scope and Sequence, Keyboarding and Digital Citizenship.	The District will continue to provide Instructional Technology Assistants (ITAs) at all elementary, middle schools and continuation school. The ITAs will increase student use of technology by providing technology support using the Common Core State Standards K - 12 Technology Skills Scope and Sequence, Keyboarding and Digital Citizenship.
The District will purchase devices for student classroom use focusing on grades 3, 6 and two subject areas at the high school level.	The District will purchase devices for student classroom use focusing on grades 4, 7 and two subject areas at the high school level.	The District will purchase devices for student classroom use focusing on grades 5, 8 and other subject areas at the high school level.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$9,918,658	$ 11,415,019	$14,415,019
Source	LCCF Funds	LCFF Funds	LCFF Funds
Budget Reference	Classified Salaries, Employee Benefits, Capital Outlay	Classified Salaries, Employee Benefits, Books & Supplies, Services & Other Operating Expenditures	Classified Salaries, Employee Benefits, Books & Supplies, Services & Other Operating Expenditures

Action 1b

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	Grades 6-11

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will continue to provide math intervention program for all students in all grades. Pre and post	The District will continue to provide a math intervention program for all students in grades 6-12.	The District will continue to provide a math intervention program for all students in grades 6-12.

tests will be administered to inform instruction and students' readiness and gaps in mathematics. For elementary students, interventions provided are site-level decisions, based on need.	Pre and post tests will be administered to inform instruction and students' readiness and gaps in mathematics. For elementary students, interventions provided are site-level decisions, based on need.	Pre and post tests will be administered to inform instruction and students' readiness and gaps in mathematics. For elementary students, interventions provided are site-level decisions, based on need.

Budgeted Expenditures

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

Action 1c

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	9th-12th

OR

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

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

Actions/Services

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

Modified	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
To increase the A-G rate, the District will analyze and identify any errors in the existing course catalog as well as continue to submit updated course proposals for UC approval. The District will also continue to submit new integrated and CTE courses for UC approval.	To increase the A-G rate, the District will analyze and identify any errors in the existing course catalog as well as continue to submit updated course proposals for UC approval. The District will also continue to submit new integrated and CTE courses for UC approval.	To increase the A-G rate, the District will analyze and identify any errors in the existing course catalog as well as continue to submit updated course proposals for UC approval. The District will also continue to submit new integrated and CTE courses for UC approval.
The District will support each high school as they hold 9th grade orientation and a minimum of one parent College Night to inform students, parents, and guardians of the requirements for graduation, A-G and four year plan.	The District will support each high school as they hold 9th grade orientation and a minimum of one parent College Night to inform students, parents, and guardians of the requirements for graduation, A-G and four year plan.	The District will support each high school as they hold 9th grade orientation and a minimum of one parent College Night to inform students, parents, and guardians of the requirements for graduation, A- G and four year plan.
Beginning in 2017-2018, the graduation requirement for Science will change from 2 years of Science to 3 years of Science, ensuring that students taking the Integrated Science sequence of courses meet the (UC) A-G requirements.	Beginning in 2017-2018, the graduation requirement for Science will change from 2 years of Science to 3 years of Science, ensuring that students taking the Integrated Science sequence of courses meet the (UC) A- G requirements.	Beginning in 2017-2018, the graduation requirement for Science will change from 2 years of Science to 3 years of Science, ensuring that students taking the Integrated Science sequence of courses meet the (UC) A-G requirements.
The District will continue implementing the Seal of Biliteracy, providing recognition of biliteracy on the diplomas of qualifying high school seniors. Strategies to increase the number of students eligible to receive the Seal of Biliteracy will be a part of High School biannual EL Planning meetings held by the Director of EL Programs. New requirement of oral language proficiency in the foreign language requires language testing ($8,000) Allocation is for Medallion of Biliteracy awarded to eligible High School Seniors. ($1,500)	The District will continue implementing the Seal of Biliteracy, providing recognition of biliteracy on the diplomas of qualifying high school seniors. Allocation is for Medallion of Biliteracy awarded to eligible High School Seniors. ($2,000) Allocation is for Language Testing of students needing to qualify for the Seal of Biliteracy ($8,000)	The District will continue implementing the Seal of Biliteracy, providing recognition of biliteracy on the diplomas of qualifying high school seniors. Allocation is for Medallion of Biliteracy awarded to eligible High School Seniors. ($2,000) Allocation is for Language Testing of students needing to qualify for the Seal of Biliteracy ($8,000)
The District will implement the Golden State Merit Seal, providing recognition of achievement across 6 content areas on the diplomas of qualifying high school seniors. Allocation is for purchase of the Golden State	The District will continue to implement the Golden State Merit Seal, providing recognition of achievement across 6 content areas on the diplomas of qualifying high school seniors. Allocation is for purchase of the Golden State	The District will continue to implement the Golden State Merit Seal, providing recognition of achievement across 6 content areas on the diplomas of qualifying high school seniors. Allocation is for purchase of the Golden State

Merit Medallion awarded to eligible High School Seniors. ($1,500)	Merit Medallion awarded to eligible High School Seniors. ($1,500)	Merit Medallion awarded to eligible High School Seniors. ($1,500)

Budgeted Expenditures

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

Action 1d

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

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

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income	Schoolwide	9th-12th

Actions/Services

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

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

Budgeted Expenditures

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

Action 1e

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

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

OR

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

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

Actions/Services

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

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

	administer the ELPAC.	and administer the ELPAC.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$97,000	$158,049	$160,000
Source	LCFF Funds	LCFF Funds	LCFF Funds
Budget Reference	Certificated Salaries, Classified Salaries, Employee Benefits, Books and Supplies	Certificated Salaries, Classified Salaries, Employee Benefits, Books and Supplies	Certificated Salaries, Classified Salaries, Employee Benefits, Books and Supplies

Action 1f

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will provide for universal testing for the PSAT 8/9 for all 8th grade students, PSAT/NMSQT for all 10th grade students and the SAT School Day for all 11th grade students.	The District will provide for universal testing for the PSAT 8/9 for all 8th grade students, PSAT/NMSQT for all 10th grade students and the SAT School Day for all 11th grade students.	The District will provide for universal testing for the PSAT 8/9 for all 8th grade students, PSAT/NMSQT for all 10th grade students and the SAT School Day for all 11th grade students.
Based on the universal testing on the PSAT 8/9, PSAT/NMSQT and SAT School Day, the District will utilize the AP Potential reports to identify additional students that should be provided with the rigor of an Advanced Placement course.	Based on the universal testing on the PSAT 8/9, PSAT/NMSQT and SAT School Day, the District will utilize the AP Potential reports to identify additional students that should be provided with the rigor of an Advanced Placement course.	Based on the universal testing on the PSAT 8/9, PSAT/NMSQT and SAT School Day, the District will utilize the AP Potential reports to identify additional students that should be provided with the rigor of an Advanced Placement course.
The District will pay the AP testing fees for all eligible students.	The District will pay the AP testing fees for all eligible students.	The District will pay the AP testing fees for all eligible students.
The District will provide the opportunity for secondary AP teachers to attend training offered through the College Board.	The District will provide the opportunity for secondary AP teachers to attend training offered through the College Board.	The District will provide the opportunity for secondary AP teachers to attend training offered through the College Board.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$195,000	$215,000	$215,000
Source	LCFF Funds	LCFF Funds	LCFF Funds
Budget Reference	Services & Other Operating Expenditures	Services & Other Operating Expenditures	Services & Other Operating Expenditures

Action 1g

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

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

Action 1h

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

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

Budget Reference			

Action 1i

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

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

OR

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

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

Actions/Services

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

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

program. Estimated cost $40,000 vendor provided.	program.	program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$300,000	$247,000	$247,000
Source	LCFF Funds, Educator Effectiveness Funds	LCFF Funds	LCFF Funds
Budget Reference	Certificated Salaries, Employee Benefits, Services/Operating Expenditures	Certificated Salaries, Employee Benefits	Certificated Salaries, Employee Benefits

Action 1j

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

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

Action 1k

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

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

OR

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

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

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

Actions/Services

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

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

Budgeted Expenditures

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged

Goal 2

Conditions for Learning:

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2a: The District will meet the requirements of the Williams Annual Inspection related to Teacher Assignment	2015-16 Met	Maintain an annual status of Met for the Williams Annual Inspection related to Teacher Assignment and ensure that 100% of the instructional staff are fully credentialed and highly qualified	Maintain an annual status of Met for the Williams Annual Inspection related to Teacher Assignment and ensure that 100% of the instructional staff are fully credentialed and highly qualified	Maintain an annual status of Met for the Williams Annual Inspection related to Teacher Assignment and ensure that 100% of the instructional staff are fully credentialed and highly qualified

2b: The District will meet the requirements of the Williams Annual Inspection related to Materials	2015-16 Met	Maintain an annual status of Met for the Williams Annual Inspection related to Materials and ensure that all students, in all schools, are provided a ratio of 1:1 textbooks and instructional materials in all core subject areas	Maintain an annual status of Met for the Williams Annual Inspection related to Materials and ensure that all students, in all schools, are provided a ratio of 1:1 textbooks and instructional materials in all core subject areas	Maintain an annual status of Met for the Williams Annual Inspection related to Materials and ensure that all students, in all schools, are provided a ratio of 1:1 textbooks and instructional materials in all core subject areas
2c: The District will meet the Implementation of State Academic Standards as measured by Priority 2 – Option 2 Reflection Tool	The District will complete the Priority 2 - Option 2 Reflection Tool in the first 30 days of the 2017-18 school year to establish a baseline.	Maintain an annual status of Met for the Implementation of State Academic Standards which rates the District's progress in aligning materials to the state standards and providing professional growth	Maintain an annual status of Met for the Implementation of State Academic Standards which rates the District's progress in aligning materials to the state standards and providing professional growth	Maintain an annual status of Met for the Implementation of State Academic Standards which rates the District's progress in aligning materials to the state standards and providing professional growth
2c: The District's progress in aligning instructional materials to the academic standards	The District has completed the alignment for the following content areas: Mathematics - 2015/16 ELA/ELD - 2016/17	The District will conduct a pilot for History/Social Science	The District will adopt a new textbook for History/Social Science	The District will implement the use of a new curriculum for History/Social Science.
2c: The District's progress in providing professional learning for teaching to the academic standards utilizing aligned instructional materials	The District provided professional training to all teachers in the following content areas: Mathematics - 2015/16 ELA/ELD - 2016/17	The District will provide professional training to all teachers in the following content areas: Science	The District will provide professional training to all teacher in the following content areas: History/Social Science	The District will provide professional training to all teacher in the following content areas: Mathematics and ELA/ELD
2c: The District's progress in implementing the academic standards in other content areas (CTE, Health, PE, VAPA and World Language)	CTE: Partially implemented Health: Fully Implemented PE: Fully Implemented VAPA: Fully Implemented World Language: Fully Implemented	The District will continue to update the CTE courses to support the implementation of career pathways.	The District will continue to update the CTE courses to support the implementation of career pathways.	The District will continue to update the CTE courses to support the implementation of career pathways.
Programs for Unduplicated Students: English Learners	Dual Language Immersion Program: 4 elementary schools Kindergarten was implemented in 2016/17	4 elementary schools Kindergarten and Grade 1 will be implemented	4 elementary schools Kindergarten and Grade 1 and 2 will be implemented	4 elementary schools Kindergarten and Grade 1, 2 and 3 will be implemented

Programs for Unduplicated Students: Socioeconomically Disadvantaged	The District is currently 84% SED. Targeted students will be identified at each grade level through Intervention Strategists. A baseline for identified students will be determined.	Annual growth targets will be developed for this group of identified students in the fall of 2017	Annual growth targets will be developed for this group of identified students in the fall of 2017	Annual growth targets will be developed for this group of identified students in the fall of 2017
Programs for Unduplicated Students: Foster Youth	High School Counselor assigned to Foster Youth and McKinney Vento students.	100% of foster youth and McKinney Vento students at the high school level will be assigned to a specific counselor.	100% of foster youth and McKinney Vento students at the high school level will be assigned to a specific counselor.	100% of foster youth and McKinney Vento students at the high school level will be assigned to a specific counselor.
Programs for Exceptional Students: Special Education	The District will purchase a supplementary curriculum for Special Education students	Annual growth targets will be developed for the group of students provided with the supplementary curriculum in the fall of 2017	Annual growth targets will be developed for the group of students provided with the supplementary curriculum in the fall of 2017	Annual growth targets will be developed for the group of students provided with the supplementary curriculum in the fall of 2017

Planned Actions / Services

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

Action 2a

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

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

OR

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will continue to meet the Williams requirement and ensure that 100% of the instructional staff are fully credentialed and highly qualified to teach the subjects/courses/grade levels they are appropriately assigned.	The District will continue to meet the Williams requirement and ensure that 100% of the instructional staff are fully credentialed and highly qualified to teach the subjects/courses/grade levels they are appropriately assigned.	The District will continue to meet the Williams requirement and ensure that 100% of the instructional staff are fully credentialed and highly qualified to teach the subjects/courses/grade levels they are appropriately assigned.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$129,264,481	$133,796,437	$139,864,998
Source	LCFF Funds, Title I, Title II, CTE Incentive Grant, Special Ed- IDEA, Local Grant, Special Ed- IDEA Preschool Local Grant, State Special Education Fund, Calif State Preschool Program (CSPP)	LCFF Funds, Special Ed- IDEA, Local Grant, Special Ed- IDEA Preschool Local Grant, State Special Education Fund	LCFF Funds, Special Ed- IDEA, Local Grant, Special Ed- IDEA Preschool Local Grant, State Special Education Fund
Budget Reference	Certificated Salaries and Benefits	Certificated Salaries and Employee Benefits	Certificated Salaries and Employee Benefits

Action 2b

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

Students to be Served:

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

Location(s):

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

All	All Schools

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will continue to meet the Williams requirements and ensure that all students, in all schools, are provided a ratio of 1:1 textbooks and instructional materials in all core subject areas.	The District will continue to meet the Williams requirements and ensure that all students, in all schools, are provided a ratio of 1:1 textbooks and instructional materials in all core subject areas. The District plans to complete a textbook adoption for History/Social Science.	The District will continue to meet the Williams requirements and ensure that all students, in all schools, are provided a ratio of 1:1 textbooks and instructional materials in all core subject areas. The District plans to complete a textbook adoption for Science.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$940,000	$7,256,364	$2,,000,000
Source	Restricted Lottery Funds	LCFF Funds, Restricted Lottery Funds	LCFF Funds, Restricted Lottery Funds
Budget Reference	Books and Supplies, Services and Operating Expenditures	Books and Supplies, Services and Other Operating Expenditures	Books and Supplies, Services and Other Operating Expenditures

Action 2c

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

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

OR

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

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

Actions/Services

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

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

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

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**

Amount	Cost included in 1d, 2u & 2v		
Source			
Budget Reference			

Action 2d

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will develop and communicate a consistent process and timeline for the collaborative development of master schedules within the district that ensure all students are provided with a broad course of study.	The District will develop and communicate a consistent process and timeline for the collaborative development of master schedules within the district that ensure all students are provided with a broad course of study.	The District will develop and communicate a consistent process and timeline for the collaborative development of master schedules within the district that ensure all students are provided with a broad course of study.

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

Budgeted Expenditures

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

Action 2e

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

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	See action items 2m, 2p, 3h	See action items 2m, 2p, 3h	See action items 2m, 2p, 3h

Source			
Budget Reference			

Action 2f

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will purchase the Unique program as a curriculum for the special education students in moderate/severe programs. Unique will include curriculum and training for mod/severe teachers. The District will provide subs for 50 teachers to be released for training for 1 day.	The District will continue to purchase the Unique curriculum for the Special education students in moderate/severe classrooms. Unique will include the curriculum and training for mod/severe teachers.	The district will continue to purchase the Unique curriculum for the Special education students in moderate/severe classrooms. Unique will include the curriculum and subs for any trainings needed

The District will provide the WonderWorks program aligned with the current District ELA/ELD adoption for intervention for RSP, and SDC students in order to increase their achievement and allow them to access the General Ed curriculum. (Wonderworks materials- $ 127,000 plus training)	The District will provide the WonderWorks program aligned with the current District ELA/ELD adoption for intervention for RSP, and SDC students in order to increase their achievement and allow them to access the General Ed curriculum. Purchase new consumables and ongoing training.	The District will provide the WonderWorks program aligned with the current District ELA/ELD adoption for intervention for RSP, and SDC students in order to increase their achievement and allow them to access the General Ed curriculum. Purchase new consumables and ongoing trainings.

Budgeted Expenditures

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

Action 2g

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will provide training and implementation support for elementary teachers in grade K-5 in the following areas: • Instructional strategies to implement in the classroom with RFEPs who are not making academic progress. • Strategies to use with students who are at risk of becoming Long Term English Learners • Small group instruction during designated and integrated ELD	The District will provide training and implementation support for elementary teachers in grade K-5 in the following areas: • Instructional strategies to implement in the classroom with RFEPs who are not making academic progress. • Strategies to use with students who are at risk of becoming Long Term English Learners • Small group instruction during designated and integrated ELD	The District will provide training and implementation support for elementary teachers in grade K-5 in the following areas: • Instructional strategies to implement in the classroom with RFEPs who are not making academic progress. • Strategies to use with students who are at risk of becoming Long Term English Learners • Small group instruction during designated and integrated ELD
SIOP Secondary - The District will provide training for a fourth cohort and a refresher series for teachers in cohorts 1 - 3 of content teachers at the secondary level in SIOP, a research-based and validated instruction model that has proven effective in addressing the academic needs of English Learners and of R-FEPs in need of remediation. SIOP Elementary - The District will continue to SIOP train elementary teachers in teams for schools who voluntarily choose to implement this strategy at their school site. SIOP Materials will be purchased for all teachers participating in SIOP training.	SIOP Secondary - The District will provide training for a fourth cohort and a refresher series for teachers in cohorts 1 - 3 of content teachers at the secondary level in SIOP, a research-based and validated instruction model that has proven effective in addressing the academic needs of English Learners and of R-FEPs in need of remediation. SIOP Elementary - The District will continue to SIOP train elementary teachers in teams for schools who voluntarily choose to implement this strategy at their school site. SIOP Materials will be purchased for all teachers participating in SIOP training.	SIOP Secondary - The District will provide training for a fourth cohort and a refresher series for teachers in cohorts 1 - 3 of content teachers at the secondary level in SIOP, a research-based and validated instruction model that has proven effective in addressing the academic needs of English Learners and of R-FEPs in need of remediation. SIOP Elementary - The District will continue to SIOP train elementary teachers in teams for schools who voluntarily choose to implement this strategy at their school site. SIOP Materials will be purchased for all teachers participating in SIOP training.
The District will maintain 63 bilingual instructional assistants to support the primary language needs of	The District will maintain 63 bilingual instructional assistants to support the primary language needs of the growing number of	The District will maintain 63 bilingual instructional assistants to support the

the growing number of English Learners at the beginning levels of English proficiency.	English Learners at the beginning levels of English proficiency.	primary language needs of the growing number of English Learners at the beginning levels of English proficiency.
Professional Development for Bilingual Instructional Assistants will be provided at least 3 times per year. Topics will include SIOP strategies and ways to best support students in their acquisition of language and content area subject matter.	Professional Development for Bilingual Instructional Assistants will be provided at least 3 times per year. Topics will include SIOP strategies and ways to best support students in their acquisition of language and content area subject matter.	Professional Development for Bilingual Instructional Assistants will be provided at least 3 times per year. Topics will include SIOP strategies and ways to best support students in their acquisition of language and content area subject matter.
Collaboration amongst teachers of English Learners • EL Programs will coordinate collaboration time for teachers to align support classes for English Learners with core classes at the secondary level using strategies appropriate for English Learners.	Collaboration amongst teachers of English Learners • EL Programs will coordinate collaboration time for teachers to align support classes for English Learners with core classes at the secondary level using strategies appropriate for English Learners.	Collaboration amongst teachers of English Learners • EL Programs will coordinate collaboration time for teachers to align support classes for English Learners with core classes at the secondary level using strategies appropriate for English Learners.

Budgeted Expenditures

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

Action 2h

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

Students to be Served:

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

Location(s):

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

All	All Schools

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$19,500	$213,000	$213,000
Source	Title I Funds	LCFF Funds	LCFF Funds

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

Action 2i

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All Rialto USD schools will provide timely systematic interventions for at-risk students not meeting grading level expectations in ELA.. This will include the use of intuitive and adaptive technologies.	As part of the MTSS-RtI-UDL plan, All Rialto USD schools will provide timely systematic interventions for at-risk students not meeting grading level expectations in ELA and Math. This will include the use of intuitive and adaptive technologies.	As part of the MTSS-RtI-UDL plan, All Rialto USD schools will provide timely systematic interventions for at-risk students not meeting grading level expectations in ELA and Math. This will include the use of intuitive and adaptive technologies.
APEX will be implemented at the high schools for Credit Recovery in grades 9-12 and APEX tutorials for at-risk students in the middle schools. Extra-duty for High School APEX coordinators.	As part of the MTSS plan, APEX will be implemented at the high schools for Credit Recovery in grades 9-12. Extra-duty for High School APEX coordinators.	As part of the MTSS plan, APEX will be implemented at the high schools for Credit Recovery in grades 9-12. Extra-duty for High School APEX coordinators.

The APEX High School Coordinators and middle school APEX teachers will be trained on APEX implementation and updates, and in implementation of an APEX common credit recovery model across all high schools, and a common APEX tutorial model across the middle schools during the school day and after school.	The APEX High School Coordinators and teachers will be trained on APEX implementation and updates, and in implementation of an APEX common credit recovery model across the high schools during the school day and after school.	The APEX High School Coordinators and middle school APEX teachers will be trained on APEX implementation and updates during the school day and after school.
The District-Literacy RtI Team will meet to evaluate and update the Pre-K-12 Literacy RtI Plan and MTSS pyramid.	As part of the MTSS plan, The District-Literacy RtI Team will meet to evaluate and update the Pre-K-12 Literacy MTSS-RtI-UDL Plan and MTSS pyramid.	As part of the MTSS plan, The District-Literacy RtI Team will meet to evaluate and update the Pre-K-12 Literacy MTSS- RtI-UDL Plans the MTSS pyramid.
Teachers and administrators will be trained in the District Literacy/RtI Plan tiered systems of support and instructional strategies for Pre-K-12 implementation.	Teachers and administrators will be trained in the MTSS-RtI-UDL tiered systems of support and instructional strategies for Pre-K-12 implementation.	Teachers and administrators will be trained in the MTSS//RtI/UDL tiered systems of support and instructional strategies for Pre-K-12 implementation.

Budgeted Expenditures

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

Action 2j

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will ensure literacy for K-12 students through exemplary programs and professional development by site request on the following topics (Individual schools would be responsible for extra duty and substitute costs): SIPPS (TK-6) Raising A Reader (TK & 1st) Footsteps2Brilliance (Preschool, TK-3rd) History/Social Studies-Classroom libraries (Middle and High School) Literary & District/Literacy RtII Plan (Pre-12th) Writing Across the Content Areas Elementary-McGraw Hill Wonders Middle School-Houghton Mifflin Harcourt Collections High School-McGraw Hill Study Sync	The District will ensure literacy and math competency for K-12 students through exemplary programs and professional development by site request on the following topics (Individual schools will be responsible for extra duty and substitute costs): SIPPS (TK-6) Raising A Reader (TK & 1st) Footsteps2Brilliance (Preschool, TK-3rd) Elementary, MIddle, High School evidence based writing ERWC Guided Reading Elementary-McGraw Hill Wonders Middle School-Houghton Mifflin Harcourt Collections High School-McGraw Hill Study Sync NGSS Science History Social Studies GATE Integrated ELD Special Education Technology The district will provide professional learning opportunities for Mathematics teachers.	The District will ensure literacy for K-12 students through exemplary programs and professional development by site request on the following topics (Individual schools will be responsible for extra duty and substitute costs): SIPPS (TK-6) Raising A Reader (TK & 1st) Footsteps2Brilliance (Preschool, TK-3rd) Elementary, MIddle, High School evidence based writing ERWC Guided Reading Elementary-McGraw Hill Wonders Middle School-Houghton Mifflin Harcourt Collections High School-McGraw Hill Study Sync NGSS Science History Social Studies GATE Integrated ELD Special Education Technology The district will provide professional learning opportunities for Mathematics teachers.

Budgeted Expenditures

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

Action 2k

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

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

OR

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

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

Actions/Services

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

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

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

STEM courses.	colleges (elementary) and colleges (middle school).	colleges (elementary) and colleges (middle school).
The District will pay 4 teachers at the High School Level and 5 teachers at the Middle School level to be science lead teachers on the implementation of NGSS.	The District will pay 4 teachers at the High School Level and 5 teachers at the Middle School level to be science lead teachers on the implementation of NGSS.	The District will pay 4 teachers at the High School Level and 5 teachers at the Middle School level to be science lead teachers on the implementation of NGSS.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$651,076	$698,054	$648,054
Source	LCFF Funds, Title I Funds, Title II Funds, Educator Effectiveness Funds, College Readiness Funds	LCFF Funds, Title I Funds, College Readiness Funds	LCFF Funds, Title I Funds,
Budget Reference	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures, Other Outgo	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures, Other Outgo	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures, Other Outgo

Action 2I

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**

Amount	$643,603	$500,365	$500,365
Source	LCFF Funds, Title I Funds, Mental Health Funds, Special Education Funds	LCFF Funds, Title I Funds, Mental Health Funds, Special Education Funds	LCFF Funds, Title I Funds, Mental Health Funds, Special Education Funds
Budget Reference	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures

Action 2m

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will continue to implement Dual Language Immersion at 4 elementary, 1 middle and 1 high school. (Boyd, Kelley, Morris, Garcia, Jehue and Rialto High School).	The District will continue to implement Dual Language Immersion at 4 elementary, 1 middle and 1 high school. (Boyd, Kelley, Morris, Garcia, Jehue and Rialto High School).	The District will continue to implement Dual Language Immersion at 4 elementary, 1 middle and 1 high school. (Boyd, Kelley, Morris, Garcia, Jehue and Rialto High School).

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

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$142,044 cost of additional core textbooks in 2b	$169,414 cost of additional core textbooks in 2b	$169,414 cost of additional core textbooks in 2b
Source	LCFF Funds, Title III Funds	LCFF Funds, Title III Funds	LCFF Funds, Title III Funds
Budget	Certificated Salaries, Classified Salaries, Benefits,	Certificated Salaries, Classified Salaries, Benefits,	Certificated Salaries, Classified Salaries, Benefits,

Reference	Books and Supplies	Books and Supplies	Books and Supplies

Action 2n

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

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

Action 2o

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

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

OR

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

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

Actions/Services

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

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

The District will provide a centralized lead team of Instructional Strategists at the District level to consist of: one ELA lead, one Math lead; one ELD lead,Science Lead and one Technology lead.	The District will provide a centralized lead team of Instructional Strategists at the District level to consist of: one ELA lead, one Math lead; one ELD lead,Science Lead and one Technology lead.	The District will provide a centralized lead team of Instructional Strategists at the District level to consist of: one ELA lead, one Math lead; one ELD lead, one Science Lead and one Technology lead.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$468,189	$536,692	$518,570
Source	Title I Funds, Title II Funds, Title III Funds	LCFF Funds, Title I Funds, Title II Funds, Title III Funds	LCFF Funds, Title I Funds, Title II Funds, Title III Funds
Budget Reference	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures

Action 2p

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will maintain 21 elementary site based Instructional Support Teachers (IST) to support the elementary schools (1 for each of the 19 elementary schools, and an additional IST for Werner elementary school) who will model effective instructional strategies through professional development for all classroom teachers and provide intervention for students in academic need.	The District will maintain 20 elementary site based Instructional Support Teachers/ Teacher on Special Assignments to support the elementary schools (1 for each of the 19 elementary schools, and 2 for the largest elementary school) who will model effective instructional strategies through professional development for all classroom teachers and provide intervention for students in academic need.	The District will maintain 20 elementary site based Instructional Support Teachers/ Teacher on Special Assignments to support the elementary schools (1 for each of the 19 elementary schools, and 2 for two of the largest elementary school) who will model effective instructional strategies through professional development for all classroom teachers and provide intervention for students in academic need.
The district will hire 19 Secondary Intervention Strategists to provide intervention services, including "wrap around" services to targeted students. Services will include tracking student progress and recommending resources to ensure students' academic success.	The district will hire 19 Secondary Intervention Strategists to provide intervention services, including "wrap around" services to targeted students. Services will include tracking student progress and recommending resources to ensure students' academic success	The district will hire 19 Secondary Intervention Strategists to provide intervention services, including "wrap around" services to targeted students. Services will include tracking student progress and recommending resources to ensure students' academic success.

Budgeted Expenditures

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

Action 2q

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

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

OR

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

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

Actions/Services

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

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

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

Budgeted Expenditures

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

Action 2r

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

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

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

Action 2s

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

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

OR

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

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

Actions/Services

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

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

The District will provide Professional Development support to individual schools as they implement their Strategic Plans. Areas identified for Professional Development will be developed with input from individual schools and may include: • Academic standards training • Curriculum embedded professional development • GATE strategies • Technology Training • Administrator Discipline/Records/Attendance training • Special Education Training • Professional development identified through other action items The District will continue to provide My Learning Plan to monitor professional development opportunities, lesson studies and staff training.	The District will provide Professional Development support to individual schools as they implement their Strategic Plans. Areas identified for Professional Development will be developed with input from individual schools and may include: • Academic standards training • Curriculum embedded professional development • GATE strategies • Technology Training • Administrator Discipline/Records/Attendance training • Special Education Training Professional development identified through other action items The District will continue to provide My Learning Plan to monitor professional development opportunities, lesson studies and staff training.	The District will provide Professional Development support to individual schools as they implement their Strategic Plans. Areas identified for Professional Development will be developed with input from individual schools and may include: • Academic standards training • Curriculum embedded professional development • GATE strategies • Technology Training • Administrator Discipline/Records/Attendance training • Special Education Training Professional development identified through other action items The District will continue to provide My Learning Plan to monitor professional development opportunities, lesson studies and staff training.

Budgeted Expenditures

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

Action 2t

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

Students to be Served:

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

Location(s):

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

All	All Schools

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

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

Action 2u

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

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

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

Action 2v

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All Rialto USD secondary schools will provide at least one section of AVID for each grade level. The District will employ a Teacher on Special Assignment (.5FTE) to support the AVID program. The other .5 FTE will be provided through GATE.	All Rialto USD secondary schools will provide at least one section of AVID for each grade level. The District will employ a Teacher on Special Assignment (.5FTE) to support the AVID program. The other .5 FTE will be provided through GATE.	All Rialto USD secondary schools will provide at least one section of AVID for each grade level. The District will employ a Teacher on Special Assignment (.5FTE) to support the AVID program. The other .5 FTE will be provided through GATE.

Rialto USD will provide up to 50 hours of extra duty pay for the AVID coordinator at each middle school and 70 hours for each high school.	The AVID coordinator at each middle school and high school will receive a stipend.	The AVID coordinator at each middle school and high school will receive a stipend.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$82,909	$146,214	$146,214
Source	LCFF Funds	LCFF Funds	LCFF Funds
Budget Reference	Certificated Salaries & Benefits	Certificated Salaries & Benefits	Certificated Salaries & Benefits

Action 2W

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

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

Action 2x

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

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

OR

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

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

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

Actions/Services

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

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

Budgeted Expenditures

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

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

Unchanged Goal

Goal 3

Engagement:

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3a: The District will maintain an attendance rate of at least 96%	2016-17 TBD	Maintain an annual attendance rate of at least 96%	Maintain an annual attendance rate of at least 96%	Maintain an annual attendance rate of at least 96%
3a: The District will decrease the Chronic Absenteeism Rate as reported by the California School Dashboard	2016-17 TBD California School Dashboard is still pending	Decrease the Chronic Absenteeism Rate by at least 1%	Decrease the Chronic Absenteeism Rate by at least 1%	Decrease the Chronic Absenteeism Rate by at least 1%

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

3d: The District will maintain the Expulsion Rate as reported by DataQuest	2016-17 0.01%	Maintain the Expulsion Rate to under 0.5%	Maintain the Expulsion Rate to under 0.5%	Maintain the Expulsion Rate to under 0.5%
3e: The District will increase parent input as measured by the Priority 3 Option 2 Self Reflection Tool	2017-18 Met	The District will report a status of Met through the California School Dashboard	The District will report a status of Met through the California School Dashboard	The District will report a status of Met through the California School Dashboard
3e: The District will increase the percentage of parents that report they feel welcome to participate at school as measured by the California School Parent Survey	2016-2017 (Most Current) Elementary: 93% of parents Agree or Strongly Agree Middle: 87% of parents Agree or Strongly Agree High: 88% of parents Agree or Strongly Agree	Increase by at least 2% Elementary: 95% Middle: 89% High 90%	Increase by at least 2% Elementary: 97% Middle: 91% High 92%	Increase by at least 2% Elementary: 99% Middle: 93% High 94%
3e: The District will increase the percentage of parents that report their school actively seeks the input of parents as measured by the California School Parent Survey	2016-2017 (Most Current) Elementary: 81% of parents Agree or Strongly Agree Middle: 75% of parents Agree or Strongly Agree High: 76% of parents Agree or Strongly Agree	Increase by at least 2% Elementary: 83% Middle: 77% High 78%	Increase by at least 2% Elementary: 85% Middle: 79% High 80%	Increase by at least 2% Elementary: 87% Middle: 81% High 82%
3f: The District will increase the percentage of students that report they feel safe at school as measured by the California Healthy Kids Survey	2016-2017 (Most Current) Elementary: 81% of respondents report feeling safe at school most or all of the time. Middle: 59% of respondents report feeling safe or very safe at school. High: 44% of respondents report feeling safe or very safe at school.	Increase by at least 2% Elementary: 83% Middle: 61% High 46%	Increase by at least 2% Elementary: 85% Middle: 63% High 48%	Increase by at least 2% Elementary: 87% Middle: 65% High 50%
3f: The District will increase the percentage	2016-2017 (Most Current) Elementary: 95% of respondents	Increase by at least 2% Elementary: 97%	Increase by at least 2% Elementary: 99%	Increase by at least 1%

of staff that report school is a safe place for students as measured by the California School Staff Survey	Agree or Strongly Agree that school is a safe place for students. Middle: 84% of respondents Agree or Strongly Agree that school is a safe place for students High: 91% of respondents Agree or Strongly Agree that school is a safe place for students.	Middle: 86% High 93%	Middle: 88% High 95%	Elementary: 100% Middle: 90% High 97%
3f: The District will increase the percentage of staff that report school is a safe place for staff as measured by the California School Staff Survey	2016-2017 (Most Current) Elementary: 93% of respondents Agree or Strongly Agree that school is a safe place for staff. Middle: 85% of respondents Agree or Strongly Agree that school is a safe place for staff. High: 91% of respondents Agree or Strongly Agree that school is a safe place for staff.	Increase by at least 2% Elementary: 95% Middle: 87% High 93%	Increase by at least 2% Elementary: 97% Middle: 89% High 95%	Increase by at least 2% Elementary: 99% Middle: 91% High 97%
3f: The District will increase the percentage of parents that report school is a safe place for students as measured by the California School Parent Survey	2016-2017 (Most Current) Elementary: 95% of respondents Agree or Strongly Agree Middle: 92% of respondents Agree or Strongly Agree High: 93% of respondents Agree or Strongly Agree	Increase by at least 2% Elementary: 97% Middle: 94% High 95%	Increase by at least 2% Elementary: 99% Middle: 96% High 97%	Increase by at least 1% Elementary: 100% Middle: 98% High 99%
3g: The District will meet the requirements of the Williams Annual Inspection related to Facilities	2016-17 Met	Maintain an annual status of Met for the Williams Annual Inspection related to Facilities	Maintain an annual status of Met for the Williams Annual Inspection related to Facilities	Maintain an annual status of Met for the Williams Annual Inspection related to Facilities

Planned Actions / Services

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

Action 3a

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will maintain direct support to decrease the number of students with chronic absenteeism through a District nurse.	The District will maintain direct support to decrease the number of students with chronic absenteeism through a District nurse	The District will maintain direct support to decrease the number of students with chronic absenteeism through a District nurse.
The District will maintain a District centralized home visitation team including a District Probation Officer, a District McKinney Vento/Foster Youth Liaison.	The District will maintain a District centralized home visitation team including a District Probation Officer, a District McKinney Vento/Foster Youth Liaison.	The District will maintain a District centralized home visitation team including a District Probation Officer, a District McKinney Vento/Foster Youth Liaison.
The District will provide attendance intervention through Student Truancy Reduction and Intervention Team (STRAIT).	The District will provide attendance intervention through Student Truancy Reduction and Intervention Team (STRAIT).	The District will provide attendance intervention through Student Truancy Reduction and Intervention Team (STRAIT).
The District will provide an absenteeism recovery program that will monitor and reduce the number of	The District will provide an absenteeism recovery program that will monitor and reduce the number of	The District will provide an absenteeism recovery program that will monitor and reduce the number of

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

Budgeted Expenditures

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

Action 3b

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will continue to monitor students that are potentially identified as middle or high school dropouts based on coding in the student information system.	The District will continue to monitor students that are potentially identified as middle or high school dropouts based on coding in the student information system.	The District will continue to monitor students that are potentially identified as middle or high school dropouts based on coding in the student information system.
The District will provide annual training to all staff responsible for updating the dropout codes in the student information system to ensure that students are entered correctly. These trainings will be providing during regular work hours and do not have an additional expense	The District will provide annual training to all staff responsible for updating the dropout codes in the student information system to ensure that students are entered correctly. These trainings will be providing during regular work hours and do not have an additional expense.	The District will provide annual training to all staff responsible for updating the dropout codes in the student information system to ensure that students are entered correctly. These trainings will be providing during regular work hours and do not have an additional expense.

Budgeted Expenditures

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

Action 3c

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Beginning with the incoming 9th grade students, the District will remove the Health requirement as a separate course for graduation. The required health standards will be provided through a 9th grade Physical Education course.	Continuing with the incoming 9th grade students, the District will remove the Health requirement as a separate course for graduation. The required health standards will be provided through a 9th grade Physical Education course.	Continuing with the incoming 9th grade students, the District will remove the Health requirement as a separate course for graduation. The required health standards will be provided through a 9th grade Physical Education course.
Each high school counselor will ensure that all 9th grade students have a 4 year plan as developed in the Student Information System (SIS) and be trained on writing personal/graduation plans.	Each high school counselor will ensure that all 9th grade students have a 4 year plan as developed in the Student Information System (SIS) and be trained on writing personal/graduation plans.	Each high school counselor will continue to ensure that all 9th grade students have a 4 year plan as developed in the Student Information System (SIS) and be trained on writing personal/graduation plans.
Each counselor will review each student's 4 year plan at the end of each semester.	Each counselor will review each student's 4 year plan at the end of each semester and make updates as needed.	Each counselor will review each student's 4 year plan at the end of each semester and make updates as needed.
Each high school will hold 9th grade orientation and a minimum of one parent College and Career Night to inform parents and guardians of the requirements for graduation, college and career plans.	Each high school will hold 9th grade orientation and a minimum of one parent College and Career Night to inform parents and guardians of the requirements for graduation, college and career plans.	Each high school will hold 9th grade orientation and a minimum of one parent College and Career Night to inform parents and guardians of the requirements for graduation, college and career plans.
The District will research the process and cost of completing a transcript audit.	The District will perform an annual transcript analysis to ensure that students are on track for graduation and meeting a-g requirements.	The District will perform an annual transcript analysis to ensure that students are on track for graduation and meeting a-g requirements.

Budgeted Expenditures

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

Action 3d

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

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

OR

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

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

Actions/Services

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

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

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

Budgeted Expenditures

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

Action 3e

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

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

OR

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will provide a menu of parent classes and training on district and preschool - grade 12 programs and curriculum.	The District will provide parent classes and training on district and preschool - grade 12 programs and curriculum.	The District will provide parent classes and training on district and preschool - grade 12 programs and curriculum.
The District will maintain a committee of parents representing lower socioeconomic students, English learners and African American students and community stakeholders' representative of the District's population for the evaluation and development of the annual LCAP.	The District will maintain a committee of parents representing lower socioeconomic students, English learners and African American students and community stakeholders' representative of the District's population for the evaluation and development of the annual LCAP.	The District will maintain a committee of parents representing lower socioeconomic students, English learners and African American students and community stakeholders' representative of the District's population for the evaluation and development of the annual LCAP.
All schools and the District will ensure that they have full parent representation and participation on their schools' SSC and ELAC, and the Districts' DAC, DELAC and DAAPAC meetings throughout the year.	All schools and the District will ensure that they have full parent representation and participation on their schools' SSC and ELAC, and the Districts' DAC, DELAC and DAAPAC meetings throughout the year.	All schools and the District will ensure that they have full parent representation and participation on their schools' SSC and ELAC, and the Districts' DAC, DELAC and DAAPAC meetings throughout the year.
All schools will provide additional communication with parents through an automated communication system.	All schools will provide additional communication with parents through an automated communication system.	All schools will provide additional communication with parents through an automated communication system.
The District will maintain a District AAPAC (DAAPAC). The District will establish an African American Town Hall (Through the Community Partnerships and	The District will maintain a District African American Parent Advisory Council (DAAPAC). • LCAP input will be sought at least twice per year at district DAAPAC parent meetings.	The District will maintain a District AAPAC (DAAPAC). The District will establish an African American Town Hall (Through the Community Partnerships

Parent Center).	• DAAPAC parents will be provided learning opportunities, such as, conferences, workshops and guest consultants. DAAPAC	and Parent Center).
The District will continue to sponsor the Annual Parent Summit.	The District will continue to sponsor the Annual Parent Summit.	The District will continue to sponsor the Annual Parent Summit.
The District will improve services to parents and communication with parents by providing 4 additional interpreter/translators for a total of six.	The District will improve services to parents and communication with parents by continuing to provide 6 interpreters. One additional interpreter will be hired for a total of seven. The district will hire a clerk to be paid 50% out of LCFF to effectively schedule interpreter/translators for school site needs and document translation.	The District will improve services to parents and communication with parents by continuing to provide 6 interpreters. One additional interpreter will be hired for a total of seven. The district will hire a clerk to be paid 50% out of LCFF to effectively schedule interpreter/translators for school site needs and document translation.

Budgeted Expenditures

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

Action 3f

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

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

Action 3g

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$8,172,107	$9,750,000	$9,750,000

Source	LCCF Funds contribution to RMA Fund	LCCF Funds contribution to RMA Fund	LCCF Funds contribution to RMA Fund
Budget Reference	Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures, Capital Outlay	Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures, Capital Outlay	Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures, Capital Outlay

Action 3h

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will maintain 1 PBIS Coordinator to provide support and follow up in the implementation of PBIS at each cohort at school sites.	The District will maintain 1 PBIS Coordinator to provide support and follow up in the implementation of MTSS/PBIS at each cohort at school sites.	The District will maintain 1 PBIS Coordinator to provide support and follow up in the implementation of MTSS/PBIS at each cohort at school sites.
The District will continue to implement Positive Behavior Interventions and Supports (PBIS) for	The District will implement MTSS with the features of a systematic response to academic (UDL/RTI)	The District will implement MTSS with the features of a systematic response to academic (UDL/RTI)

cohort 1 and 2, and 3: Cohort 1 – Ongoing support provided by RUSD PBIS Coordinator Cohort 2 – Year 3 of SB County training contract Cohort 3 – Year 2 training provided by RUSD PBIS Coordinator Cohort 1 Schools: Bemis, Hughbanks, Kelley, Morgan, Myers, Preston, Jehue, Kolb, Kucera, RMS, CHS, EHS, and Milor Cohort 2 Schools: Boyd, Casey, Curtis, Garcia, Henry, Morris, Frisbie, RHS Cohort 3 Schools: Dollahan, Dunn, Fitzgerald, Kordyak, Simpson, Trapp, and Werner Elementary	and behavior/SEL (PBIS)Supports for cohort 1 and 2, and 3: Cohort 1 and 2– Ongoing support provided by RUSD PBIS Coordinator Cohort 3 – Year 3 training provided by RUSD PBIS Coordinator Cohort 1 Schools: Bemis, Hughbanks, Kelley, Morgan, Myers, Preston, Jehue, Kolb, Kucera, RMS, CHS, EHS, and Milor Cohort 2 Schools: Boyd, Casey, Curtis, Garcia, Henry, Morris, Frisbie, RHS Cohort 3 Schools: Dollahan, Dunn, Fitzgerald, Kordyak, Simpson, Trapp, and Werner Elementary	and behavior/SEL (PBIS)Supports for cohort 1 and 2, and 3:
The District will maintain 3 PBIS/At Risk High School Counselors to identify students that are credit deficient at each grade level and monitor attendance, grades, credits and meet the requirements of AB 1802 for students in grade 10.	The District will maintain 3 PBIS/At Risk High School Counselors whose caseloads will consist of all high school foster and McKinney Vento youth as well as middle school and elementary school foster youth. They will monitor attendance, discipline, grades, credits and meet the requirements of AB 1802 for students in grade 10.	The District will maintain 3 PBIS/At Risk High School Counselors whose caseloads will consist of all high school foster and McKinney Vento youth as well as middle school and elementary school foster youth. They will monitor attendance, discipline, grades, credits and meet the requirements of AB 1802 for students in grade 10.
The District will provide extra duty hours to PBIS team members in order to plan for training of site staff.	The District will provide extra duty hours to MTSS/PBIS team members in order to plan for training of site staff.	The District will provide extra duty hours to MTSS/PBIS team members in order to plan for training of site staff.
The District will provide training in discipline records and attendance with an emphasis on supporting student needs.	The District will provide training in discipline records and attendance with an emphasis on supporting student needs.	The District will provide training in discipline records and attendance with an emphasis on supporting student needs.
District will provide a stipend to a secondary counselor who has a Masters in Social Work to supervise university social worker interns. The District will establish an MOU with local universities to bring social work interns to support	District will provide a stipend to a secondary counselor who has a Masters in Social Work to supervise university social worker interns. The District will establish an MOU with local universities to bring social work interns to support	District will provide a stipend to a secondary counselor who has a Masters in Social Work to supervise university social worker interns. The District will establish an MOU with local universities to bring social work interns to support

social emotional efforts. District will maintain 1 PBIS/Restorative Practices Counselor (COSA) to provide prevention/intervention counseling/social/emotional supports to RUSD students.	social emotional efforts. District will maintain 1 PBIS/Restorative Practices Counselor (COSA) to provide prevention/intervention counseling/social/emotional supports to RUSD students. The district will maintain a consultant contract to provide prevention/intervention for African American students who demonstrate a need for behavioral/social/emotional supports; including parent supports. At the onset of 2018-19, AA students suspended in 2017-18 school year will receive prevention supports.	social emotional efforts. District will maintain 1 PBIS/Restorative Practices Counselor (COSA) to provide prevention/intervention counseling/social/emotional supports to RUSD students. The district will maintain a consultant contract to provide prevention/intervention for African American students who demonstrate a need for behavioral/social/emotional supports; including parent supports.

Budgeted Expenditures

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

Action 3i

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will promote school sites to celebrate academic, and world-wide cultural, and historical events, celebrating the historical contributions to society contributed by various cultures, races, and ethnicities throughout history.	The District will promote school sites to celebrate academic, and world-wide cultural, and historical events, celebrating the historical contributions to society contributed by various cultures, races, and ethnicities throughout history.	The District will promote school sites to celebrate academic, and world-wide cultural, and historical events, celebrating the historical contributions to society contributed by various cultures, races, and ethnicities throughout history.
The District will continue to have district sponsored events such as: Spelling Bee, Art Fair, Music Festival, Literacy Fair, Science Fair, STEM Bowl for elementary and middle schools, sponsor robotics competitions and provide student incentives for increasing literacy and math proficiency.	The District will support academic events that focus on instruction in the classroom.	The District will support academic events that focus on instruction in the classroom.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$23,200	$25,000	$25,000
Source	LCFF Funds	LCFF Funds	LCFF Funds
Budget Reference	Services & Other Operating Expenditures	Services & Other Operating Expenditures	Services & Other Operating Expenditures

Action 3j

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Over the course of four years, (year 1) the District will provide training to Administrators, TOSAs, counselors and classified staff on: Unconscious Bias Social Justice Kids and Trauma School to Prison Pipeline Cultural Relevance- with an emphasis on meeting the needs of African American students Including training materials, printing and refreshments. At high school level, a counselor on special	Over the course of four years, (year 1) the District will provide training to Administrators, TOSAs, counselors and classified staff on: Unconscious Bias Social Justice Kids and Trauma School to Prison Pipeline Cultural Relevance-with an emphasis on meeting the needs of African American students Including training materials, printing and refreshments.	Over the course of four years, (year 1) the District will provide training to Administrators, TOSAs, counselors and classified staff on: Unconscious Bias Social Justice Kids and Trauma School to Prison Pipeline Cultural Relevance- with an emphasis on meeting the needs of African American students Including training materials, printing and refreshments.

assignment will be assigned specific, African American students and Foster Youth to target and monitor.	At high school level, a counselor on special assignment will be assigned specific, African American students and Foster Youth to target and monitor.	At high school level, a counselor on special assignment will be assigned specific, African American students and Foster Youth to target and monitor.

Budgeted Expenditures

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

Action 3j1

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

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

OR

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

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

Actions/Services

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

New	Unchanged	Unchanged

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

Budgeted Expenditures

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year	☒ 2017–18 ☐ 2018–19 ☐ 2019–20		
Estimated Supplemental and Concentration Grant Funds:	$ 41,563,568	Percentage to Increase or Improve Services:	19.64 %

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: $ 41,563,568 Percentage to Increase or Improve Services: 19.64 % Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEAwide use of funds (see instructions). The following actions are principally directed to support the educational experience of students from low income households, foster youth, English learners, and other targeted subgroups. These services are all above the base program provided to all students. The End District-wide: Increase student use of technology by providing technology support using the Common Core State Standards K -12 Technology Skills Scope and Sequence, Keyboarding and Digital Citizenship.

 The District will provide training and implementation support for elementary teachers in grade K-5 in EL Strategies and SIOP. The District will maintain 63 bilingual instructional assistants to support the primary language needs of the growing number of English Learners at the beginning levels of English proficiency.

 All Rialto USD schools will provide timely systematic interventions for at-risk students not meeting grading level expectations in ELA and Math. This will include the use of intuitive and adaptive technologies.

 The District will develop and implement a STEM curriculum. Work with science, math, MESA and PLTW teachers to develop "STEM Road Show" to develop STEM awareness for students and parents.

 The District will offer a LCFF funded preschool program for low income students to be better prepared to enter TK and Kindergarten.

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

 The District will provide 19 Secondary Intervention Strategists to provide intervention services and monitoring targeted students' progress and recommending resources to ensure students' academic success.

 The District will provide 10 Elementary Music Specialists and 5 Elementary VAPA teacher to provide instruction in Visual and Performing Arts.

 The District will maintain direct support to reduce chronic absenteeism though a centralized home visitation team, STRAIT, Step Up attendance recovery program, and an automated communication system.

 The District will continue to implement PBIS at all school sites. School Wide: The District will continue the Dual Language Immersion Program at 4 elementary schools (Boyd, Kelley, Morris, Garcia) The District will provide career themed pathways (Linked Learning, CTE, Thematic) at the high schools (Carter, Eisenhower, Rialto, and Milor)

LCAP Year**: 2018-2019**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 65,408,172	32.09%

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

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

The following actions are principally directed to support the educational experience of students from low income households, foster youth, English learners, and other targeted subgroups. These services are all above the base program and are provided to all students; currently our combined numbers of these counts is at 85%. Therefore, many of these practices are implemented district-wide and with all students. Moreover, our school with the lowest rate of unduplicated counts is 69.62%. As these percentages demonstrate, the majority of Rialto Unified School District's pupils are identified as either low income, English Learner, or Foster Youth; and as these pupils are enrolled proportionately throughout the district, the district has determined that the most effective use of its LCFF supplemental and concentration grant funds would be to enhance educational services to these students in all of the four district's schools in a district-wide manner.

As previously stated, all schools – and those students representing unduplicated counts – are served with district wide initiatives.

District-wide:

- Increase student use of technology by providing technology support using the Common Core State Standards K -12 Technology Skills Scope and Sequence, Keyboarding and Digital Citizenship. The District will provide classroom devices and specialized staff to give each student the opportunity to apply skills to their lessons.
- Instructional Assistants will be provided in the classroom to Socioeconomically Disadvantaged, English learner, and Foster Youth students to target needs supplement core first instruction in a small group or one-on-one setting.
- In support of the district's English learners, the District will provide training and implementation support for elementary teachers in grade K-5 in EL Strategies and SIOP (Sheltered Instruction Observation Protocol). The District will maintain 63 bilingual instructional assistants to support the primary language needs of the growing number of English Learners at the beginning levels of English proficiency.
- The District will provide 19 Elementary Instructional Support Teachers who will model effective instructional strategies through professional development for all classroom teachers and provide intervention for students in academic need.
- The District will provide 19 Secondary Intervention Strategists to provide intervention services and monitoring targeted students' progress and recommending resources to ensure students' academic success for all students – including English learners, Foster Youth, and Socioeconomically Disadvantaged.
- Instructional staff will be provided with professional development to ensure they remain highly qualified in order to best serve English learners, Foster Youth, and Socioeconomically Disadvantaged. Students. This professional development will include: New Teacher Induction Program, Peer Assistance and Review, Instructional Technology in the Classroom, Diagnostic Program Assessment and Analysis of Results, Lesson Design and Assessment with Evidence Based inquiry, Student Equity, supplemental content trainings in ELA, Math, Science and CTE.
- Intervention program in support of English learners, Foster Youth, and Socioeconomically Disadvantaged will be offered for ELA and Math. These programs are designed to provide these students the opportunity to improve their academic skills and decrease performance gaps and deficits.

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

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

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

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

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

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

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

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

School Wide:

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

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

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

- An Early Education program gives students access to social, emotional, and academic skills that may not be easily accessible in the homes of English learners, Foster Youth, and Socioeconomically Disadvantaged student.

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

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

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

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

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

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

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

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

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

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

Actions/Services

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

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any

schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

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

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

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

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

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

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

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

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

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

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

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

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

(2) The total number of cohort members.

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

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

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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