Local Control Accountability Plan and Annual Update (LCAP) Template

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

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 [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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

Briefly 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, Rialto Unified School District used the opportunity 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 will be implementing a new adaptive diagnostic and screening assessment program that can be administered to all students in grades 1 through 12. This program will better allow 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.
- The District continues to provide an online intuitive program in mathematics for students in grades 6-12 which served both for intervention and acceleration.
- The District continues to put a high priority on the 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 will be increasing 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.

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

Rialto Unified School District has continued to see improvement in the annual cohort graduation and dropout rate. For the most recent Graduation data released through DataQuest, the District saw a 2.1% increase in Graduation Rate to a total of 84.8%. The District also saw a 3.4% decrease in Dropout Rate to a total of 7.3%. In addition, with the release of the California School Dashboard, the District ranked in the Green portion of the California Five by Five Grid with an overall Graduation Rate of 87.1% and an increase of 1.8%.

With the continued implementation of PBIS, the District also showed a significant decline in the suspension rate according to the California School Dashboard. The most recently released data shows the District with a 2.8% decrease for a total suspension rate of 5.6%.

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:

Graduation Rate:

Students with Disabilities (151 students) with a rate of 66.9% and an increase of 9.6%.

White (82 students) with a rate of 78.1% and a decrease of 7.2%.

Suspension Rate:

Two or More Races (256 students) with a rate of 9.4% and an increase of 0.8%.

Filipino (137 students) with a rate of 2.9% and an increase of 0.8%.

American Indian (95 students) with a rate of 8.4% and a decline of 0.3%.

English Language Arts Assessment Report:

Students with Disabilities (1,407 students) with a status of Very Low (124 points below level 3) and Maintained 0.6 points.

Filipino (60 students) with a status of Medium (2.5 points above level 3) but Declined 2.2 points.

Math Assessment Report:

Students with Disabilities (1,397 students) with a status of Very Low (150.4 points below level 3) and Maintained 2.3 points.

African American (1,085 students) with a status of Very Low (102.7 points below level 3) and Declined 2.0 points.

Filipino (60 students) with a status of Medium (14.9 points below level 3) but declined 7.2 points.

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

Referring to the 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?

PERFORMANCE GAPS

Based on analysis of the LCFF Evaluation Rubrics, the information for any student groups two or more performance levels below the "All Student" performance matches those areas outlined in the Greatest Needs.

The steps that the District is planning to take to address these areas of the greatest need for improvement include the purchasing of additional curriculum for our Students with Disabilities in an effort to improve access to the state standards and support the core curriculum. The District is also still implementing PBIS in an effort to continue to lower the suspension rate including the performance indicators listed above.

INCREASED OR IMPROVED SERVICES

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.

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.

Foster Youth: All Foster Youth are assigned to a PBIS counselor at the high school level. See action item 3h.

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	$ 312,826,661
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$ 171,338,379

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.

Below is a summary of the costs included in the 2017-18 Adopted Budget, including items in LCAP:

LCAP items	$ 171,338,379
Administrative Services	1,486,663
After School Programs	3,809,496
Athletics	1,469,804
Attendance & Social Work Svcs	2,039,638
Curriculum Development	1,100,546
Data Processing Services	7,035,026
Debt Services	1,237,264
District Support Services	9,898,894
Enrollment	113,736
Guidance & Counseling Services	5,209,007
Health Services	3,792,691
Instructional Technology Projects	4,632,525
Instr Media,Library & Tech.	3,185,190
Instructional Staff Develop	3,679,899
Instructional Supervision	4,019,880
Maintenance/ Grounds	10,636,795
Other Pupil Services	767,906
Other School Site Support	11,325,820
Parent Participation	538,865
Pupil Transportation	3,946,319
School Administration	21,442,326
Security	5,105,573
Special Education Support Services	25,742,147
Substitute Cost- Absences/ Vacancies	2,545,899
Utilities	6,726,373
Total General Fund Expenditures	**$ 312,826,661**

$254,927,047 Total Projected LCFF Revenues for LCAP Year

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Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1	**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 ☐1 ☐2 ☐3 ☒4 ☐5 ☐6 ☐7 ☒8 COE ☐9 ☐10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Priority 4: Pupil Achievement 1. **State Metrics:** 3rd -11th grade students that "meet or exceed" on ***CAASPP*** *Based on the '14-15 CAASPP Baseline data in grades 3-11 was: Baseline 2014-15: 29.0% in ELA; 2015-16 goal is 31%; 2016-17 goal is 33%* Baseline 2014-15: 17*% in Math; 2015-16 goal is 20%; 2016-17 goal is 22%*	2015-16 CAASPP ELA - 31% Met or Exceeded. 2015-16 CAASPP Math - 18% Met or Exceeded.
2. **State Metric**: Students passing the Science CST/CMA/CAPA grades 5, 8 & 10 **Local Metric:** 2014/15 Science CST Achievement Data: Grade 5: 47% Proficient or Advanced; *2015-16 goal is 52%* Grade 8: 59% Proficient or Advanced; *2015-16 goal is 64%* Grade 10: 42% Proficient or Advanced; *2015-16 goal is*	2015-16 Science CST/CMA/CAPA Grade 5: 43% Grade 7: 50% Grade 10: 37%

47% *(Transitioning from Science CST/CMA/CAPA to NGSS 2016-2017, baseline data TBD)*	
3. State Metric: The percentage of students that met the entry requirements for CSU/UC (to be disaggregated by Special Populations in 2016-17): **Local Metric:** *2013-14 A-G completion rate was 20.7%* 2014-15 A-G Completion Rate was 36.2% 2015-16 Goal A-G Completion Rate is 38% 2016-17 Goal for A-G completion rate is 40%	2015-16 A-G Completion Rate was 34.6% Asian – 50% Pacific Islander – 57.1% Filipino – 61.5% Hispanic or Latino – 35.3% African American – 28.6% White – 32.3% Two or More Races – 25.0% Female – 40.7% Male – 27.8% EL – 0.7% Socioeconomically Disadvantaged – 35.1%
4. State Metric: 11th grade students scoring ready for college on the EAP Assessment (will also be disaggregated by Special Populations in 2016-17): **Local Metric**: *-2014-15 Math was 3%; 2015-16 goal is to increase to 5%; 2016-17 goal is to increase to 7%* *-2014-15 ELA was 12%; 2015-16 goal is to increase to 15%; 2016-17 goal is to increase to 17%*	2015-16 EAP Readiness Rate ELA: 15% - Math 4% Asian – ELA: 35% - Math: 15% African American – ELA: 13% - Math: 2% Filipino – ELA: 33% - Math: 25% Hispanic or Latino – ELA: 14% - Math: 4% White – ELA: 25% - Math 9% Two of more races – ELA: 13% - Math: 7%
5. State Metric: AP Exam with a 3 or better (will be disaggregated by Special Populations on 2016-17): **Local Metric***: percentage of total tests with an AP score of 3 or better* *2014-15 was 28.8%* *2015-16 the goal is to increase to 40% (data will be available in July 2016).* *2016-17 goal is to increase by 3%*	2015-16 AP Score of 3 or Better available June 2017
6. Local Metric*:* 8th grade students at grade or above level in math based on the CAASPP *2014-15 was 14%;* 2015-16 goal is to increase to 16%; 2016-17 goal to increase to 18% **Local Metric**: 2015-16: 69% of 8th grade students were at grade level in Math with a C or better. The 2016-17 Goal is 72% of 8th grade students at grade level in Math with a C or better.	2015-16 8th Grade students at or above grade level: 14% 2016-17 8th Grade students with a C or Better in Math: 64% for semester 1
7. State Metric: 3rd grade students reading at or above grade level based on the CAASPP 2014-15 was 27%; 2015-16 goal is 30%; 2016-17 goal is 33% **Local Metric**: DIBELS Next: 3rd grade students reading at or above grade level	Grade 3 student reading at or above grade level: 28% Grade 3 DIBELS at or above grade level: 55%

2015-16 was 55%; The Goal for 2016-17 is 60%	
8. Local Metric: Students completing CTE sequence Based on CTE report percent of CTE students who completed capstone classes who received an A,B,C on the course 2014-15 was 81.35% The goal 2015-16 and 2016-17 is to maintain exceeding the state completion rate of 81%	Based on Perkins E1 Data report, 89.17% students met the goal and exceeded the state completion rate at 82.80%.
9. State Metric: EL Reclassification rate **Local Metric:** *2014-15 Redesignated rate was 10%* *2015-16 was 10.2%* *The Goal for 2016-17 is 15%*	The 2015-16 Redesignation rate was 10.2% The 2016-17 Redesignation Rate was 7.4%
10. EL demonstrating <u>progress towards English-language proficiency</u> including reading, writing, speaking, and listening skills in AMAO 1: *Local Metric: 2014-2015 was 55.1% based on CELDT* *2015-2016 goal is 58% (State data reporting available August 2016)* *2016-17 goal is increase by 2%*	2015-16 AMAO 1: 59.1%
ELEMENTARY <u>ELA</u> LOCAL METRICS: **11. Local Metric**: % of students in grade 1-5 Trimester writing prompts (Integrated with Science and Social Studies) scoring at a 4 or better based on the 6+1 Traits of writing rubric. *2016-17 Baseline data TBD*	Scoring of the Science/Writing prompts was not based on the writing rubric. Instead, the reported outcome was "Mastered" or "Not Mastered." Of the students that were assessed: 54.7% of 5th Graders "Mastered" Standard CCSS.LA.5.W.1 49% of 4th Graders "Mastered" Standard CCSS.LA.4.W.1 39.8% of 3rd Graders "Mastered" Standard CCSS.LA.3.W.1.a 52.4% of 2nd Graders "Mastered" Standard CCSS.LA.2.W.1 1st Grade prompt is scheduled to be administered in April 2017.
12. Local Metric: Score of students in grade 3 completing 1 District ELA Interim Comprehensive Assessment (ICA) (2016-17 Baseline data TBD) 2016-17 Data disaggregated and analyzed for African American male students in grade 3 (Baseline data TBD)	The District Interim Comprehensive Assessment results for ELA were not valid due to less than 95% of the student completing testing in grade 3. Due to low test completion, the data could not be disaggregated.
13. ELEMENTARY <u>Math</u> LOCAL METRIC: Local Metric: % of Student in grade 3 with a score of "met or exceeded" on the District ICA for Math. 2016-17 is a baseline year to determine % for ICA score grades 3).	The District Interim Comprehensive Assessment was not administered in Math because of the requirements of hand scoring.

14. Secondary ELA Local Metrics: a. % students in grade 6 and 11 grade scoring proficient on the ELA/ELD Writing prompt (Baseline to be determined based the new ELA/ELD adoption) b. Scores on Interim Comprehensive Assessment (ICA) on ELA in grades 6 and 11 (ICA baseline to be determined 2016-17) c. % of students at the 50th percentile or better on beginning and end of year STAR Reading in grade 8, 2015-16 was 14%; 2016-2017 goal is 17% d. ICA ELA Data disaggregated and analyzed for African American male students grade 6 and 11 (Baseline data for 2016-17 to be determined)	a. This data could not be collected due to less than 95% of the results being entered. b. The District Interim Comprehensive Assessment results for ELA were not valid due to less than 95% of the student completing testing in grade 6 and 11. c. Percent of Grade 8 students at the 50th percentile or better for 2016-17: 15% d. The District Interim Comprehensive Assessment results for ELA were not valid due to less than 95% of the student completing testing in grade 6 and 11.
15. Secondary Math Local Metric: a. % of students with average score of 70% and above on Math Chapter tests grades 6-8, Math 1, Math 2, Math 3 and above (2016-17 Baseline data TBD) b. Rubric Score distribution on performance math test above (2016-17 Baseline data TBD) c. Score on Interim Comprehensive Assessment (ICA) on Math and performance assessment grade 6 and 11 to be disaggregated by special populations (2016-17 Baseline data TBD)	a. Of the students that were enrolled in Common Core Math courses (Grades 6 - 12), and whose teacher uploaded Math Chapter Test Scores, 38.4% had an average Math Chapter Test Score of 70% or above. b. We were not able to collect this data. c. The District Interim Comprehensive Assessment was not administered in Math because of the requirements of hand scoring.
16. Local Metric: % of high school students (e.g., low-income, foster youth, AA, ELs) credit deficient in ELA and Math in need of credit recovery (e.g. summer school) a. Low income: 2015-16 data to be determined to establish the goal for 2016-17 b. Foster Youth: 2015-16 data to be determined to establish the goal for 2016-17 c. AA: 2015-16 data to be determined to establish the goal for 2016-17 d. ELs: 2015-16 data to be determined to establish the goal for 2016-17 **English Learners** ***17. State Metric:*** % of ELs making progress toward AMAO 1 *2014-15 % of students meeting AMAO 1 was 55.10%* *Up from 54% in '13-14* *2015-16 goal is 58% and 2016-17 goal is 60%*	At the end of semester 1 for 2016-2017, 31% of students in grades 9 – 12 were two or more courses credit deficient toward graduation. The data was not disaggregated by subgroup. 2015-2016 AMAO 1 was 59.1%
18. % ELs progress towards English Proficiency (AMAO 2) *The percentage of EL students meeting AMAO 2 less than 5 years was 24% for 2014-15.* *The goal for 2015-16 is 25.5%; The goal for 2016-17 is 27%*	2015-16 AMAO 2 Less than 5 years: 27.0%

19. *The percentage of students meeting AMAO2 more than 5 years was 44.70% for 2014-15.* *The goal for 2015-16 is 52.8%; the goal for 2016-17 is 54%*	2015-16 AMAO 2 More than 5 years: 50.0%
20. AMAO 3 is the adequate yearly progress for EL student group at the LEA level. The 2014-15 participation rate for EL student group was 99% in ELA and Math. The 2015-16 and 2016-17 Goal is to maintain 99%. The 2014-15 graduation rate for the EL student group was 72.91%. The 2015-16 Goal is 75%; 2016-17 goal is 77%	The 2015-2016 Graduation Rate for English Learners was 78.9%
21. The 2014-15 % ELs in middle school that are classified as long-term was 9%. The 2015-16 Goal is 8%; 2016-17 goal is 6%. The 2014-15 % of ELs in high school that are classified as long-term ELs was 89%. The 2015-16 Goal is 85%; 2016-17 goal is 83%.	For 2015-2016: 1,543 students were identified LTEL out of 11,891 Ever-EL For 2016-2017: 1,584 students were identified LTEL out of 11,888 Ever-EL
Priority 8: Other Pupil Outcomes: **22. Local Metric:** % of students enrolled in Non-public school (NPS). Baseline to be determined 2016-17.	2015-2016: 55 students enrolled in NPS 2016-2017: 53 students enrolled in NPS
Local Metric: **23.** % of low income, ELs, foster youth with an intra-district transfer within the school year (Baseline data to be determined 2016-17) **24.** *SAT: The District 2013-14 percentage of students scoring 1500 or greater on the SAT was 22.07%; 2014-15 % TBD not State available*	This data was not collected because of errors with transfer students being coded in the student information system. The 2014-15 SAT percentage scoring 1500 or greater was 18.65% The 2015-16 reporting criteria was changed. 11% of student met both benchmarks on the SAT.
25. *PSAT: The 2014-15 District percentage of students that are 'On Track for College and Career Ready' was 10.8%. 2015-16 data is 19% of students meeting both PSAT Benchmarks (This is a new baseline and not comparable to prior years because of changes to the test)* *The 2016-17 PSAT Goal Is 22%.*	The 2015-16 percentage of students that met both PSAT benchmarks was 11%. The original baseline data was reported incorrectly due to the changes in the PSAT reporting.
26. Number of high school students receiving the seal of Biliteracy *2014-15 was 112; 2015-16 was 161 students; 2016-17 Goal is 175.*	The number of students receiving the Seal of Biliteracy for 2016-17 was 206 students.
27. Blended Learning (APEX) credit recovery/advancement program: Number of students enrolled in APEX classes *in 2015-16 was 504. The 2016-17 Goal is 554 (10% more).*	The number of students enrolled and the number of students successfully completing an APEX course have not been calculated for 2016-2017.

28. A. 100% of students in grades 5 and 8 will complete the required lessons related to keyboarding skills (2016-17 is the baseline year) B. 100% of students in grades K-12 will complete the required digital citizenship lessons to meet CIPA (2016-17 baseline year) C. 100% of students in grades 3-8 and 11th will complete the required skills for on the CAASPP test (2016-17 baseline year)	a. The data for this metric could not be accurately collected. b. 100% of students in grades K-12 completed the required digital citizenship lessons to meet CIPA as reported by the individual teachers providing the lessons. c. The data for this metric could not be accurately collected.

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 **1.1a**

	PLANNED	ACTUAL
Actions/Services	(Priority 4: Student Achievement) Each comprehensive high school will develop and implement an AP Plan that will outline what actions are being taken to increase enrollment in AP courses, increase the number of students taking the exam and increase the number of students scoring 3 or better.	Two of the three high schools turned in AP plans to increase enrollment and to increase the number of students scoring a 3 or better.
Expenditures	BUDGETED LCFF Funds 1100s- $15,000 3000s- $2,965 4300s- $12,036	ESTIMATED ACTUAL LCFF Funds 1100s- $2,969 2200s- $275 3000s- $532 4300s- $0

Action **1.1b**

	PLANNED	ACTUAL
Actions/Services	(Priority 4: Student Achievement) The District will provide AP exam(s) for all qualifying students. Students qualifying for a waiver will have their reduced fees paid for by the District.	The District has budgeted to provide for AP exams for all qualifying students. Students qualified to take their AP exams if they had a C or better. Other students could petition the principal to take the exam.
Expenditures	BUDGETED Tentative cost: LCFF Funds 5800s- $125,000	ESTIMATED ACTUAL LCFF Funds 5800s- $132,911

Action **1.1c**

	PLANNED	ACTUAL
Actions/Services	(Priority 4: Student Achievement) The District will plan courses related to career themed pathway programs of study for CTE teachers for all high schools (i.e, Linked Learning).	The CTE Curriculum committee designed a district CTE course template and approval process flowchart to facilitate course development. 3) CTE teachers have submitted 15 updated/new CTE courses for approval. The CTE curriculum committee, curriculum council and board of education approved 12

		courses. CTE teachers will submit updated/new courses for UC approval. Several courses were UC approved earlier in the school year. 4) The high schools submitted pathway plans inclusive of programs of study with aligned CTE sequences. Sites identified CTE pathways, Linked Learning Pathways and thematic academies.
Expenditures	BUDGETED LCFF Funds 5800s- $76,000 Educator Effectiveness Funds 5800s- $70,000	ESTIMATED ACTUAL LCFF Funds 5800s- $61,771 Educator Effectiveness Funds 5800s- $86,639

Action 1.1d

Actions/Services	PLANNED (Priority 4: Student Achievement) The District will administer 1 Interim Cumulative Assessment (ICA) in ELA and Math to all students in grades 3 – 8 and 11th.	ACTUAL The District administered 1 Interim Cumulative Assessment (ICA) in English Language Arts/Literacy to students in grades 3, 6 and 11. Based on the need for a consistent assessment across all grade levels, this action item will be changed for future LCAP.
Expenditures	BUDGETED No additional cost	ESTIMATED ACTUAL No additional cost

Action 1.1e

Actions/Services	PLANNED (Priority 4" Student Achievement) The District will provide universal testing on the PSAT to all 10th grade students and the SAT to 11th grade students.	ACTUAL This PSAT was provided to all 10th graders at all high schools in October and the SAT was provided to all 11th Grade students during the SAT School Day on April 5, 2017.
Expenditures	BUDGETED LCFF Funds 5800s- $25,000	ESTIMATED ACTUAL LCFF Funds 5800s- $18,108

Action 1.1f

Actions/Services	PLANNED (Priority 4: Student Achievement) The District will purchase and administer the STAR early literacy assessment to all students in grades K; and STAR Reading assessment to all students in grades 1st – 9th grade.	ACTUAL The District purchased STAR Early Literacy for all students in grade K and STAR Reading for all students in grades 1 - 9. STAR was also purchased for all students at Milor Continuation.
Expenditures	BUDGETED LCFF Funds 5800s- $103,100.07	ESTIMATED ACTUAL LCFF Funds 5800s- $111,385

Action **1.1g**

	PLANNED	ACTUAL
Actions/Services	(Priority 4: Pupil Achievement and Priority 7: Course Access) The District will administer a K-12 Trimester/Quarterly Expository Writing Prompt Integrated with Science and/or Social Studies	A writing prompt in Science was provided to all K-5 students.in elementary. At the middle school, students worked on performance assessments that involved writing in science. Currently the high school is working on their courses, as they transition from the 1998 Science standards to the Next Generation Science Standards (NGSS). This action will not continue in the LCAP in future years.
Expenditures	BUDGETED LCFF 5800's- $7,500	ESTIMATED ACTUAL LCFF 5800's- $0

Action **1.1h**

	PLANNED	ACTUAL
Actions/Services	(Priority 4: Student Achievement) The District will administer the DIBELS Next reading assessment three times per year in grades K – 5 to diagnose reading readiness and progress and monitor needed intervention for RtI Tier II and III.	This action will not continue in the LCAP in future years. DIBELS Next was administered in the first, second and third trimester to students in grade K-5th grade at all elementary schools following the District administration timeline for district assessments.
Expenditures	BUDGETED Title I Funds 1100s- $10,087 3000s- $1,731 5700's- $2,927	ESTIMATED ACTUAL Title I Funds 1100s- $0 3000s- $0 5700's- $0

Action **1.1i**

	PLANNED	ACTUAL
Actions/Services	(Priority 4: Student Achievement) The District will provide 8-9 PSAT (Readistep) testing to all 8th grade students.	All 8th graders took the PSAT assessment this year.
Expenditures	BUDGETED LCFF Funds 5800s- $16,000	ESTIMATED ACTUAL LCFF Funds 5800s- $10,480

Action **1.1j**

	PLANNED	ACTUAL
Actions/Services	(Priority 4 Student Achievement) The District will administer the CELDT on an annual basis to all designated English Learners. CELDT 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	CELDT was administered for the 16-17 school year. New results were made available to administrators and teachers by February 2017. Data reports including other determined criteria were used with placement guides in a workshop held with administrators from all schools to determine placement for ELs in the 17-18 school year.

	their academic and language proficiency needs.	
Expenditures	BUDGETED LCFF Funds 1100s- $20,000 1900s- $30,000 2200s- $12,000 3000s-$11,528 5700s-$5,000 5800s- $4,000	ESTIMATED ACTUAL LCFF Funds 1100s- $18,335 1900s- $9,539 2200s- $7,507 3000s-$5,900 5700s-0 5800s- $4,363

Action **1.1k**

Actions/Services	PLANNED (Priority 4: Student Achievement) The Special Education Executive Director and EL Program Director will meet three times per year to discuss issues related to students who are English Learners classified as Special Education.	ACTUAL The Special Education Executive Director and El Programs Director met five times throughout the 16-17 school year to discuss alternative reclassification criteria for SDC and MH students, reclassification supports for Special Education students and linguistically appropriate goals for all ELs in the special education program. The Special Education department collaborated with the EL Department to include training on the 2012 ELD standards and the writing of linguistically appropriate goals for all Special Education teacher bootcamps and in the Special Education handbook.
Expenditures	BUDGETED No additional cost	ESTIMATED ACTUAL No additional cost

Action **1.1l**

Actions/Services	PLANNED (Priority 4: Student Achievement) The District will use SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) for students below grade level and at risk in reading foundational skills. SIPPS will be used for students in grades K – 5 and 6th - 8th grade Special Education.	ACTUAL SIPPS is used in all elementary schools, TK-2nd grade for Foundational Skills, 3-5 at Challenge level as needed for Intervention. SIPPS is used at two middle schools (Jehue and Kolb) in grades 6-8 Special Education classes. SIPPS trainings took place on September 12, 13, 14, October 19 and November 4, 2016
Expenditures	BUDGETED Title I Funds 4200s- $40,000 4300s- $92,307 5800s- $28,600	ESTIMATED ACTUAL Title I Funds 1000s- $13,802 3000s- $2,674 4200s- $2,037 4300s- $17,851 5800s- $49,430

Action 1.1m

	PLANNED	ACTUAL
Actions/Services	(Priority 4: Student Achievement) The District will provide ALEKS for all students in grades 6 - 11 and administer the pre and posttest to inform instruction and students' readiness and gaps in mathematics.	The ALEKS program has been provided to all 6th -11th graders. After the pre-test, students work on their gaps. A quarterly report on the performance of students is sent to the principals by the district math department. The post-test will be administered at the end of the school year.
Expenditures	BUDGETED LCFF Funds 5800s- $200,000	ESTIMATED ACTUAL LCFF Funds 5800s- $215,640

Action 1.1n

	PLANNED	ACTUAL
Actions/Services	(Priority 8: Other Outcomes) 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.	The EL Department provided high schools with lists of eligible students for the Seal of Biliteracy. Recruitment of students to complete the language requirements to receive the seal has started at the 9th grade and continues through the 10th and 11th grade through presentations in foreign language courses.
Expenditures	BUDGETED LCFF Funds 5700s- $1,500	ESTIMATED ACTUAL LCFF Funds 5700s- $1,416

Action 1.1o

	PLANNED	ACTUAL
Actions/Services	(Priority 8: Other Outcomes) The District will develop and implement a curriculum targeted at increasing the number of students that demonstrate **mastery related to the technology skills** identified within the CCSS. This scope and sequence will provide for specific skills in all grade levels.	The District continued to utilize the Common Core State Standards K-12 Technology Score and Sequence to provide lessons for students to demonstrate mastery. The Instructional Technology Assistants at all 19 elementary school and 5 middle schools were provided with instruction and support in implementing the CCSS Scope and Sequence. This action item will be combined with other actions related to the Instructional Technology Assistant positions in future LCAP.
Expenditures	BUDGETED No Additional Cost	ESTIMATED ACTUAL No Additional Cost

Action 1.1p

	PLANNED	ACTUAL
Actions/Services	(Priority 8: Other Outcomes) The District will provide a data warehouse program to assist with analyzing various assessments (Illuminate).	The District purchased a data warehouse program to assist with analyzing various assessments.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	LCFF Funds 5800s- $43,272 Title I Funds 5800s- $100,967	LCFF Funds 5800s- $43,272 Title I Funds 5800s- $157,350

Action 1.1q

	PLANNED	ACTUAL
Actions/Services	(Priority 4: Student Achievement) **Special Populations**: All Rialto USD schools will monitor the academic progress of Foster Youth, English Learners, the African American subgroup, GATE, Special Education, and low income students to ensure that these populations are achieving in Reading and Math. All specific academic growth measures (including A-G, graduation rate, AP and EAP passing scores, CAASPP scores, grades at all grade spans) will be disaggregated by targeted subgroups and provided to school sites on a trimester, quarterly or annual basis.	Progress monitoring of these groups has taken place through the collection and disaggregation of data collected at the local and state level. Five workshops were held with administrators and coaches walking them through EL data and providing assistance with analysis and steps to be taken for those students not making progress. For Special Education students, site staff reviews student progress through the IEP process.
Expenditures	BUDGETED No additional costs	ESTIMATED ACTUAL No additional costs

Action 1.1r

	PLANNED	ACTUAL
Actions/Services	(Priority 4: Student Achievement) The District will provide blended learning (APEX) and provide additional Professional Training to high school grade level leads.	The APEX program continues as schools work on various ways to implement it. Also this year the APEX tutorial program expanded in the middle school where it was utilized as an intervention program. APEX was purchased July 1, 2016, $98,800. APEX implemented in the high schools (credit recovery) and middle schools APEX tutorials. PD provided coordinators and teachers 9/23/16, 10/5/16, and 1/18/17. On 11/10/16 high school teachers worked on APEX courses to make them credit recovery.
Expenditures	BUDGETED LCFF Funds 1100s- $3,364 3000s- $1,472 5800s- $77,000	ESTIMATED ACTUAL LCFF Funds 1100s- $3,364 3000s- $1,472 5800s- $98,800

Action 1.1s

	PLANNED	ACTUAL
Actions/Services	(Priority 8: Other Outcomes) The district will utilize a district-wide keyboarding program for grades K-8th to successfully prepare and learn keyboarding skills for Word processing and CAASPP.	The District utilized a free district wide keyboarding program for all students in grades K - 8. The Instructional Technology Assistants were provided with training and support in utilizing Google Single Sign On with the keyboarding program. This action item will be combined with other actions related to the

		Instructional Technology Assistant positions in future LCAP.
Expenditures	BUDGETED No Cost	ESTIMATED ACTUAL No Cost

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	**The District will completely implement the following by June 30, 2017:** AP exams for all eligible students. Interim Comprehensive Assessment in ELA/Literacy to students in grades 3, 6 and 11. Purchase Illuminate as the data warehouse program for teachers and administrators. Administer the PSAT to all students in grade 8 and 10 in October 2016. Administer the SAT to all 11th grade students in April 2017. Administer two expository Writing Prompts, one integrated with Science and one with Social Studies to all students in grades K through 5. Administer two performance tasks, one integrated with Science and one integrated with Social Studies to all students in grades 6 through 8. Administer High School writing prompts tied to new ELA/ELD adopted curriculum to all students in grades 9 through 11. Administer the STAR Reading Early Literacy assessment to all students in Kindergarten and the STAR Reading Assessment to all students in grades 1 through 9. The Special Education Director and English Learner Director met at least 3 times during the school year to plan joint staff development. Data disaggregation of EL data has been done by district and school site administrators throughout the year. **The District will partially implement the following by June 30, 2017:** Interim Comprehensive Assessment hand scoring in ELA/Literacy to students in grades 3, 6 and 11. The K-12 CCSS Scope and Sequence District wide elementary and middle school keyboarding program. First In Math assessments administered to all students in grades 1 through 5. Plan courses related to Career Pathway program at all high school. 19 courses were approved at the March curriculum council. Administer the DIBELS Next Reading Assessment in grades K through 5. SIPPS for students at risk in reading foundational skills for students in grades K through 5. **The District will not implement the following by June 30, 2017:** Interim Comprehensive Assessment in Mathematics to students in grades 3, 6 and 11. The Performance Assessment to high school students were not developed in time for administration.
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. All local and state assessments can be disaggregated by subgroup to determine how targeted subgroups are making progress in comparison to the general population. 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. 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. Various schools have also implemented keyboarding programs utilizing the single sign on with students' G Suite accounts.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The District did not incur any material differences between the Budgeted Expenditures and the Actual Expenditures.
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 2016-2017, Goal 1 had approximately 40 different expected outcomes, some that could not be accurately measured. For the 2017-2020 LCAP, with the introduction of the California School Dashboard and with more guidance from the county office, the District has reduced these Expected Annual Measurable Outcomes to 10 metrics that align to the state priorities and the California School Dashboard. This reduction in metrics will allow the District to more accurately report the results as well as align the state metrics to local metrics in an effort to better predict student achievement. Also, based on the changes to the Expected Annual Measurable Outcomes, the District has removed the following action items. These action items are replaced with Action Item 1i in the new LCAP. The District plans to purchase a new adaptive diagnostic assessment that can be used to monitor student progress in reading and mathematics. 1.1f - The District will purchase and administer the STAR early literacy assessment to all students in grades K; and STAR Reading assessment to all students in grades 1st – 9th grade. 1.1h - Administer DIBELS Next. The District has also removed the following action items and included them in the new LCAP under item 1a. 1.10 - Technology Scope and Sequence: Has been included with the Instructional Technology Assistant action item. 1.1s - Keyboarding: Has been included with the Instructional Technology Assistant action item.

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 ☒1 ☒2 ☐3 ☐4 ☐5 ☐6 ☒7 ☐8

COE ☐9 ☐10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Priority 1: Basic **1. State Metric: Maintain 99% or higher** of teachers appropriately assigned 2015-16 teacher assignment rate was 99.8%. 2016-17 Goal: Maintain 99% or higher teacher assignment rate.	The teacher assignment rate for 2016-17 was above 99%.
2. State Metric: School facilities are maintained in good repair **Local Metric:** 2015-16 was zero findings on Williams facilities and instructional materials 2016-17 Maintain zero findings on Williams Schools for facilities **Local Metric:** 2015-16: 75% of District facilities repair request were completed. 2016-17 Goal is to complete 85% facilities repair requests or better.	For 2016-17 there were zero finding on the Williams School Report. The information for the percentage of facilities repair requests could not be collected.
2a. State Metric: Sufficient Instructional Materials **Local Metric**: 1) 2016-2017 Goal is to maintain a ratio of 1:1 textbooks and instructional materials provided to all students, in all schools, in all core subject areas 2) 2016-2017 Maintain zero findings on identified William's Schools for instructional textbooks and materials	For 2016-17 there were zero findings on the Williams Report for textbook and instructional materials.

Priority 2: Implementation of State Standards: **3. State Metric:** 100% of students with access to common core academic content in ELA & Math **Local Metric**: Maintain 100% of students with access to common core academic content in ELA & Math as determined by: Secondary master schedule enrollment and grades earned on report card Elementary grade received in ELA and Math on report card 2016-17: 100% of students enrolled in K-12 received a grade in ELA and Math	Based on textbook distribution, 100% of students had access to common core academic content in ELA and Math.
4. State Metric: 100% ELs receiving ELD services **Local Metric**: 2016-17: Maintain 100% ELs receiving ELD services based on CELDT	For 2016-17, 100% of ELs received ELD services.
5. Local Metric: Professional Learning: Goal 2016-2017: 100% TK-5 teachers, ELA/ELD in grades 6-12, and administrators will be trained in the new ELA/ELD adoption 2016-17.	726 teachers received training in the new ELA/ELD adoption in 2016-17. 543 were TK-5, 96 teachers of English in grades 6-8 and 87 teachers of English in grades 9-12. (need to convert into percentages.)
Priority 7: Course Access **6. Local Metric:** Goal: 2016-17 all Elementary & Middle school will maintain 100% of students with weekly access to Science and Social Studies **Local Metric:** Goal: 2016-17 all Elementary & Middle School: 100% of students in grade K-8 will complete an Integrated Science and/or Social Studies Writing Prompt	Science and Social Studies instruction is part of the RUSD Course of Study for Grades K - 8. 100% of Elementary and Middle School students had weekly access to Science and Social Studies. 100% of Grade K - 7 students were administered at least 1 Science Writing Prompt. 100% of 3rd grade students were administered at least 1 Social Studies Writing Prompt. The other grade levels will be completed in May.
7. State Metric: Completion of A-G Course work **Local Metric**: 2014-15 36.2% of graduates completed UC/CSU required coursework (A-G requirements) 2015-16 Goal is 37%; 2016-17 Goal is to increase to 38%	For 2015-16, 34.6% of graduates completed UC/CSU required coursework (A-G requirements).
8. Local Metric: High School: 2015-16: 100% of 9th grade students met with a counselor to develop a four year graduation plan. 2016-17: Maintain 100% of 9th grade students meeting with a counselor to develop a four year graduation plan.	Based on counselor responses, 100% of students in grade 9 have a four year plan.

9. **Local Metric**: Meet the State expectation at 81% for CTE students who complete capstone classes who received an A,B,C on the course (2016-17 Baseline TBD)	Based on Perkins E1 Data report, 89.17% students met the goal and exceeded the state completion rate at 82.80%.

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 **2.1a**

	PLANNED	ACTUAL
Actions/Services	(Priority 1: Basic) The District will 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 provided instructional staff that are fully credentialed and highly qualified to teach the subjects/courses/grade levels they were assigned.
Expenditures	BUDGETED No additional cost	ESTIMATED ACTUAL No additional cost

Action **2.1b**

	PLANNED	ACTUAL
Actions/Services	(Priority 1: Basic) School facilities will be maintained in good repair	The school facilities were maintained in good repair and the District met Williams compliance.
Expenditures	BUDGETED Ongoing & Major Maintenance Funds (100% LCFF Funds Contribution) 2200s- $2,450,287 2300s- $476,621 2400s- $155,836 3000s- $1,620,706 4300s- $636,000 4400s- $105,000 5600s- $1,648,868 5800s- $184,120 6400s- $250,000 6500s- $260,000 7300s- $413,628	ESTIMATED ACTUAL Ongoing & Major Maintenance Funds (100% LCFF Funds Contribution) 2200s- $2,557,208 2300s- $479,379 2400s- $155,836 3000s- $1,599,151 4300s- $558,952 4400s- $178,859 5600s- $1,438,772 5800s- $754,179 6200s- $90,898 6400s- $54,969 6500s- $607,466 7300s- $431,833

Action **2.1c**

	PLANNED	ACTUAL
Actions/Services	(Priority 2: Implementation of State Standards) 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	The EL Department has worked with administrators, coaches and counselors to review the placement guide for English Learners and assist in correct placement through the use of data.

	challenging course of study that includes all subject areas and CTE Pathways through an equitable master schedule at all grade levels.	
Expenditures	BUDGETED No Additional Costs	ESTIMATED ACTUAL No Additional Costs

Action **2.1d**

Actions/Services	PLANNED (Priority 2: Implementation of State Standards) The District will provide schools with data disaggregation training, EL program implementation guidance, professional development opportunities and intervention models to ensure that the number of ELs making adequate annual growth in English Language proficiency increases each year. Schools will receive training and guidance through EL Program meetings, biannual EL team planning meetings, and administrative trainings to provide appropriate placement, instruction, and progress monitoring in both language acquisition and comprehension of content for English Learners.	ACTUAL Seven Categorical meetings were held by the Categorical Office Director and the EL Programs Director to provide guidance, professional development and workshops to administrators in implementing effective programs and monitoring for programs for English Learners. Five data workshops were held for administrators, coaches and counselors to introduce them to new data reports and analyze EL data. Various committees composed of teachers, coaches and administrators were formed at the different grade spans to address placement, instruction and progress monitoring of ELs. The EL Programs director held eleven committee meetings to address these areas throughout the year.
Expenditures	BUDGETED LCFF Funds 1100s- $7,620 3000s- $1,308	ESTIMATED ACTUAL The Estimated Actual for this action item is pending.

Action **2.1e**

Actions/Services	PLANNED (Priority 2: Implementation of State Standards) Site Administrators will be trained in CCSS for ELA/ELD and Math	ACTUAL No additional CCSS trainings were held for administrators in the 2016-2017 school year.
Expenditures	BUDGETED No Additional Costs	ESTIMATED ACTUAL No Additional Costs

Action **2.1f**

Actions/Services	PLANNED (Priority 2: Implementation of State Standards) The District will provide the opportunity for secondary AP teachers to attend training offered through the College Board.	ACTUAL The district is providing the opportunity for teachers to attend AP training this summer. Monies are being used from each sites College Readiness funds.
Expenditures	BUDGETED Title II Funds 5200s- $22,000	ESTIMATED ACTUAL LCFF Funds 5200s- $575 Title II Funds

	5200s- $0 Title I Funds 5200s-$1,417

Action **2.1g**

Actions/Services	PLANNED (Priority 2: Implementation of State Standards) All Rialto USD secondary schools and one elementary school will send a team to AVID training through the summer institute. All AVID site coordinators will attend the county training which occur at least three times per year.	ACTUAL All secondary schools and one elementary school had the opportunity to send teachers to the AVID institute either June/July 2016. AVID site coordinators had the opportunity to attend the county trainings at least three times this year.
Expenditures	BUDGETED Title II Funds 5200s- $70,000	ESTIMATED ACTUAL Title I Funds 5200s- $99,693

Action **2.1h**

Actions/Services	PLANNED (Priority 2: Implementation of State Standards) The District will continue to train all BTSA Induction support providers in Mentoring New Teachers through Individual Learning Plans (ILP) and reflection.	ACTUAL All Induction Support Providers have received Mentoring, Coaching, CSTP and Instructional Support trainings through monthly Induction Staff Meetings, quarterly Cluster 6 meetings and the annual New Teacher Center Symposium on Teacher Induction.
Expenditures	BUDGETED LCFF Funds 5200s- $15,000	ESTIMATED ACTUAL LCFF Funds 5200s- $13,860

Action **2.1i**

Actions/Services	PLANNED (Priority 2: Implementation of State Standards) The District will continue to provide substitute coverage for participating BTSA teachers to observe classrooms and/or participate in lesson studies.	ACTUAL The District was able to provide regular substitute coverage beginning in the second semester of the school year when the 4th Induction Support Provider was able to assume her position. 38 Participating Induction Teachers will have gone on classroom observations accompanied by the Support Provider by the end of the school year. The observations are scheduled through April 2017.
Expenditures	BUDGETED LCFF Funds 1100s- $15,000 3000s- $2,572	ESTIMATED ACTUAL 1100s- $6,328 3000s- $1,225

Action **2.1j**

Actions/Services	PLANNED (Priority 1: Basic) The Professional Development Center will provide training to site instructional support strategists and coaches on accountable talk, close and critical reading with evidence, lesson study, model	ACTUAL The Professional Development Center and EL Programs have provided the Instructional Support Strategists and Coaches with trainings related to the listed topics, related instructional strategies and Mentoring and Support of classroom teachers. This training was completed at the week-long Coaching

lessons, writing across the curriculum and mathematical practices.	Academy held during the second week of school and at each monthly Coaching Academy thereafter.

Expenditures

BUDGETED	ESTIMATED ACTUAL
No additional cost (cost is below)	No additional cost (cost is below)

Action **2.1k**

Actions/Services

PLANNED	ACTUAL
(Priority 1: Basic) The District will provide a centralized lead team of Instructional Strategists at the Professional Development Center to consist of split funded: one Secondary ELA/ELD lead, one Secondary Math lead; one CAMSP 50% Grant funded Science lead, three Elementary ELA/ELD leads, one Elementary Math lead and one Title II Technology lead.	The centralized team of Lead Strategists listed have provided a multitude of services to support site Instructional Strategies and Coaches and Educational Services departments. Each of the three ELA/ELD Elementary Leads provide instructional support to a cohort of school sites, including the cohort of four Dual Language Immersion schools. The Math Elementary Lead supports the Strategists and Teachers at all elementary sites. The Secondary ELA/ELD Lead and Secondary Math Lead support the Coaches and Teachers at all five middle schools and all three comprehensive high schools. They also serve as the site Instructional Coaches for the alternative high school, Milor/Zupanic, at least one day a week. All Elementary and Secondary Leads collaborate with Site Strategists and Coaches to provide training at sites, based on school' needs and requests. The primary function of the ELA/ELD leads is to ensure that every district training, site training and data review includes a focus on English Learners. The Science lead provides NGSS and STEM training and support to elementary, middle and high school teachers. She also heads the RiSMART Science grant for grades 3-8 and provides training to administrators. The Instructional Technology Strategists trains and supports elementary, middle and high school teachers in a variety of topics related to embedding and incorporating instructional technology into classroom practice for teachers and students. She also provides training to administrators. All of the Lead Strategists are the trainers for workshops held during the school day and after school workshops that are provided by the Professional Development Center. All of the Lead Strategists provide training to the site Strategists during Coaching Academy. All Lead Strategists are provided with the necessary training on effective instructional strategies and mentoring supports via on site trainings, provided by Professional Development administrators and EL Programs administrators, and conference and workshop attendance.

Expenditures

BUDGETED	ESTIMATED ACTUAL
LCFF Funds 1300s- $126,617 3000s- $39,460 4300s- $13,500 5700s- $5,600 Title 1 Funds 1900s- $335,309 3000s- $121,137 4200s- $5,000	LCFF Funds 1300s- $126,874 3000s- $39,036 4300s- $4792 5700s- $61 Title 1 Funds 1900s- $330,894 3000s- $118,944 4200s- $0

4300s- $7,200 4400s- $20,000 5200s- $60,000 5900s- $6,000 Title II Funds 1300s- $244,769 1900s- $117,747 2400s- $45,966 3000s- $112,067 4200s- $10,000 4300s- $32,500 4400s- $34,886 5200s- $30,000 Title III 1900s- $225,016 3000s- $79,124	4300s- $0 4400s- $948 5200s- $39,957 5900s- $1,370 Title II Funds 1300s- $245,224 1900s- $150,987 2400s- $47,133 3000s- $132,119 4200s- $2,152 4300s- $10,405 4400s- $25,546 5200s- $23,315 5700s- $140 5800s- $750 Title III 1900s- $191,378 3000s- $71,712

Action **2.1l**

PLANNED (Priority 2: Implementation of State Standards) The District will provide training to teachers in the following: Administering the SBAC, Administering the Interim Assessments (ICA), STAR Reading, DIBELS, ALEKS, SIPPS, First in Math, PSAT8-9 (Readistep), and Performance Tasks.	ACTUAL First in Math: Trainings were provided by the district both at site requests and at the beginning of the year for new teachers. ALEKS: Site coaches provided training to new secondary math teachers on the program. PSAT 8: All middle school test coordinators were provided training. SIPPS: Initial SIPPS trainings were provided in the Fall (Sept. 12, 13,14, October 19 and November 4, 2016) for new elementary teachers, returning teachers who did not attend SIPPS training last school year and 6-8 Special Education teachers at Jehue and Kolb Middle Schools. Beginning in February 2017, eleven elementary schools and two middle schools are participating in follow up SIPPS training at their school sites. STAR Reading training took place for elementary, middle and high school teachers and administrators in Fall 2016.
BUDGETED Title I Funds 1100s- $50,000 3000s- $8,569	ESTIMATED ACTUAL Title I Funds 1100s- $18,947 3000s- $3,668

Actions/Services

Expenditures

Action **2.1m**

PLANNED (Priority 2: Implementation of State Standards) The District will provide training in the use of Illuminate and School Loop	ACTUAL The District provided training in the use of Illuminate and School Loop as requested and on specific dates identified as part of the Educator Effectiveness Plan Technology Trainings. This action item will be included with other

Actions/Services

	technology professional development for the future LCAP.
BUDGETED No Additional Cost	ESTIMATED ACTUAL No Additional Cost

Expenditures

Action **2.1n**

PLANNED (Priority 2: Implementation of State Standards) The District will provide training for a third cohort of content teachers at the secondary level in SIOP, a research-based and validated instruction model that has proven effective in increasing the academic needs of English Learners.	ACTUAL Three rounds of SIOP training took place for 8th, 11th and 12th grade teachers in all content areas except for English Language Arts. ELA teachers were not included due to the need to train them in the new ELA/ELD adoption. Teachers new to Rialto in other cohorts were also trained.
BUDGETED LCFF Funds 1100s- $50,000 3000s- $8,569	ESTIMATED ACTUAL LCFF Funds 1100s- $28,067 3000s- $5,435

Actions/Services

Expenditures

Action **2.1o**

PLANNED (Priority 2: Implementation of State Standards) The District will provide training for elementary teachers in grades K-5 on Integrated ELD in academic content areas. Designated ELD training will be offered to elementary teachers using the REACH program. Training will include specific strategies to be used with English Learners at different proficiency levels.	ACTUAL SIOP training has taken place for eight elementary schools. Schools participated as teams in five sessions. Over 400 elementary teachers participated in Designated ELD training for Wonders. Teachers still using REACH were trained on designated ELD at their site. Additional training also took place on how to provide small group instruction during ELD.
BUDGETED LCFF Funds 1100s- $15,000 3000s- $2,572	ESTIMATED ACTUAL LCFF Funds 1100s- $34,512 3000s- $6,684 Title I 1100s- $108,241 3000s- $20,964

Actions/Services

Expenditures

Action **2.1p**

PLANNED (Priority 2: Implementation of State Standards) The District will provide training for elementary teachers in grade 3-5 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	ACTUAL After school trainings were provided for 3rd - 5th grade teachers focusing on collaborative strategies to develop academic English. SIOP training includes strategies to focus on R-FEPS and ELs not making progress.

Actions/Services

	of becoming Long Term English Learners.	
Expenditures	BUDGETED LCFF Funds 1100s- $15,000 3000s- $2,848	ESTIMATED ACTUAL Cost included in 2.1o

Action **2.1q**

Actions/Services	PLANNED (Priority 2: Implementation of State Standards) The District will provide additional Professional Training to high school grade level leads in APEX. Site Coordinators extra duty	ACTUAL There are regular trainings and meetings for APEX coordinators.
Expenditures	BUDGETED LCFF Funds 1100s- $33,624 3000s- $5,764	ESTIMATED ACTUAL LCFF Funds 1100s- $39,033 3000s- $7,560

Action **2.1r**

Actions/Services	PLANNED (Priority 2: Implementation of State Standards) The District will provide ongoing training in the use of Goalbook.	ACTUAL The Special Education department has provided training in utilizing Goalbook through Special Education “Bootcamps” and through small group trainings during site minimum days. Special education staff continued to provide support for use of Goalbook to teachers.
Expenditures	BUDGETED LCFF Funds 1100s- $14,000 3000s- $2,401	ESTIMATED ACTUAL LCFF Funds 1100s- $0 3000s- $0

Action **2.1s**

Actions/Services	PLANNED (Priority 7: Course Access) The District will provide master schedule training to all secondary administrators and counselors.	ACTUAL High school principals, assistant principals, counselors and CTE/core teachers participated in training to develop a master schedule accessible to all students that supports pathway planning & programs of study, student cohorts, teacher common planning, and student supports. Two follow up site consultations were provided to high schools. A second training session is scheduled for additional high school and middle school teams. District and site team members also met with Long Beach Unified School District to review its master schedule implementation process using the Synergy student information system to design master Linked Learning pathways.
Expenditures	BUDGETED Title II Funds	ESTIMATED ACTUAL Title II Funds

5800s- $40,000	5800s - $9,100

Action **2.1t**

PLANNED (Priority 2: Implementation of State Standards) The District will provide Professional Learning Community (PLC) follow-up and support utilizing Solution Tree to District and School Guiding Coalition Teams for K-12 schools	ACTUAL The District provided three PLC follow up support sessions by Solution Tree to all four of the high school PLC Guiding Coalitions in the Fall of 2016. It was decided to postpone or delay the middle school and elementary follow up at this time to focus on Site Strategic Planning that was scheduled. PLC follow up support was provided to elementary and middle schools by the Professional Development Coordinators, Leads and Site Strategists and Coaches at the request of the school sites.
BUDGETED Title II, Part A 5800's- $58,500	ESTIMATED ACTUAL Title II, Part A 5800's- $59,166

Action **2.1u**

PLANNED (Priority 2: Implementation of State Standards) The District will provide training in SIPPS to teachers in grades 4 – 8 as well as provide support training as needed for teachers in grades K – 3.	ACTUAL Initial SIPPS trainings were provided in the Fall of 2016 for new elementary teachers, returning teachers who did not attend SIPPS training last school year and 6-8 Special Education teachers at Jehue and Kolb Middle Schools. Beginning in February 2017, eleven elementary schools and two middle schools are participating in follow up SIPPS training at their school sites.
BUDGETED Title I Funds 1100s- $17,739 3000s- $2,980	ESTIMATED ACTUAL Title I Funds 1100s- $13,802 3000s- $2,673

Action **2.1v**

PLANNED (Priority 1: Basic) The District will maintain 19 elementary site based Instructional Support Teachers and hire 2 additional Instructional support teachers to support the larger elementary schools (1 for each of the 17/19 elementary schools, and 2 for two of the larger elementary schools) who will model effective instructional strategies (including Accountable Talk, Close and Critical Reading and the integration of ELD standards throughout all content areas) through professional development for all classroom teachers.	ACTUAL The District provided 21 Elementary Instructional Strategists, one at each of 17 sites and 2 at the two largest sites. These strategists provided instructional support and intervention at their sites and for district workshops with the support of the Lead Strategist and Coordinator of PD. The strategists were provided professional development at monthly Coaching Academies by the Lead Strategists, PDC administrators and EL Programs administrators. They also attended county trainings and had the opportunity to attend one Literacy, Math or STEM conference of their choice funded by the Professional Development department.
BUDGETED LCFF Funds 1100s- $1,095,089 3000s- $398,360	ESTIMATED ACTUAL LCFF Funds 1100s- $1,138,474 3000s- $402,391

Title I Funds 1100s- $638,669 3000s- $232,352 Title II Funds 1100s- $91,011 3000s- $33,150	Title I Funds 1100s- $664,110 3000s- $234,728 Title II Funds 1100s- $94,873 3000s- $33,533

Action **2.1w**

	PLANNED	ACTUAL
Actions/Services	(Priority 1: Basic) The District will maintain 8 Literacy Strategists at the secondary level to model effective instructional strategies (including Accountable Talk, Close and Critical Reading and the integration of ELD standards throughout all content areas)through professional development for all teachers while providing support to identified students in support classes.	The District maintained 8 Literacy Coaches at the secondary level, 5 Middle School ELA/ELD Coaches, one at each middle school and 3 High School ELA Coaches, one at each of the comprehensive high schools. (The alternative high school receives site support from the District Secondary ELA/ELD Lead Strategists.) These secondary coaches provided instructional support, data analysis and training at their school sites and for district workshops, with the support of the Lead Strategist and Sr. Coordinator of PD. Middle School Literacy coaches worked closely with the EL Department to ensure that appropriate language strategies and support was given within ELD, El Support and ELA courses. The coaches were provided professional development at monthly Coaching Academies by the Lead Strategists, PDC administrators and EL Programs administrators. They also attended county trainings and had the opportunity to attend one Literacy, Math or STEM conference of their choice funded by the Professional Development department.
Expenditures	BUDGETED LCFF Funds 1100s- $358,292 3000s- $140,127 Title I Funds 1100s- $179,146 3000s- $75,843 Title II Funds 1100s- $29,858 3000s- $11,679	ESTIMATED ACTUAL LCFF Funds 1100s- $428,608 3000s- $152,304 Title I Funds 1100s- $250,021 3000s- $88,844 Title II Funds 1100s- $35,717 3000s- $12,692

Action **2.1x**

	PLANNED	ACTUAL
Actions/Services	(Priority 1: Basic) The District will maintain 8 Math Strategists at the secondary level to model the standards of mathematical practice and content standards through professional development for all teachers while providing support to identified students in support classes.	The District maintained 8 Math Coaches at the secondary level, 5 Middle School Math Coaches, one at each middle school and 3 High School Math Coaches, one at each of the comprehensive high schools. (The alternative high school receives site support from the District Secondary Math Lead Strategists.)These secondary coaches provided instructional support, data analysis and training at their school sites and for district workshops with the

		support of the Lead Strategist and the Sr. Coordinator of PD. The coaches were provided professional development at monthly Coaching Academies by the Lead Strategists, PDC administrators and EL Programs administrators. They also attended county trainings and had the opportunity to attend one Literacy, Math or STEM conference of their choice funded by the Professional Development department.
Expenditures	BUDGETED LCFF Funds 1100s- $455,911 3000s- $159,407 Title I Funds 1100s- $227,842 3000s- $85,462 Title II Funds 1100s- $37,746 3000s- $13,237	ESTIMATED ACTUAL LCFF Funds 1100s- $415,140 3000s- $149,696 Title I Funds 1100s- $242,165 3000s- $87,323 Title II Funds 1100s- $34,595 3000s- $12,474

Action **2.1y**

Actions/Services	PLANNED (Priority 1: Basic) The District will provide necessary materials for elementary site based Instructional Support Teachers, Secondary Literacy Coaches, and Secondary Math Coaches	ACTUAL The Professional Development and EL Programs departments provided the technology and resource materials for all of the site-based Strategists and Coaches.
Expenditures	BUDGETED LCFF 4300's- $10,000	ESTIMATED ACTUAL LCFF 4300's- $4,793

Action **2.1z**

Actions/Services	PLANNED (Priority 2: Implementation of State Standards) The District will continue to develop a 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 Also on p. 57 & 72	ACTUAL The Special Education department began implementation of the Special Ed strategic plan presented to the Board in Feb. 2016. This was predominantly in the form of collaborative trainings for general and special education staff in the areas addressed in the strategic plan. The progress on the plan was reviewed with stakeholders and members of the task force throughout the year.
Expenditures	BUDGETED No additional Cost	ESTIMATED ACTUAL No additional Cost

Action 2.1aa

	PLANNED	ACTUAL
Actions/Services	(Priority 2: Implementation of State Standards) The District will provide annual CELDT Training to approximately 120 teachers by EL Programs. An emphasis will be placed on providing opportunities for students to use academic language and practice CELDT language functions throughout their instructional day.	CELDT training took place in June, August and September. The EL Department trained over 200 teachers. Over 7000 students were tested within the CELDT initial and annual window. Part of the CELDT training included strategies to address areas of need within EL's language acquisition.
Expenditures	BUDGETED LCFF Funds 1100s- $15,240 3000s- $2,614	ESTIMATED ACTUAL LCFF Funds 1100s- $15,240 3000s- $2,614

Action 2.1bb

	PLANNED	ACTUAL
Actions/Services	(Priority 2: Implementation of State Standards) 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.	Implementation of the Dual Language Immersion program took place in kindergarten this year. The DLI implementation committee met 11 times to provide training, continue collaboration and determine the instructional path of the DLI program. Training for teachers took place throughout the year with a focus on kinder and 1st grade teachers.
Expenditures	BUDGETED Title III Funds 1100s- $25,200 3000s- $4,321	ESTIMATED ACTUAL Title III Funds 1100s- $16,024 3000s- $3,104 4000s- Emailed Edith & Marina

Action 2.1cc

	PLANNED	ACTUAL
Actions/Services	(Priority 2: Implementation of State Standards) The District will provide training in the core content areas to all Elementary ELA/ELD Instructional Support Teachers, Secondary Literacy Specialists, and Secondary Math Specialists	The site Instructional Strategists and Coaches were provided professional development at monthly Coaching Academies by the Lead Strategists, PDC administrators and EL Programs administrators. They also attended county trainings and had the opportunity to attend one Literacy, Math or STEM conference of their choice funded by the Professional Development department.
Expenditures	BUDGETED Title II 1100's- $23,462 3000's- $3,538 Title I 5200 - $60,000	ESTIMATED ACTUAL Title I 1100's- $3,835 3000's- $743 5200's - $39,957 Title II 1100's- $5,134 3000's- $994

	5200's- $20,087

Action **2.1dd**

	PLANNED	ACTUAL
Actions/Services	Priority 2: Implementation of State Standards and Priority 7: Course Access) The District will provide training to all Elementary and middle school administrators in the RtI/MTSS process. RTI/MTSS committee is ensuring district-wide implementation at K-5 level in Reading (to be updated), and developing an RTI intervention for elementary Math, and Reading Language Arts pyramid for secondary 6-8 and 9-12. To be determined based on the new ELA/ELD textbook adoption available resources and materials.	15 members of the District Literacy/RtI Team attended the Literacy Leaders' Institute in September 2016. A team of nine members of the District Literacy/RtI Team (included elementary and middle school principals, high school math coach and AP, lead ELA/ELD district strategists, PDC Coordinator and district personnel) attended the BER "RtI That Works" training, Nov. 28-Dec. 2, 2016, and have met through Dec. - May in the development of a District Literacy/RtI Handbook for elementary, middle and high school Literacy RtI/Plan for implementation in 2017-2018.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	No Additional Cost	Title II Funds 5200s- $23,080

Action **2.1ee**

	PLANNED	ACTUAL
Actions/Services	(Priority 2: Implementation of State Standards & Priority 7: Course Access) The District will designate a portion of the 21 elementary Instructional Support Teachers to provide additional support and intervention to improve learning for English Learners and at-risk students.	The 21 Elementary Instructional Support Teachers dedicated a minimum of three hours a day to intervention working with at-risk students that scored below grade level on DIBELS/STAR reading assessments.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	No additional cost	No additional cost

Action **2.1ff**

	PLANNED	ACTUAL
Actions/Services	(Priority 1: Basic) The District will provide for 4 pre-school permit teachers	The 4 Preschool Teachers were provided but not funded through LCAP as California State Preschool Program (CSPP) funds were now available. This action will not continue in the LCAP in future years.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	LCFF Funds (Contribution to Fund 12) 1100s- $202,255 3000s- $97,745	California State Preschool Funds 1100s- $275,260 3000s- $110,923

Action 2.1gg

	PLANNED	ACTUAL
Actions/Services	(Priority 1: Basic) The District will provide for 6 preschool teachers and classified staff, including instructional materials and supplies, with a STEM pathways 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 retained their positions and provided services. 160 additional students had access to a quality Preschool program for 176 days, 116 for 6 hours a day. 924 Preschool students benefitted from the purchase of additional innovative STEAM materials and Teacher trainings on STEAM/Literacy. Desired Results Developmental Profile (DRDP) ratings show the school readiness of the preschool students in all the domains.
Expenditures	BUDGETED LCFF Funds 1100s- $306,855 1200s- $13,709 1300s- $35,917 2100s- $188,211 2200s- $8,956 2400s- $68,609 3000s- $238,006 4200s- $500 4300s- $141,900 4400s- $1,400 5200s- $850 5800s- $39,900 5900s- $240 7300s- $53,272	ESTIMATED ACTUAL LCFF Funds 1100s- $334,202 1200s- $13,984 1300s- $36,674 1900s- $4,000 2100s- $158,194 2200s- $11,792 2400s- $67,249 2900s- $50,000 3000s- $248,697 4200s- $7,171 4300s- $37,887 4400s- $4,929 5200s- $350 5800s- $38,511 5900s- $240 6400s- $109,360 7300s- $53,400

Action 2.1hh

	PLANNED	ACTUAL
Actions/Services	(Priority 2: Implementation of State Standards) The District will provide K-12 support and training with expert consultants in the areas of liberal studies, literacy and interventions; math, science and CTE Pathways.	Science: With NGSS standards in place for next year, an immense amount of time has been spent on K-12 Science training, development of pacing, resources, and materials. Dr. Jodye Selco, Professor at Cal Poly Pomona and Juanita Chan, California Science Framework member were the experts in the areas of science who led the charge. Math: After school trainings were provided by the PDC on a regular basis by District Math Strategists. On site demo lessons, workshops and Lesson Studies were also provided by PDC Coordinators, Lead and Site Strategists. The District contracted with Scholastic Education to train the middle school History/Social Studies teachers on literacy in the content area of H/SS and building classroom libraries in the H/SS middle school classrooms. Training took place February 28 and May 3, 2017, and job embedded coaching for each middle school H/SS teacher March - April 2017. ELA: The District provided training on the new ELA/ELD Textbook series to all teachers of ELA in elementary, middle and high schools beginning in the

		summer of 2016 for extra-duty pay and during the school day with substitutes. The PDC Coordinators and Strategists provided after school to support the ELA instruction.
Expenditures	BUDGETED LCFF Funds 5200s- $25,000 5800s- $50,000	ESTIMATED ACTUAL LCFF Funds 5800s- $45,580 Educator Effectiveness Funds 5800s-$20,000

Action **2.1ii**

Actions/Services	PLANNED (Priority 7: Course Access) All Rialto USD secondary schools will provide at least one section of AVID for each grade level. 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.	ACTUAL All Rialto USD secondary schools have provided one or more sections of AVID for each grade level. Each AVID coordinator at the middle school received up to 50 hours of extra-duty pay and each high school coordinator received 70 hours of extra-duty pay.
Expenditures	BUDGETED LCFF Funds 1100s- $19,334 3000s- $3,822	ESTIMATED ACTUAL LCFF Funds 1100s- $11,822 3000s- $ 2,289

Action **2.1jj**

Actions/Services	PLANNED (Priority 1: Basic) The District will retain two full time general education support providers to support BTSA teachers. The District will hire one additional full time support provider out of Educator Effectiveness Funds to accommodate the increase in new teachers needing BTSA Induction.	ACTUAL The District continued to provide the Induction program with two full time general education Support Providers to implement the new standards of the state-approved Induction Program and service the needs of the new teachers who are clearing their general education teaching credential. The Support Providers also provide professional development to Participating Teachers based on their Individual Learning Plans (ILP). One additional Support Provider was hired in August 2016 out of Educator Effectiveness Funds. She was not able to assume her new role as Support Provider until January 2017 due to the time it took to hire a suitable replacement teacher. Her addition to the team allowed for the Sr. Coordinator to create a plan for the new Support Provider to schedule and facilitate the Induction teacher classroom observations based on their Individual Learning Plans (ILP).
Expenditures	BUDGETED LCFF Funds 1900s - $177,988 3000s - $65,775 Educator Effectiveness Grant 1900s - $89,141 3000s - $19,636	ESTIMATED ACTUAL LCFF Funds 1900s - $175,416 3000s - $62,329 Educator Effectiveness Grant 1900s - $44,770 3000s - $15,591

Action **2.1kk**

	PLANNED	ACTUAL
Actions/Services	(Priority 1: Basic) The District will maintain one full time Education Specialist support provider to support Special Education BTSA Induction Teachers.	The district continued to provide a full time Education Specialist Support Provider to implement the new standards of the state-approved Education Specialist Induction Program and service the needs of the Special Education teachers who are clearing their credentials. The Support Provider also provides professional development to Participating Teachers and coordinates trainings with the Special Education staff in order to support the specific needs of the special education teachers based on their Individual Learning Plans (ILP).
Expenditures	BUDGETED LCFF Funds 1900's- $94,685 3000's- $34,013	ESTIMATED ACTUAL LCFF Funds 1900's- $96,579 3000's- $ 38,348

Action **2.1ll**

	PLANNED	ACTUAL
Actions/Services	(Priority 7: Course Access) The District will plan/design industry-themed pathways programs of study incorporating the four components (rigorous academics, technical skills, work-based learning, and the personalized supports) of Linked Learning at the high school level.	High school have submitted drafts of pathway plans with planned course sequences, programs of study, pathway teams, and needed resources. The plans denote the types of pathways and industry themes. The pathways are identified as CTE, Linked Learning or a thematic academy. Teams are designated to participate in level 1 or 2 training from one high school. Director and HS principals met with Inland Economic Partnership & Economic Development Agency representatives to connect industry partners to pathways for Work Based Learning (WBL) opportunities. HS principals were provided WBL continuum materials to share with pathway teams and State definitions of types of work experience delivery models. Students in patient care pathways were provided WBL opportunities coordinated by CTE teachers.. The master schedule training provided for site teams was designed to support the development.
Expenditures	BUDGETED LCFF Funds 1100s-$15,180 3000s- $3,001 5800s $42,530 Educator Effectiveness Funds 5800s- $84,780 CTEIG Funds 5800s-$27,000	ESTIMATED ACTUAL LCFF Funds 1100s-$1,992 3000s- $3,001 5800s $0 Educator Effectiveness Funds 5800s- $86,639 CTEIG Funds 5800s-$45,480

Action **2.1mm**

	PLANNED	ACTUAL
Actions/Services	(Priority 1: Basic) The District will provide additional Common Core State Standards materials to support TK-12 instruction.	Support materials such as current event magazines and subject specific classroom text sets were purchased for Middle School Social Studies classrooms in order to support Literacy in the content areas called for in common core.

Expenditures	BUDGETED LCFF Funds 4300s - $315,733 Restricted Lottery Funds 4200's - $60,000	ESTIMATED ACTUAL LCFF Funds 4300s - $362,175 Restricted Lottery Funds 4200's - $251,851 4300's- $173,118

Action **2.1nn**

Actions/Services	PLANNED (Priority 7: Course Access) 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.	ACTUAL Math: Pacing guides K-12 were developed for 2016-2017 and are being refined for 2017-2018. Science: New pacing guides and resources have been developed for elementary and middle school. High school is in the process of developing certain courses and resources for next year. ELA: New Pacing Guides and resources were created with teacher input in grades k-12 in ELA/ELD and are being refined in 2017-2018. Social Studies: Updated pacing guide were given for 2016-17 school year. Pacing guide will be completely revised during the 2017-18 school year based on new adoption for 2018-19.
Expenditures	BUDGETED LCFF Funds 1100's - $50,000 3000's - $8,569	ESTIMATED ACTUAL LCFF Funds 1100's - $50,361 3000's - $9,753

Action **2.1oo**

Actions/Services	PLANNED (Priority 1: Basic) The District will provide necessary materials to deliver the Sheltered Instruction Observation Protocol (SIOP) to designated teachers at the secondary level.	ACTUAL Books were purchased for all teachers who were SIOP trained in the 16-17 school year.
Expenditures	BUDGETED Title III 4300s - $11,000	ESTIMATED ACTUAL Title III 4300s - $5,336

Action **2.1pp**

Actions/Services	PLANNED (Priority 1: Basic) The District will continue to provide for English Learner Instructional Strategists, 1 at each comprehensive high school.	ACTUAL Three Language Development Coaches were in place the entire 16-17 school year. The LDC's worked closely with the EL Programs administrators to ensure that teachers were supported in SIOP implementation and the use of instructional strategies to support classroom teachers in their implementation.
Expenditures	BUDGETED LCFF Funds – 1900s - $249,922	ESTIMATED ACTUAL LCFF Funds 1900s- $243,273

3000s - $97,960 Title II Funds – 1900s - $75,005 3000s – $26,391 Title I Funds – 1900s - $75,006 3000s – $26,389 Title III Funds – 1900s - $225,016 3000s - $79,169	3000s- $88,235

Action **2.1qq**

PLANNED (Priority 1: Basic) The District will continue to provide for 46 bilingual instructional assistants to support English Learners, and hire 17 additional Bilingual Instructions Assistants to support the increase in the District's EL population.	ACTUAL There are now 48 Bilingual Instructional Assistants. There have been 3 hiring rounds for this position.
BUDGETED LCFF Funds 2100s - $686,218 3000s - $187,073	ESTIMATED ACTUAL LCFF Funds 2100s - $456,639 3000s - $68,309

Actions/Services

Expenditures

Action **2.1rr**

PLANNED (Priority 1: Basic) The District will continue to implement Dual Language Immersion at 4 elementary, 1middle and 1 high school. (Boyd, Kelley, Morris, Garcia, Jehue and Rialto High School).	ACTUAL The Dual Language Immersion program has been implemented at Kinder at Boyd, Kelley, Morris and Garcia Elementary School. 1st grade classrooms at these schools will be implemented in the 17-18 school year.
BUDGETED Title III Funds 4200s- $130,000	ESTIMATED ACTUAL LCFF Funds 4100s- S81,640 Title III Funds 4200s- $21,375 4300s- $2,853

Actions/Services

Expenditures

Action **2.1ss**

PLANNED (Priority 1: Basic) The District will continue to provide Goalbook to assist educators working with specialized education to vary the level of support. The purchase and use of Goalbook will be ongoing.	ACTUAL The District has provided Goalbook and provided ongoing trainings for Special Education staff in utilizing Goalbook to scaffold IEP goals to address the needs of all Special Education students. Goalbook is used by teachers in writing IEP goals.
BUDGETED LCFF Funds 5800s- $ 65,000	ESTIMATED ACTUAL LCFF Funds 5800s- $ 64,900

Actions/Services

Expenditures

Action **2.1tt**

	PLANNED	ACTUAL
Actions/Services	(Priority 7: Course Access) The District will align support classes for English Learners with core classes at the secondary level using strategies appropriate for English Learners.	Several committee meetings have been held with EL Support Teachers at the middle and high school level. New ELA/ELD adoptions and best strategies for use with English Learners have been the topics of these collaborative meetings.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	LCFF Funds 1100s - $4,500 1900s - $2,500 3000s - $1,202	No additional cost

Action **2.1uu**

	PLANNED	ACTUAL
Actions/Services	(Priority 1: Basic) The District will replace non-repairable music instruments at all levels.	High School- $10,000 allocated per school- $4,584.60 spent to date: Carter High Middle School- $7,000 allocated per school –Kolb Middle all spent & Jehue Middle $4,302.46 spent to date Elementary School- $30,000 allocated for 18 schools in total- $25,589.52 spent to date: Elementary Music This item will be kept with a $10,000 budget.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	LCFF Funds 4300's-$90,000	LCFF Funds 4300s- $44,102 4400s- $28,647

Action **2.1vv**

	PLANNED	ACTUAL
Actions/Services	(Priority 7: Course Access) Each high school PBIS/at risk counselor will enroll students that are credit deficient at each grade level into blended Learning (APEX). Credit deficient who are students who are deficient ten or more credits.	Each high school PBIS/at risk counselor developed a process to identify and enroll students that are credit deficient into a blended learning program where appropriate.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	No additional costs	No additional costs

Action **2.1ww**

	PLANNED	ACTUAL
Actions/Services	(Priority 7: Course Access) The District will offer extended learning opportunities for high school students that are credit deficient at each grade level which	Both online (APEX) and Summer School courses were offered to students. The district also worked with the Math, ELA, and Science department to develop courses for students who were not successful in APEX and were still credit

	will include online classes and summer school. Summer school is an at-risk program for at risk credit deficient high school students, including online courses offered in 0, 7 & 8th period.	deficient that went into place for 2nd semester.
Expenditures	BUDGETED LCFF Funds 1100s - $271,253 1200s - $18,076 1300s - $7,382 1900s - $10,928 2100s - $65,522 2200s - $17,111 2400s - $2,427 2900s - $1,255 3000s - $72,053 4300s - $5,500 5700s - $1,000 5800s - $40,000	ESTIMATED ACTUAL LCFF Funds 1100s - $231,511 1200s - $9,434 1300s - $7,382 1900s - $10,928 2100s - $65,522 2200s - $17,111 2400s - $2,427 2900s - $1,255 3000s - $72,053 4300s - $5,500 5700s - $1,000 5800s - $40,000

Action **2.1xx**

Actions/Services	PLANNED (Priority 7: Course Access) The District will provide an extended school year for incoming 4th and 5th grade EL students at risk of becoming Long-term English Learners through a summer academy focused on ELA/ELD and Math.	ACTUAL In June 2016, an extended school year summer academy for ELA/ELD and Math served 4 & 5th grade at risk EL students. The focus of the academy was project based learning integrating the collaborative skills that ELs need to make progress in acquiring language.
Expenditures	BUDGETED Title I Funds 1100s- $70,947 3000s- $12,161 4200s-$5,870 4300s- $1,812 5800- $30,150	Title I Funds 1100s- $102,658 3000s- $18,162 4200s-$6,775 4300s- $2,718 5800- $50,250

Action **2.1yy**

Actions/Services	PLANNED (Priority 7: Course Access) The District will provide an extended school year for incoming 3rd grade students through a summer academy focused on literacy.	ACTUAL A summer literacy academy took place for incoming 3rd grade students in June 2016 at all elementary schools.
Expenditures	BUDGETED Title I Funds 1100s- $46,559 3000s- $7,982 4200s-$3,913 4300s- $1,210	ESTIMATED ACTUAL Cost included in 2.1xx

5800s- $20,100	

Action **2.1zz**

PLANNED (Priority 7: Course Access) The 21 elementary Instructional Support Teachers will provide targeted Tier 3 intervention, in the areas of ELA and/or mathematics based on student outcome data, as part of their assigned duties. Defined by ed code 42238.01 and ed code 52052.	ACTUAL The 21 Elementary Instructional Support Teachers dedicated part of their day to working with students and teachers of students who are well below grade level based on student data.
BUDGETED No Additional Costs	ESTIMATED ACTUAL No Additional Costs

Actions/Services

Expenditures

Action **2.1aaa**

PLANNED (Priority 2: Implementation of State Standards) The District will utilize a classroom walk through tool and electronic equipment for all school administrators to monitor the CCSS implementation and instructional shifts; including access to all Preschool, TK, and K-12 teachers to utilize videos on best instructional practices.	ACTUAL The District provided Edivate licences to 11 schools (including Early Education) who requested access to Edivate's walkthrough platform and templates. Edivate provides several other educational platforms that the schools have the opportunity to access, such as the educational video libraries that can be used for personalized professional development and growth. This action will not continue in the LCAP in future years.
BUDGETED LCFF Funds 5800s - $52,572 Title I Funds 5800s - $122,668	ESTIMATED ACTUAL Title I Funds 5800s - $65,090

Actions/Services

Expenditures

Action **2.1bbb**

PLANNED (Priority 2: Implementation of State Standards) The District will provide My Learning Plan to monitor professional development opportunities, lesson studies and staff training.	ACTUAL My Learning Plan (MLP) has continued to be used as the District's Professional Development Management System. District and school site trainings are entered into the MLP District Catalog, which allows staff with district email to sign up, attendance can be monitored and confirmed and a variety of reports can be run.
BUDGETED LCFF Funds 5800s - $7,748 Title I Funds 5800s - $18,077	ESTIMATED ACTUAL Title I Funds 5800s - $18,987

Actions/Services

Expenditures

Action 2.1ccc

	PLANNED	ACTUAL
Actions/Services	(Priority 1: Basic) The District will provide computer lab techs at each school to assist with the implementation of student use of instructional technology	The District completed the hiring of the Instructional Technology Assistants at the 19 elementary schools, 5 middle schools and Milor Continuation High School.
Expenditures	BUDGETED LCFF Funds 2200s - $601,055 3000s - $507,956	ESTIMATED ACTUAL LCFF Funds 2200s - $568,315 3000s - $495,499

Action 2.1ddd

	PLANNED	ACTUAL
Actions/Services	(Priority 7: Course Access) The District will increase student access to technology to utilize APEX outside of the regular school hours by developing a centralized computer lab with extended hours at the Milor/Zupanic campus (i.e., Cyber Café)	A meeting was held with Educational Services, Information Technology and the administrative staff at Milor/Zupanic met regarding the Cyber Cafe. The school wanted to institute an online learning/blended learning plan that they would present to the district after they complete their strategic plan.
Expenditures	BUDGETED LCFF Funds 2200s - $24,594 3000s - $6,064 4300s - $10,000 4400s - $50,000	ESTIMATED ACTUAL LCFF Funds 2200s - $0 3000s - $0 4300s - $0 4400s - $0

Action 2.1eee

	PLANNED	ACTUAL
Actions/Services	(Priority 1: Basic) The District will retain a Behavior Specialist and Behavior Aides to improve the use of coordinated behavior plans for both mainstream and special education students.	The Behavior Specialist and Behavior Aides are part of base funding and will not be included as an action in future LCAP.
Expenditures	BUDGETED Mental Health Funds 1200s - $103,257 2200s - $136,090 3000s - $120,842	ESTIMATED ACTUAL Mental Health Funds 1200s - $60,202 2200s - $133,421 3000s - $118,132

Action 2.1fff

	PLANNED	ACTUAL
Actions/Services	(Priority 7: Course Access) Intervention: All Rialto USD schools will provide timely	High school APEX and APEX credit recovery, APEX middle school tutorials, STAR Reading, Learning Upgrade for ELs in Elementary, Lexia and Think

	systematic interventions for all students not meeting grading level expectations. This will include the use of intuitive and adaptive technologies.	Central have been implemented for systematic interventions for students not meeting grade level expectations.
Expenditures	BUDGETED No additional costs	ESTIMATED ACTUAL No additional costs

Action **2.1ggg**

Actions/Services	PLANNED (Priority 2: Implementation of State Standards) The district will provide staff development and professional collaboration aligned with Common Core standards and technology to all K-8 and 9-12th grade teachers in the new ELA/ELD textbook adoption.	ACTUAL The District provided training on the use of the new ELA/ELD textbooks to all teachers of ELA/ELD in TK-12th grade. Follow up trainings from the companies still need to be provided. This action will not continue in the LCAP in future years.
Expenditures	BUDGETED LCFF Funds 1100s- $50,000 3000s- $8,572	ESTIMATED ACTUAL LCFF Funds 1100s- $49,975 3000s- $9,678

Action **2.1hhh**

Actions/Services	PLANNED (Priority 7: Course Access) The District will provide elementary schools with an Elementary Music Program Retain 5 FTE's. Provide necessary supplies.	ACTUAL Five Full time Music Specialists were retained and necessary materials were purchased.
Expenditures	BUDGETED LCFF 1100s - $396,639 3000s - $149,320 4200s - $500 4300s - $97,761 4400s - $43,583 5200s - $3,250 5600s - $51,000 5700s - $7,120 5800s - $7,695	ESTIMATED ACTUAL LCFF 1100s - $314,270 3000s - $113,869 4200s - $3312 4300s - $86,970 4400s - $63,069 5200s - $2,700 5600s - $49,500 5700s - $7,220 5800s - $10,337

Action **2.1iii**

Actions/Services	PLANNED (Priority 7: Course Access) The District will retain four (4) District elementary VAPA teachers and one (1) Elementary School VAPA teacher; and hire one (1) additional District VAPA teacher to service the larger elementary schools and special education 6 FTE's. (2) Provide	ACTUAL Five VAPA specialists were retained at the District level and necessary supplies were purchased. One VAPA teacher was retained at the District's VAPA school.

	necessary supplies	
Expenditures	BUDGETED LCFF Funds 1100s - $509,075 3000s - $192,407 4200s - $500 4300s - $19,000 4400s - $2,500 5200s - $1,000 5700s - $3,000 5800s - $1,800	ESTIMATED ACTUAL LCFF Funds 1100s - $494,447 3000s - $181,934 4200s - $122 4300s - $20,700 4400s - $0 5200s - $2,000 5700s - $2,000 5800s - $1,850

Action **2.1jjj**

Actions/Services	PLANNED (Priority 1: Basic) The District will provide necessary supplies and/or facilities upgrades to the elementary VAPA school.	ACTUAL The District provided necessary supplies to the elementary VAPA school.
Expenditures	BUDGETED LCFF Funds 2100s - $100 2200s - $200 2900s - $200 3000s - $115 4300s - $5,185 5800s - $14,200	ESTIMATED ACTUAL LCFF Funds 1100s- $2,573 2100s - $100 2200s - $400 2900s - $200 3000s - $669 4300s - $7,494 6500s - $7,240

Action **2.1kkk**

Actions/Services	PLANNED (Priority 1: Basic) The District will pay 4 teachers at the High School Level and 3 teachers at the Middle School level to be science lead teachers on the implementation of NGSS	ACTUAL The district utilized a grade level lead at each grade level in middle school and high school teachers by subject area to develop NGSS courses. Substitute teachers were utilized for these projects.
Expenditures	BUDGETED LCFF Funds 1100's-$12,159 3000's-$2,086	ESTIMATED ACTUAL LCFF Funds 1100s- $2,208 3000s- $432 Educator Effectiveness Funds 1100s- $9,750 3000s- $1,892 College Readiness Grant Funds

	1100s- $1,950 3000s- $381

Action 2.1lll

Actions/Services	PLANNED (Priority 1: Basic) The District will hire two (2) elementary TOSAs to support the two elementary schools with a larger number of student enrollment to provide assistance with planning, coordinating, and operational support.	ACTUAL The District hired two (2) elementary TOSAs to support the two elementary schools.
Expenditures	BUDGETED LCFF Funds 1100s -$162,818 3000's -$62,782	ESTIMATED ACTUAL LCFF Funds 1100s -$161,586 3000's -$60,170

Action 2.1mmm

Actions/Services	PLANNED (Priority 1: Basic) The District will designate four ELA/ELD Lead Strategists to provide professional development and instructional support to elementary and middle schools.	ACTUAL The District provided four ELA/ELD Lead Strategists (three for elementary and one for secondary) who provided the site Strategists with coaching and instructional support and provided teachers with instructional support. One of their primary functions was to ensure that strategies for ELs and that data disaggregation focused on ELs. This is a repeated item.
Expenditures	BUDGETED Cost included in item 2.1.k	ESTIMATED ACTUAL Cost included in item 2.1.k

Action 2.1nnn

Actions/Services	PLANNED (Priority 7: Course Access) The District will develop a plan for advanced learners, assessment, instructional program and parent engagement of accelerated learners. The District will convene a committee of teachers to begin work on an Advanced Learning Plan and gather information and curriculum from other districts with robust Advanced Learner programs to help guide their work on the plan. The District will also provide opportunities for training by the California Association for the Gifted (CAG) certificated teachers and professionals and continue training through 2018.	ACTUAL This year teachers have been offered the opportunity to earn their GATE certificate from UCR extension. Twenty-one teachers are enrolled in the program. Twenty-two teachers were sent to the annual CAG conference to learn new strategies and practices to apply in the classroom. These teachers will share their strategies at future GATE meetings. Two GATE Parent meetings were held this year and one Parent Workshop was presented at the District Parent Center. Three GATE Coordinator meetings were held throughout the year. A summer enrichment program is being put into place with each middle school participating.
Expenditures	BUDGETED Title II Funds 1100s -$21,300 3000s -$3,652	ESTIMATED ACTUAL Educator Effectiveness Grant Funds 5200s- $18,280

	Educator Effectiveness Funds 1100s -$21,015 3000s - $3,603	

Action **2.1ooo**

Actions/Services	PLANNED Priority 1: (Basic) English Learner Programs will be allocated a full-time clerk to perform clerical duties related to increased EL programs such as the Dual Immersion, new ELA/ELD adoption, professional development for teachers, materials acquisition, data disaggregation, parent involvement, paraprofessional training, intervention programs for ELs, curriculum development and other English Learner related duties.	ACTUAL A clerk has not been hired for this position. A temporary clerical position has been funded for a temporary assignment for 3 months.
Expenditures	BUDGETED LCFF Funds 2400s - $38,338 3000s - $27,110	ESTIMATED ACTUAL LCFF Funds 2400s - $8,268 3000s - $2,225

Action **2.1ppp**

Actions/Services	PLANNED (Priority 1: Basic) The District will ensure that all students, in all schools, are provided a ratio of 1:1 textbooks and instructional materials in all core subject areas, including identified William's Schools.	ACTUAL The District provided 1:1 textbooks and instructional materials in all core subject areas.
Expenditures	BUDGETED No Additional Costs	ESTIMATED ACTUAL No Additional Costs

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	**The District will completely implement the following by June 30, 2017:** Ongoing support was provided by the Assessment Specialist and PDC Coordinator. 2) Training for Illuminate and School Loop was provided on an as needed basis by request. Instructional Technology Assistants were hired and trained at all of the 19 elementary schools and 5 middle school as well as Milor Continuation High School. Training was provided to Math teachers on First in Math and ALEKS. Training was provided to coordinators administering the PSAT 8. Master Schedule training was provided to secondary

administrators and counselors.

K-12 support and training with expert consultants was provided to Science teachers on NGSS and to Math teachers on core Math instruction.

The new high school Science courses reflecting the NGSS standards have been written and are currently being vetted for approval. Instead of paying middle school and high school teachers to be Science leads on the implementation of NGSS, we utilized Department Chairs and instead paid for substitute teachers to release them for this work.

The District GATE Plan was reviewed. A committee of teachers (GATE Coordinators) is scheduled to meet at least 3 times per year. Two meetings have been held. One teacher from every elementary school and middle school was given the opportunity to attend the California Association for the Gifted (CAG) conference. Teachers were given the opportunity to earn their GATE certification through UCR extension.

Every secondary school provided at least 1 section of AVID and paid AVID coordinators to coordinate the AVID program at their site.

The high schools have completed pathway plans for CTE, Linked Learning, and/or Thematic Academies. Each pathway has a designated site team including an administrator, counselor, and CTE/Core/Elective teachers.

Site teams participated in ongoing pathway team professional development, conferences, site visits and master schedule training to support planning and implementation process.

College and Career parent nights and LCAP meetings have utilized to inform parents and students about pathway plans.

Support materials such as current event magazines and subject specific classroom text sets were purchased for Middle School Social Studies classrooms in order to support Literacy in the content areas called for in common core.

The District has replaced non-repairable instruments at one high school, two middle schools and all elementary schools. One more high school and three middle schools are to completed purchases by April. This item will be reduced by 90% for the 2017-18 school year.

The District provided 5 District Music Specialists and necessary supplies to support the Elementary Music Program.

The District retained 4 and hired 1 additional VAPA specialists to provide an elementary VAPA program. Necessary materials were purchased.

The District provided the necessary supplies for the elementary VAPA school.

The district insured 1:1 textbooks and instructional materials in the core areas for K-12 instruction.

Extensive professional development at the district level took place through the work of PDC administrators, EL administrators and the work of the Lead strategists. This professional development was reinforced through the work of the strategists at the elementary and the work of coaches at the secondary. The focus of the PDC and EL Programs in working with Strategists and Coaches has been to ensure that students are placed correctly, that their needs are diagnosed appropriately and that teachers are professionally developed to meet the needs of their students. Over 100 specialized trainings took place through the work of the PDC and EL programs. These trainings were then supported at the site in the classroom by site strategists and coaches.

The District will partially implement the following by June 30, 2017:

The teachers were provided training in hand scoring the Interim Comprehensive Assessment through the Instructional Strategists at the Professional Development Center. The Instructional Strategists were initially trained by the Lead Academic Technology Agent, Assessment Specialist, PDC Coordinator and Lead Math Strategist.

The development and refining of Math and Science (NGSS) pacing guides was implemented, except that high school NGSS pacing guides were not developed.

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. The District is currently at the end of year 1 with the English Language Arts adoption and at the end of year 3 of the Mathematics adoption. During this school year, the Interim Comprehensive Assessment (ICA) was administered to students in grades 3, 6 and 11. This provided students in grades 3 and 11 with their first opportunity in taking the new state test. While not all of the hand scoring was completed for every student, teachers reported that by administering the ICA and by completing the hand scoring, they had a better understanding of the changes they needed to make in their instruction to help students be better prepared for the rigor of the new state standards. However, additional time is needed to allow for more practice and training to take place related to the hand scoring. The Instructional Technology Assistants have been beneficial to increasing student access to technology. They have been able to provide ongoing support in the use of the K-12 Technology Scope and Sequence, Keyboarding, G Suite for Education and other technology programs including STAR Reading and First In Math. The District has spent significant time and resources providing training for classroom teachers. All trainings received overall survey scores of highly effective or effective. Approximately 21 teachers are enrolled in UCR Extension classes to earn GATE Certification. Approximately 25 district personnel attended the California Association for the Gifted (CAG) Conference in March 2017. Regular meetings are held for GATE Coordinators (teachers) and also for GATE parents. The District also provided at least 1 section of AVID at each of the middle and high schools benefits students and gives them options for electives and additional opportunities. The District purchased common core aligned support materials for social studies teacher. The District provided for replacement of non-repairable music instruments in order to increase the student music participation without requiring students to rent an instrument. The Elementary Music program continues to set the foundation of instrumental music in grades 4 and 5. There were also a total of 5 VAPA specialists who provide the elementary VAPA program which allows release time to each school's grade level team on a monthly basis so that teachers can collaborate in PLC's. The District also provided master schedule training for administrators targeted at CTE pathways. The current Perkins E1 Data report demonstrates the actions and services supported progress towards the goal because 89.17% met the goal metric and exceeded the State completion rate at 82.80%. In essence more students demonstrated technical skill attainment by completing CTE sequences/pathways with the grade of an A,B, or C.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The District identified material differences between the Budgeted Expenditures and the Actual Expenditures in the following actions: 2.1o The District had planned on introducing Designated ELD training to a smaller group of elementary teachers, however, additional funds were provided to expand the training to over 400 teachers to support the District's literacy initiative. 2.1ff The California State Preschool Program had not met its required enrollment in prior years and therefore caused a reduction if the amount of the grant received by the school district. The District had to support part of the cost of the program to maintain the same level of service. Changes were made in the recruitment and enrollment process that allowed the enrollment requirement to be met to receive full funding.

2.1mm Additional instructional materials were purchased in support of the District's literacy initiative.

2.1pp Expenditures presented in the budgeted section included a portion of the ELA/ELD leads; however, these costs had already been reported under item 2.1K. To correct the oversight, only the cost for the three language development coaches was presented in the actuals.

Deleted: The District did not incur any material differences between the Budgeted Expenditures and the Actual Expenditures.

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 the 2017-2020 LCAP, with the introduction of the California School Dashboard and with more guidance from the county office, the District has revised the Expected Annual Measurable Outcomes to align to the state priorities and the California School Dashboard. This alignment of metrics will allow the District to more accurately report the results as well as align the state metrics to local metrics in an effort to better predict student achievement.

Also, based on the changes to the Expected Annual Measurable Outcomes, the District has removed the following action items:

2.1ff - 4 preschool permit teachers. The funding for these positions is no longer needed.

2.1aaa - Classroom walk through tool. A new walk through protocol is being developed.

2.1eee - Behavior Specialist and Behavior Aides: This is part of base staffing and no longer needed in LCAP.

2.1ggg - Follow up training and support in the ELA/ELD textbook adoption. Training will be provided through the curriculum department.

Based on a decision to no longer provide the Professional Development Center, the following action items have been revised to align to the new organization where the centralized team of instructional strategists will be assigned to the various curriculum areas. The new action items related to the list below can be found under Action Item 2o and 2p.

2.1j - PDC provide training to site strategists

2.1k - Centralized lead team of instructional strategists at the PDC, including a science lead

2.1w - 8 Literacy Strategists

2.1x - 8 Math Strategists

2.1y - Materials for elementary and secondary strategists

2.1cc - Training to all strategists

2.1pp - English Learner Instructional Strategist at each high school

2.1lll - Additional two TOSAs to support elementary schools with larger student enrollment

2.1mmm - Designate four ELA/ELD Lead Strategists

2.1ooo - English Learner Program full time clerk

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 ☐1 ☐2 ☒3 ☐4 ☒5 ☒6 ☐7 ☐8

COE ☐9 ☐10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Priority 3: Parental Involvement Local Metric: 1. Number of parents or caregivers reporting that their input is welcomed based on the following parent surveys: a. Title 1 Parent Survey (Based on the surveys collected, baseline data TBD end of August 2016-17) b. EL Parent Survey (Based on the surveys collected, baseline data TBD August end of 2016-17) c. Healthy Kid Survey (To be administered in August - September 2016. Baseline to be determined 2016-17) 2. Local Metric: Increase the number of parents participating in Parent Educational Workshops and Graduate from the Parent University: 2014-15 was 68 parents; 2015-16 was 98 parents. The Goal for 2016-17 is 150 parents. 3. Local Metric: Increase the number of schools with parents receiving training in the Family Leadership Institute during 2015-16. 2016-17 the Goal is to maintain 9 or more schools that receive the training and implement the Family Leadership Institute modules at their schools with parents/guardians. 4. Local Metric: Number of schools with full parent membership and participation on SSC 2015-16: 96% of schools had parents participating in schools' SSC meetings 2016-17 Goal: Maintain 96%, or better, with each school having parents participating in school's SSC meetings 5. Local Metric: 2015 -16: 93% of schools had parent representation in District DAC meetings 2016 -17 Goal: Increase from 93% to 96%, or better, with parent representation in District DAC meetings	1a. Title I Parent Surveys – 2016-2017 Results are pending 1b. EI Program Parent Surveys – 2016-2017 Results are pending 1c. California Healthy Kids Survey for 2016-2017 provided the following results that the school actively seeks the input of parents before making important decisions: Elementary: 81% of parents Agree or Strongly Agree Middle: 75% of parents Agree or Strongly Agree High: 76% of parents Agree or Strongly Agree 2. Parents Participating in Parent Center Workshops is in progress. The Parent Center has been reinstated and workshops have been scheduled to begin serving the parents of our community. A total of 30+ workshops are currently scheduled to take place through the end of the school year. Participating parent numbers are continuing to be calculated. An average of 15 parents has attended each of the workshops. The Goal of having 150 parents attend workshops is on track to be met. 3. School administrators have continued to implement the Family Leadership Institute (FLI) sessions at their schools. A total of nine schools have currently attended the FLI Training in order to build parent capacity at their schools with one school implementing Parents Involvement for Quality Education (PIQE). The Special Education Department along with Special Education parents from each school were invited to participate in FLI workshops held at the District Office. A total of 21 parents participated in the workshops and 70 staff members. 4. 96% of all Rialto schools have full parent membership and parents participating on School Site Councils. 5. 96% of schools have parent DAC representation.

6. Local Metric: Number of schools with full parent membership and participation in school ELAC 2015 -16 96% of schools had parent participation in schools' ELAC meetings 2016 -17 Goal is to maintain 96%, or better, with each school having parent representation at District ELAC	6. 93% of schools had parent participation in school's ELAC meetings 93% of schools have parent DELAC representation
7. Local Metric: 2015-16: 96% of schools had parent representation in District DELAC meetings 2016-17 Goal: Maintain 96%, or better, with parent representation on district DELAC	7. 93% of schools have parent DELAC representation
Priority 5: Pupil Engagement	
8. State Metric: High School Graduation Rate: Local Metric: The District Graduation rate for 2014-15 was 82.7% The Goal for 2015-16 is 83%. The Goal for 2016-17 is 84% or better Local Metric: Semester Grad Check Report from Synergy (Baseline to be determined)	8. The 2015-16 Graduation Rate was 84.8%
9. State Metric: Attendance % rate Local Metric: 2015-16 Attendance rate was 96.22% as of May 26, 2016. 2016-17 Goal is to maintain attendance rate at 96% or above	9. The final year end Attendance Rate for 2015-16 was 96.41%
10. Local Metric: Students with chronic absences 2015-16: 11.67% (3,316/28,405) were identified as chronically absent (10% or more absences) 2016-17: The Goal is to decrease the chronic absenteeism to 10% or less (based on '15-16 baseline)	10. The final year end Chronic Absenteeism Rate for 2015-16 was 11.67%.
11. Local Metric: Students with chronic absences will be SARBed once the SART process is completed at the school site 2015 -16: 3.3 % of students with chronic absences were referred by school sites to be SARBed (111/3,316) 2016-17: The Goal is to decrease the number of chronically absent students that need to be referred to SARB (related to Local Metric #9: Chronically absent students)	11. Need information on how the 3.3% was calculated to compare to 2016-17. Divide the # of SARBS by the # of students with 10% or more absences.
12. State Metric: % of middle school students dropping out Local Metric: % of middle school students dropping out 2014 was .2%; 2015 was 0.5%; Goal for 2016-17 is to maintain below .5% or less.	12. The 2015-16 Middle School Dropout Rate has not been released.
13. State Metric: % of high school students dropping out (cohort) Local Metric: % of high school students dropping out (cohort) 2015-16 was 10.75%; The Goal for 2015-16 is 10% or less 2016-17 Goal is less than 10%	13. The 2015-16 High School Dropout Rate was 7.3%.

Priority 6: School Climate 14. State Metric: % of students reporting feeling engaged and interested in school Local Metric: Healthy Kid Survey (Survey to be administered in August-September 2016. 2016 -17 Baseline to be determined) 15. State Metric: Expulsion rate Local Metric:: The 2016-17 expulsion rate goal is to be at or below 0.2% 16. State Metric: Suspension rate Local Metric: 2013-14 District suspension rate was 8.5% 2014-15 was 5.7% 2015-16 Goal is 5% or less 2016-17 Goal is less than 5%	14. The results from the California Healthy Kids Survey for the percentage of students that are highly connected are the following: Elementary: 69% Middle: 49% High: 32% 15. The 2015-16 Expulsion Rate has not been released. 16. The 2015-16 Suspension Rate has not been released.

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 **3.1a**

	PLANNED	ACTUAL
Actions/Services	(Priority 3: Parental involvement) The District will administer Parent Surveys to receive feedback on the number of parents or caregivers reporting that their input is welcomed and if parents are participating in key parent community involvement events and activities. Title 1 Parent Survey EL Parent Survey Healthy Kid Survey (all 5, 7,9, 11 grade students/parents)	The Title I Parent Survey has been completed and results have been reported to all principals. Surveys report that parents at various schools in the district feel that their input is welcomed, while other parents responded about not feeling welcomed or not feeling encouraged to participate in their child's education. School site principals will be addressing all areas of concern on the Parent Survey. The majority of responses, received from parents, were positive. The EL Parent survey is completed at the end of each school year. Results indicated that parents attended an average of 3 meetings at their child's school site. Parents also indicated that they wanted to learn more about bullying and were interested in learning how to help their child reclassify. CA Healthy Kids--Parent Survey completed Dec 2016. Results sent to principals March 2017.
Expenditures	BUDGETED LCFF Funds 5700s-$4,500 5800s-$2,500	ESTIMATED ACTUAL LCFF Funds 5800s-$11,330

Action **3.1b**

	PLANNED	ACTUAL
Actions/Services	(Priority 3: Parental involvement) LCAP input will be sought at least twice per year at school ELAC and district DELAC parent meetings. Strategies to	LCAP annual updates were given at the beginning of the 16-17 school year and at the end during DELAC meetings held in October and May. Increasing parent involvement in ELAC was a topic of the October Categorical/EL Programs

	increase the percentage of parents participating in school ELAC meetings will be discussed at EL Program administrator trainings ***(EL)***.	administrator meeting. Effective practices for increasing parent involvement were shared amongst schools.
Expenditures	BUDGETED No additional cost	ESTIMATED ACTUAL No additional cost

Action **3.1c**

Actions/Services	PLANNED (Priority 3: Parental involvement) 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 and DELAC meetings throughout the year.	ACTUAL Full participation has been maintained with a quorum for each meeting held and documented for School Site Council and District Advisory Committee meetings. 93% of schools have active ELACs. All DELAC meetings have had a quorum.
Expenditures	BUDGETED Title I Funds 2900s -$459 3000s -$41	ESTIMATED ACTUAL Title I Funds 2900's - $400 3000's - $ 40

Action **3.1d**

Actions/Services	PLANNED (Priority 3: Parent Involvement) The District will maintain the Curtis T. Winton District Community Partners and Parent Center to provide parent educational trainings and graduate parents from the Parent University with a focus on increasing student achievement and parent participation with staffing, guest speakers, workshop materials, supplies, translation services, printing, refreshments, and other resources. This will include partnering with local universities, faith base, and local non-profits.	ACTUAL The Curtis T. Winton District Community Parent Center has been reopened with various parent workshops currently being offered to parents and the community. We have partnered with the Victor Community Center as they provide workshops through the Parent Center on various topics surrounding Mental Health. The District is in the process of hiring a Parent Center Assistant to continue the outreach to various organizations, the scheduling of presenters, and the organization of workshops and additional resources needed.
Expenditures	BUDGETED Title I Funds 5800s-$75,000	ESTIMATED ACTUAL Title I Funds 4200s- $439 4300s- $3,050 5700s- $2,893

Action **3.1e**

Actions/Services	PLANNED (Priority 3: Parental involvement/LCAP) 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 meetings and trainings, including refreshments, cost for supplies and printing.	ACTUAL The District maintained a committee of parents and community stakeholders' representative of the District population for the LCAP.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	LCFF Funds 1900s - $1,706 3000's - $294 5700's - $1,000 5800's - $2,000	No Additional Cost

Action 3.1f

	PLANNED	ACTUAL
Actions/Services	(Priority 3: Parent Involvement) The District will provide extra duty to K-12 teachers, and/or specialist/experts to provide parent education workshops in literacy, science, math, social studies, CTE, social emotional, mental health, etc.	STEM (Including Math and Science) Nights: The strategists worked with their schools to develop STEM (Including Math and Science) nights that were well attended by parents Parent/Family Literacy Nights: October through March the PDC Coordinator, District Lead Strategists and site strategists provided evening parent literacy education workshops at most all elementary sites that were highly successful and well attended by parents and community members. CTE: At each college night (total of 3) parents who attended were provided a presentation on CTE pathways
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Title I Funds 1900s- $48,755 3000s- $8,357 4300s-$2,888	Title I Funds 1900s- $4,952 3000s- $789

Action 3.1g

	PLANNED	ACTUAL
Actions/Services	Priority 5: Pupil Engagement) The District will continue to follow up with students who do not matriculate to high school and determine whether or not these students are middle school drop outs.	The District continued to follow up with students who do not matriculate to high school and determine whether or not these students are middle school drop outs.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	No Additional Cost	No Additional Cost

Action 3.1h

	PLANNED	ACTUAL
Actions/Services	(Priority 5: Pupil Engagement) The District will continue to follow up with students who do not pass to the next grade and determine whether or not these students are high school drop outs.	The District continued to follow up with students who do not pass to the next grade and determine whether or not these students are high school drop outs.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	No Additional Cost	No Additional Cost

Action 3.1i

	PLANNED	ACTUAL
Actions/Services	(Priority 5: Pupil Engagement) The District will continue to retain School Resource Officers for a total of three (3); one at each comprehensive high school.	The District continues to maintain three (3) SROs.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	LCFF Funds 5800s-$120,000	LCFF Funds 5800s-$167,500

Action 3.1j

	PLANNED	ACTUAL
Actions/Services	(Priority 5: Pupil Engagement) The District will maintain direct support to decrease the number of students with chronic absenteeism through a District nurse.	The District continues to maintain district nurse.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	LCFF Funds 1100s-$55,706 3000s- $26,313	LCFF Funds 1100s-$77,580 3000s- $25,433

Action 3.1k

	PLANNED	ACTUAL
Actions/Services	(Priority 5: Pupil Engagement) The District will maintain a District centralized home visitation team including a District Probation Officer, a District McKinney Vento/Foster Youth Liaison	The District continues to maintain the following team: SB County Probation Officer McKinney-Vento/Foster Youth Liaison Attendance Liaison
	BUDGETED	ESTIMATED ACTUAL
Expenditures	LCFF Funds 2200s - $24,889 3000s - $23,993 5800s - $30,000	LCFF Funds 2200s - $17,926 3000s - $16,209 5800s - $28,122

Action 3.1l

	PLANNED	ACTUAL
Actions/Services	(Priority 5: Pupil Engagement) Each high school will implement a school wide mentoring program to support students' engagement with the school environment (i.e.: Linked Crew).	Linked Crew is at two of the three high schools. The third high school plans to implement it next year.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	No additional cost	No additional cost

Action 3.1m

	PLANNED	ACTUAL
Actions/Services	(Priority 5: Pupil Engagement) 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.	All 9th graders have a 4 year plan in the system. A common template was developed and next year IT will have it developed electronically in Synergy.
Expenditures	BUDGETED LCFF Funds 1200s- $17,072 3000s- $2,928	ESTIMATED ACTUAL LCFF Funds 1200s- $0 3000s- $0

Action 3.1n

	PLANNED	ACTUAL
Actions/Services	(Priority 5: Pupil Engagement) The District will provide attendance intervention through Student Truancy Reduction and Intervention Team (STRAIT).	The District continues to offer STRAIT classes to secondary students each quarter. Truancy course taught by credentialed NCTI instructor and Inland Valley Regional Services staff at no cost to district.
Expenditures	BUDGETED No additional costs	ESTIMATED ACTUAL No additional costs

Action 3.1o

	PLANNED	ACTUAL
Actions/Services	(Priority 5: Pupil Engagement) Each counselor will review each student's' 4 year plan at the end of each semester.	Counselors at 2 of the 3 comprehensive high schools met with each student at the beginning of 2nd semester to review their plan and plan the student's courses for next year. Counselors at RHS will have met with students by Spring Break. An online registration system was developed this year and two high schools have successfully used it with 9th graders.
Expenditures	BUDGETED No additional costs	ESTIMATED ACTUAL No additional costs

Action 3.1p

	PLANNED	ACTUAL
Actions/Services	(Priority 6: School Climate) Expulsion rate 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.	Ongoing training/support Expulsion rate reduced as documented in metric summary above. Social/Emotional/Mental Health supports - such as restorative practices, PBIS Tier II interventions, NCTI curriculum, student wellness centers, etc. Staff/PBIS Team trainings completed with consultants-Dr. Sahali, Dr Puder, Kaye Randall, Patrick & Jones on topics such as equity, school discipline paradigm shifts, suicide prevention and mental health challenges in the schools.
Expenditures	BUDGETED No additional cost	ESTIMATED ACTUAL No additional cost

Action **3.1q**

	PLANNED	ACTUAL
Actions/Services	(Priority 6: School Climate) Each high school will hold 9th grade orientation and a minimum of one parent College Night to inform parents and guardians of the requirements for graduation, A-G and four year plan.	College Nights were held at each high school with the feeder middle schools invited to attend. Parents were informed on A-G, PSAT scores, and Career Pathways. Students were enrolled in the Khan academy for mathematics.
Expenditures	BUDGETED No additional cost	ESTIMATED ACTUAL No additional cost

Action **3.1r**

	PLANNED	ACTUAL
Actions/Services	Priority 6: School Climate) 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 continues to maintain PBIS Coordinator.
Expenditures	BUDGETED Title I Funds 1300s - $107,783 3000s - $36,600	ESTIMATED ACTUAL Title I Funds 1300s - $113,172 3000s - $36,358

Action **3.1s**

	PLANNED	ACTUAL
Actions/Services	(Priority 6: School Climate) The District will continue to implement Positive Behavior Interventions and Supports (PBIS) for cohort 1 and 2, and add 7 schools for PBIS Cohort 3 training and implementation. Cohort 1 – Year 3 of SB County training contract Cohort 2 – Year 2 of SB County training contract Cohort 3 – Year 1 training provided by RUSD PBIS Coordinator	Trainings have taken place as evidenced by staff development calendar. Cohort 1 is in 3rd year of SB County training Cohort 2 is in 2nd year of SB County training Cohort 3 is in 1st year of RUSD PBIS Coordinator led training
Expenditures	BUDGETED Cost of Extra Duty provided in 3.1.u Contract - LCFF Funds 5800s- $62,000 Cohort 3- No Contract Cost	ESTIMATED ACTUAL Cost of Extra Duty provided in 3.1.u Contract - LCFF Funds 5800s- $62,000 Cohort 3- No Contract Cost

Action 3.1t

	PLANNED	ACTUAL
Actions/Services	(Priority 6) 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 continues to maintain 3 PBIS/At Risk Counselors for the 3 comprehensive high schools. Primary caseloads are McKinney-Vento and Foster Youth identified students.
Expenditures	BUDGETED LCFF Funds 1200s - $232,638 3000s - $91,881	ESTIMATED ACTUAL LCFF Funds 1200s - $237,291 3000s - $89,269

Action 3.1u

	PLANNED	ACTUAL
Actions/Services	(Priority 6: School Climate) The District will provide extra duty hours to PBIS team members in order to plan for training of site staff.	Each PBIS team member is allotted extra duty hours for PBIS team meetings and planning time for site staff PBIS professional development.
Expenditures	BUDGETED LCFF Funds 1100s - $117,684 3000s - $20,170	ESTIMATED ACTUAL LCFF Funds 1100s - $6,130 1200s- $3,445 1900s- $7,297 3000s- $3,268 Medi-Cal Billing Option Funds 1100s - $37,398 3000s- $7,243

Action 3.1v

	PLANNED	ACTUAL
Actions/Services	(Priority 6: School Climate) 3v1. District will provide a stipend to a secondary counselor who has a Masters in Social Work to supervise university social worker interns. 3v2. The District will establish an MOU with local universities to bring social work interns to support social emotional efforts. 3v3. District will contract with 1 Social Worker Consultant to provide prevention/intervention counseling/social/emotional supports to RUSD high school students.	Middle school counselors are receiving a stipend to supervise CSUSB graduate counseling students (not social worker) to provide counseling services to students and families. RUSD Personnel Services department continues to maintain MOUs with local universities for this purpose District has contracted with one (1) social worker consultant (Tyron Montgomery) to provide student services at all district high schools

	BUDGETED	ESTIMATED ACTUAL
Expenditures	v1: LEA/MAA Funds 1200s- $2,500 3000s- $496 3v2: No cost LEA/MAA Funds 3v3. 5800's- $50,000	v1: LCFF Funds 1200s- $2,744 3000s- $532 3v2: No cost Medi-Cal Billing Option Funds 3v3. 5800's- $50,000

Action **3.1w**

	PLANNED	ACTUAL
Actions/Services	(Priority 5: Pupil Engagement and Priority 6: School Climate) Over the course of four years, (year 1) the District will provide training to Administrators, TOSAs, and classified staff on : Unconscious Bias Trauma-informed schools School to Prison Pipeline Cultural Relevance Including training materials, printing and refreshments.	PBIS teams have been trained through consultant contracts with Dr. Sehali-Equity and Unconscious Bias Kaye Randall-Mental Health Challenges in Schools Dr. Puder-micro-expression and effective communication Patrick & Jones-Paradigm shifts: moving from zero tolerance to Restorative Practices
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Title II Funds 5800s-$10,000	LCFF Funds 5800s-$14,879 Medi-Cal Billing Option Funds 5800s-$33,550

Action **3.1x**

	PLANNED	ACTUAL
Actions/Services	(Priority 7: Course Access) The District will support certificated staff with required resources for innovative projects that may be aligned with site AVID, VAPA, and Pathway Programs, etc., on an as needed and case-by-case basis that enhance cultural awareness.	Sites were provided with posters and other college resources to help students.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	LCFF Funds 4300s -$25,000	LCFF Funds 5700s -$100

Action 3.1y

	PLANNED	ACTUAL
Actions/Services	(Priority 6: School Climate) The District will explore physical spaces at the high schools where at-risk counseling may take place for students to address social-emotional behavior, conflict resolutions, etc.	RHS- space set and currently up and running for PBIS interventions. Furniture and technology purchased for room. CHS & EHS - Space identified, in the process of planning and purchasing room furniture
Expenditures	BUDGETED LCFF Funds 4300s- $15,000	ESTIMATED ACTUAL LCFF Funds 4300s- $46,420

Action 3.1z

	PLANNED	ACTUAL
Actions/Services	(Priority 6: School Climate) The District will establish a District AAPAC (Through the Community Partnerships and Parent Center)	A District African American Parent Advisory Council (DAAPAC) was established in November 2016. A draft of the By-Laws was completed in January 2017. Nominations for officers are being taken in March, per the by-laws and the election of officers will take place at the April DAAPAC meeting.
Expenditures	BUDGETED No Additional Cost	ESTIMATED ACTUAL Title I Funds 5800s- $625

Action 3.1aa

	PLANNED	ACTUAL
Actions/Services	(Priority 6: School Climate) The District will establish an African American Town Hall (Through the Community Partnerships and Parent Center)	Once the officers of the DAAPAC are elected, plans can begin to establish an African American Town Hall as part of the culminating meeting event of the year.
Expenditures	BUDGETED No Additional Costs	ESTIMATED ACTUAL Cost include in 3.1z

Action 3.1bb

	PLANNED	ACTUAL
Actions/Services	(Priority 6: School Climate) Through the District Safety and Security Department, the District will establish Security as hallway mentors.	Clean Sweep Citation program has ceased as of March 2016.. Identified officers have been trained in PBIS framework and NCTI behavior modification curriculum. Officers are participating in the delivering of student intervention programs along with certificated staff. This action will not continue in the LCAP in future years.
Expenditures	BUDGETED LCFF Funds 2200s- $1,000 3000s- $275	ESTIMATED ACTUAL No additional cost

Action 3.1cc

	PLANNED	ACTUAL
Actions/Services	(Priority 6: School Climate) The District schools will promote high interest after school clubs (independent of ASES/Think Together) to engage students in extracurricular activities that are enriching and challenging, culturally relevant, with a focus on college and career readiness. (i.e., but not limited to: Robotic Club, VAPA Club, Leadership, Poetry, Writing, Literacy, Chess Club, Cultural Ethnicity, History – ethnic contributions to society Club, Inventors Club, etc.).	Individual schools have been in process with developing their high interest after school clubs to engage students in extracurricular activities. The District provided new resources to support the middle school robotics clubs at all of the middle schools.
Expenditures	BUDGETED No additional costs (site based)	ESTIMATED ACTUAL No additional costs (site based)

Action 3.1dd

	PLANNED	ACTUAL
Actions/Services	Priority 6: School Climate) 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 provided a Black History Celebration in February celebrating African American's Historical contributions and highlighting students' talents. A multicultural book fair was also provided.
Expenditures	BUDGETED No Additional Costs	ESTIMATED ACTUAL No Additional Costs

Action 3.1ee

	PLANNED	ACTUAL
Actions/Services	(Priority 5: Pupil engagement) The District will provide an alternative attendance recovery absenteeism program that will monitor and reduce the number of student absences.	The Step-Up program has been implemented at all qualifying schools. Data is continuing to be collected and will be available June, 20, 2017.
Expenditures	BUDGETED LCFF Funds 1100s- $393,300 3000s- $67,406 4300s- $851,000 5700s- $1,500 5800s- $3,500	ESTIMATED ACTUAL LCFF Funds 1100s- $393,300 3000s- $67,406 4300s- $851,000 5700s- $1,500 5800s- $3,500

Action **3.1ff**

	PLANNED	ACTUAL
Actions/Services	(Priority 3: Parent Involvement) All schools will provide additional communication with parents through an automated communication system.	The District provided for an automated communication system.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Title I Funds 5800s- $51,870 LCFF Funds 5800s- $23,258	Title I Funds 5800s- $75,383

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	**The District will completely implement the following by June 30, 2017:** The district has implemented actions including adding staff (PBIS Coordinator, McKinney-Vento/Foster Youth Liaison, etc) and providing staff development (PBIS, Restorative Practices, etc) to work to create a positive, safe and engaging learning environment. There were 2 actions that involved monitoring failing students and determining if the students were identified as dropouts. The District continues to prepare various mark distribution reports to monitor failing students. Additionally, Information Technology continues to work with the data for students to identify students identified as dropouts and verify the data.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Rialto Unified School District has continued to show growth in the areas related to Goal 3. The graduation rate has continued to increase, dropout rates have continued to decrease and the attendance rate has remained consistently above 96%. The district has implemented actions/services such as PBIS staff and trainings that have been effective in reducing suspensions/expulsions, which also contributed to the attendance rate. During the 2016-2017 school year, the District administered the California Healthy Kids Survey and provided the student, parent and staff portions of the survey. The data is being used to identify specific areas that the District can continue to improve to continue to create a positive, safe, and engaging learning environment that is student and parent centered.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The District did not incur any material differences between the Budgeted Expenditures and the Actual Expenditures.
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 the 2017-2020 LCAP, with the introduction of the California School Dashboard and with more guidance from the county office, the District has revised the Expected Annual Measurable Outcomes to align to the state priorities and the California School Dashboard. This revision will allow the District to more accurately report the results as well as align the state metrics to local metrics in an effort to better predict student achievement.

Stakeholder Engagement

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

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, Foster Youth and Low Socio Economic students. The committee also includes teachers from the various levels, school administration, members from the classified union and other district personnel. Since most of the 2017-2020 LCAP has not been changed, students were consulted on a limited basis. For one of the proposed changes, students were consulted as part of a pilot program and provided feedback on the specific program being considered. Results from student surveys was also analyzed for areas related to the LCAP.

December 13, 2016:

The District initially met with the LCAP Stakeholders' Committee on December 13, 2016. 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.

March 6, 2017:

The District held an LCAP Community Engagement Meeting at Preston Elementary School 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 questions about areas not included in the LCAP.

April 11, 2017:

The District held a second LCAP Stakeholders' Committee meeting on April 11, 2017. During this meeting Education Services presented information related to the California School Dashboard and discussed the revisions to the LCAP metrics for 2017-2020. There were 21 members of the committee present and they were provided with an opportunity to review the California School Dashboard and the California Five by Five grid. At this meeting, the committee also had an opportunity to review the first draft of the annual update but with 117 individual action items the committee requested additional time after the meeting to review the draft. One community member requested a printed copy of the annual update which was provided.

May 2, 2017:

The District held the third and final LCAP Stakeholders' Committee meeting on May 2, 2017. During the meeting Education Services presented a draft of both the annual update and the proposed LCAP for 2017-2020. There were 21 members of the committee present and they were able to access the entire LCAP draft as well as review information from the California School Dashboard. Education Services also provided a 4 page LCAP Guide that highlighted specific actions that were removed, changed or proposed to be added by goal. The LCAP Guide also provided a table of contents for the actions for the new template of the LCAP. With the new template design, the 117 specific actions from the prior year LCAP were clustered into 45 action items, some that contained multiple steps from the prior year LCAP. Other than a brief introduction and explanation regarding the new template and the LCAP guide, the committee was given the entire meeting time to review the draft of the LCAP and discuss in small groups. The committee was given an opportunity to ask questions related to any portion of the LCAP both in writing and/or through an online form. At the meeting there were a total of 5 questions posed related to the LCAP, all of which were answered at the end of the meeting.

The committee asked for an additional week to review the LCAP and submit any additional questions through the online form. As of May 16, 2017 there have been no questions or comments submitted through the online feedback form.

May 19, 2017:

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. The committees were provided with an updated LCAP Guide similar to the information provided to the LCAP Stakeholders' Committee on May 2, 2017. The specific actions that have been removed and the proposed additional action items were reviewed. 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 given an additional 7 days to submit any questions and/or feedback to which the Superintendent provided responses in writing.

June 1, 2017:

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 7, 2017.

June 7, 2017:

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 2017-2020.

IMPACT ON LCAP AND ANNUAL UPDATE

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

The consultations with various stakeholders had a positive impact on the LCAP for the upcoming year. The main focus of the stakeholder committee meetings were to provide information regarding the new LCAP template and information regarding the changes in the Expected Annual Measurable Outcomes based on the release of the California School Dashboard. The major influence in the development of the LCAP through the various consultations was the expectation for clear actions and services directly related to the LCFF Evaluation Rubrics. The new LCAP template assisted the writing team to cluster similar action items in a manner that was more easily accessed by the various stakeholder groups. In addition, a LCAP Guide was developed that provided an executive summary regarding the proposed changes to the LCAP for 2017-2020.

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.

	☐ New ☐ Modified ☒ Unchanged
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 ☐1 ☐2 ☐3 ☒4 ☐5 ☐6 ☐7 ☒8 COE ☐9 ☐10 LOCAL _____
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 and is still in year 3 corrective action/program improvement. 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	Available Fall 2017			
1e: Increase the percentage of students meeting the English Learner Progress Indicator as reported by the California School Dashboard	2014-15 Yellow 66.4%	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.
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 of 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 students 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 17%	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 students Ready for College in Math 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: ☒All ☐Students with Disabilities ☐Specific Student Group(s): _____

Location(s): ☒All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

OR

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

Students to be Served: ☐English Learners ☐Foster Youth ☐Low Income

Scope of Services: ☐LEA-wide ☐Schoolwide **OR** ☐Limited to Unduplicated Student Group(s)

Location(s): ☐All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐New ☒Modified ☐Unchanged	☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged
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

2017-18		2018-19		2019-20	
Amount	$9,918,658	Amount		Amount	

Source	LCCF Funds	Source		Source	
Budget Reference	Classified Salaries & Benefits, Capital Outlay	Budget Reference		Budget Reference	

Action **1b**

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

Students to be Served	☒All ☐Students with Disabilities ☐Specific Student Group(s): _____
Location(s)	☐ All schools ☐ Specific Schools: _____ ☒ Specific Grade spans: Grades 6 - 11

OR

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

Students to be Served	☐English Learners ☐Foster Youth ☐Low Income
Scope of Services	☐LEA-wide ☐Schoolwide **OR** ☐Limited to Unduplicated Student Group(s)
Location(s)	☐All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged
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 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 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.

BUDGETED EXPENDITURES

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

Action **1c**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒All ☐Students with Disabilities ☐Specific Student Group(s): _____
Location(s)	☐All schools ☐Specific Schools: _____ ☒Specific Grade spans: 9th-12th

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐English Learners ☐Foster Youth ☐Low Income	
Scope of Services	☐LEA-wide ☐Schoolwide **OR** ☐Limited to Unduplicated Student Group(s)	
Location(s)	☐All schools ☐Specific Schools: _____	☐Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐New ☒Modified ☐Unchanged	☐New ☒Modified ☐Unchanged	☐New ☒Modified ☐Unchanged
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. Allocation is for Medallion of Biliteracy awarded to eligible	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.	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.

High School Seniors. ($1,500)	Allocation is for Medallion of Biliteracy awarded to eligible High School Seniors. ($1,700)	Allocation is for Medallion of Biliteracy awarded to eligible High School Seniors. ($1,900)

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,500	Amount	$1,700	Amount	$1,900
Source	LCFF Funds	Source	LCFF Funds	Source	LCFF Funds
Budget Reference	Services/ Operating Expenditures	Budget Reference	Services/ Operating Expenditures	Budget Reference	Services/ Operating Expenditures

Action **1d**

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

Students to be Served: ☒All ☐Students with Disabilities ☐Specific Student Group(s): _____

Location(s): ☐All schools ☐Specific Schools: _____ ☒Specific Grade spans: 9th-12th

OR

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

Students to be Served: ☐English Learners ☐Foster Youth ☐Low Income

Scope of Services: ☐LEA-wide ☐Schoolwide **OR** ☐Limited to Unduplicated Student Group(s)

Location(s): ☐All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐New ☒Modified ☐Unchanged	☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged
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	The District will provide professional development to support pathway design,	The District will provide professional development to support pathway design, implementation,

practices, and student outcomes. --CTE 11 Elements --Pathway Implementation --Linked Learning --Contracts --Teacher Hourly Rate --Substitutes	implementation, instructional practices, and student outcomes: --CTE 11 Elements --Pathway Implementation --Linked Learning --Contracts --Teacher Hourly Rate --Substitutes	instructional practices, and student outcomes: --CTE 11 Elements --Pathway Implementation --Linked Learning --Contracts --Teacher Hourly Rate --Substitutes

BUDGETED EXPENDITURES

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

Action **1e**

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

Students to be Served	☐All ☐Students with Disabilities ☐Specific Student Group(s): _____
Location(s)	☐All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

OR

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

Students to be Served	☒English Learners ☐Foster Youth ☐Low Income
Scope of Services	☒LEA-wide ☐Schoolwide **OR** ☐Limited to Unduplicated Student Group(s)
Location(s)	☒All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged

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

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$97,000	Amount		Amount	
Source	LCFF Funds	Source		Source	
Budget Reference	Certificated Salaries, Classified Salaries & Benefits	Budget Reference		Budget Reference	

Action **1f**

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

Students to be Served	☒All ☐Students with Disabilities ☐Specific Student Group(s): _____
Location(s)	☐ All schools ☐ Specific Schools: _____ ☒ Specific Grade spans: 8th – 12th

OR

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

Students to be Served	☐English Learners ☐Foster Youth ☐Low Income	
Scope of Services	☐LEA-wide ☐Schoolwide **OR**	☐Limited to Unduplicated Student Group(s)
Location(s)	☐All schools ☐Specific Schools: _____	☐Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20

☐New ☒Modified ☐Unchanged	☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged
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

2017-18		2018-19		2019-20	
Amount	$195,000	Amount		Amount	
Source	LCFF Funds	Source		Source	
Budget Reference	Services/ Operating Expenditures	Budget Reference		Budget Reference	

Action **1g**

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

Students to be Served	☒All ☐Students with Disabilities ☐Specific Student Group(s): _____
Location(s)	☐ All schools ☐ Specific Schools: _____ ☒ Specific Grade spans: ____12th_____

OR

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

Students to be Served	☐English Learners ☐Foster Youth ☐Low Income	
Scope of Services	☐LEA-wide ☐Schoolwide **OR**	☐Limited to Unduplicated Student Group(s)
Location(s)	☐All schools ☐Specific Schools: _____	☐Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged
The District will provide the necessary support for each high school to offer the ERWC class for identified students.	The District will provide the necessary support for each high school to offer the ERWC class for identified students.	The District will provide the necessary support for each high school to offer the ERWC class for identified students.

BUDGETED EXPENDITURES

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

Action **1h**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒All ☐Students with Disabilities ☐Specific Student Group(s): _____
Location(s)	☐ All schools ☐ Specific Schools: _____ ☒ Specific Grade spans: ____12th_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☐English Learners	☐Foster Youth	☐Low Income
Scope of Services	☐LEA-wide ☐Schoolwide	**OR**	☐Limited to Unduplicated Student Group(s)
Location(s)	☐All schools	☐Specific Schools: _____	☐Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒New ☐Modified ☐Unchanged	☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged
The District will provide the necessary support for each high school to offer the MRWC class for identified students.	The District will provide the necessary support for each high school to offer the MRWC class for identified students.	The District will provide the necessary support for each high school to offer the MRWC class for identified students.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	Cost included in 2a	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **1i**

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

Students to be Served	☒All ☐Students with Disabilities ☐Specific Student Group(s): _____
Location(s)	☒ All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

OR

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

Students to be Served	☐English Learners ☐Foster Youth ☐Low Income
Scope of Services	☐LEA-wide ☐Schoolwide **OR** ☐Limited to Unduplicated Student Group(s)
Location(s)	☐All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒New ☐Modified ☐Unchanged	☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged
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 program. Estimated cost $40,000 vendor provided.	The District will provide training in the use of the results from the adaptive diagnostic assessment program.	The District will provide training in the use of the results from the adaptive diagnostic assessment program.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$300,000	Amount		Amount	
Source	LCFF Funds, Educator Effectiveness Funds	Source		Source	

Budget Reference	Certificated Salaries & Benefits, Services/Operating Expenditures	Budget Reference		Budget Reference	

Action **1.1j**

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

Students to be Served	☒All ☐Students with Disabilities ☐Specific Student Group(s): _____
Location(s)	☒ All schools ☐Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served	☐English Learners ☐Foster Youth ☐Low Income
Scope of Services	☐LEA-wide ☐Schoolwide **OR** ☐Limited to Unduplicated Student Group(s)
Location(s)	☐All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged
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

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

Action **1k**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐All ☒Students with Disabilities ☐Specific Student Group(s): _____
Location(s)	☒All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

• **OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐English Learners ☐Foster Youth ☐Low Income	
Scope of Services	☐LEA-wide ☐Schoolwide **OR** ☐Limited to Unduplicated Student Group(s)	
Location(s)	☐All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged
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

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

	☐ New ☐ Modified ☒ 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 ☒1 ☒2 ☐3 ☐4 ☐5 ☐6 ☒7 ☐8

COE ☐9 ☐10

LOCAL _____

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 - 2015/16faci 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 and 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	100% of foster youth and McKinney Vento students at the high school level will be	100% of foster youth and McKinney Vento students at the high school level will be assigned

		assigned to a specific counselor.	assigned to a specific counselor.	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: ☒All ☐Students with Disabilities ☐Specific Student Group(s): _____

Location(s): ☒All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

OR

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

Students to be Served: ☐English Learners ☐Foster Youth ☐Low Income

Scope of Services: ☐LEA-wide ☐Schoolwide **OR** ☐Limited to Unduplicated Student Group(s)

Location(s): ☐All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged
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

2017-18		2018-19		2019-20	
Amount	$129,264,481	Amount		Amount	
Source	LCFF Funds, Title I, Title II, CTE Incentive Grant, Special Ed- IDEA	Source		Source	

	Local Grant, Special Ed- IDEA Preschool Local Grant, State Special Education Fund, Calif State Preschool Program (CSPP)				
Budget Reference	Certificated Salaries and Benefits	Budget Reference		Budget Reference	

Action **2b**

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

Students to be Served: ☒All ☐Students with Disabilities ☐Specific Student Group(s): _____

Location(s): ☒All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

OR

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

Students to be Served: ☐English Learners ☐Foster Youth ☐Low Income

Scope of Services: ☐LEA-wide ☐Schoolwide **OR** ☐Limited to Unduplicated Student Group(s)

Location(s): ☐All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐New ☒Modified ☐Unchanged	☐New ☒ Modified ☐ Unchanged	☐New ☒ Modified ☐ Unchanged
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

2017-18		2018-19		2019-20	
Amount	$940,000	Amount	$5,000,000	Amount	$5,000,000
Source	Restricted Lottery Funds	Source	LCFF Funds	Source	LCFF Funds
Budget Reference	Books and Supplies, Services and Operating Expenditures	Budget Reference	Books and Supplies, Services and Operating Expenditures	Budget Reference	Books and Supplies, Services and Operating Expenditures

Action **2c**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒All ☐Students with Disabilities ☐Specific Student Group(s): _____
Location(s)	☒All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐English Learners ☐Foster Youth ☐Low Income	
Scope of Services	☐LEA-wide ☐Schoolwide **OR** ☐Limited to Unduplicated Student Group(s)	
Location(s)	☐All schools ☐Specific Schools: _____	☐Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐New ☒Modified ☐Unchanged	☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged
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 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 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 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 develop and refine grade level (K-12) pacing guides in ELA, Math, Science (NGSS) and Social Studies to align to	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 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 and new pathways.	The district will continue to update/create CTE courses, curriculum, and textbooks for current and new 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 review the State health blueprint and standards to assist in determining priority considerations for a new adoption K-8. The State mandated CA Healthy Kids Act content will be delivered through the PE course for Grade 9.	The District will review health curriculum to purchase updated materials K-8. 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 have trained SPARK STAR-Leads provide site level support on PE 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 have trained SPARK STAR-Leads provide site level support on PE curriculum and instruction K-5. The District will continue to implement Physical Education Standards based on CA Blueprint K-12
The District will continue to provide an Elementary VAPA team and to provide standard aligned instruction of all 1-5 students and Music team to participating 4 & 5th grade instrumental students. Standards aligned professional development will be provided to all middle and high school music teachers.	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.	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.

BUDGETED EXPENDITURES

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

Comment [LR1]: Added this language based on what was written on crosswalk.

Action **2d**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒All ☐Students with Disabilities ☐Specific Student Group(s): _____
Location(s)	☒All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

OR

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

Students to be Served	☐English Learners ☐Foster Youth ☐Low Income
Scope of Services	☐LEA-wide ☐Schoolwide **OR** ☐Limited to Unduplicated Student Group(s)
Location(s)	☐All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐New ☒Modified ☐Unchanged	☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged
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 through a consultant. Budget NTE prior year LCAP expense.	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.	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

2017-18		2018-19		2019-20	
Amount	$25,000	Amount		Amount	
Source	Title II Funds	Source		Source	

Budget Reference	Services/ Operating Expenditures	Budget Reference		Budget Reference	

Action **2e**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐All ☐Students with Disabilities ☐Specific Student Group(s): _____
Location(s)	☐All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☒English Learners ☒Foster Youth ☒Low Income	
Scope of Services	☒LEA-wide ☐Schoolwide **OR** ☐Limited to Unduplicated Student Group(s)	
Location(s)	☒All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐New ☒Modified ☐Unchanged	☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged
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

2017-18		2018-19		2019-20	
Amount	See action items 2m, 2p, 3h	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **2f**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐All ☒Students with Disabilities ☐Specific Student Group(s): _____
Location(s)	☒All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐English Learners ☐Foster Youth ☐Low Income	
Scope of Services	☐LEA-wide ☐Schoolwide **OR** ☐Limited to Unduplicated Student Group(s)	
Location(s)	☐All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒New ☐Modified ☐Unchanged	☐New ☒ Modified ☐ Unchanged	☐New ☐Modified ☒Unchanged
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 provide subs for the training for staff as needed.	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

2017-18		2018-19		2019-20	
Amount	$68,314 (Cost of materials included in 2b)	Amount	$25,000	Amount	
Source	LCFF Funds contribution to Special Education and Educator Effectiveness Funds	Source	LCFF Funds contribution to Special Education	Source	

Budget Reference	Certificated Salaries and Benefits, Books and Materials	Budget Reference	Certificated Salaries and Benefits, Books and Materials	Budget Reference	

Action **2g**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒All ☐Students with Disabilities ☐Specific Student Group(s): _____
Location(s)	☒All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒English Learners ☐Foster Youth ☐Low Income
Scope of Services	☒LEA-wide ☐Schoolwide **OR** ☐Limited to Unduplicated Student Group(s)
Location(s)	☒All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged
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	The District will provide training for a fifth cohort of content teachers at the secondary level in SIOP, a research-based and validated instruction model that has proven effective in increasing the academic needs of English Learners. SIOP Elementary - The District will continue to SIOP train elementary teachers in teams for	The District will provide training for a sixth cohort of content teachers at the secondary level in SIOP, a research-based and validated instruction model that has proven effective in increasing the academic needs of English Learners. SIOP Elementary - The District will continue to SIOP train elementary teachers in teams for schools who voluntarily choose to implement this strategy at their

choose to implement this strategy at their school site. SIOP Materials will be purchased for all teachers participating in SIOP training.	schools who voluntarily choose to implement this strategy at their school site. SIOP Materials will be purchased for all teachers participating in SIOP training.	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.	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 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.	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

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

Action **2h**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒All ☐Students with Disabilities ☐Specific Student Group(s): _____
Location(s)	☒All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐English Learners ☐Foster Youth ☐Low Income	
Scope of Services	☐LEA-wide ☐Schoolwide **OR** ☐Limited to Unduplicated Student Group(s)	
Location(s)	☐All schools ☐Specific Schools: _____	☐Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged
The District will contract with a consultant to 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.	The District will contract with a consultant to 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.	The District will contract with a consultant to 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.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$19,500	Amount		Amount	
Source	Title I Funds	Source		Source	
Budget Reference	Services/ Operating Expenditures	Budget Reference		Budget Reference	

Action **2i**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒All ☐Students with Disabilities ☐Specific Student Group(s): _____
Location(s)	☒All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐English Learners ☐Foster Youth ☐Low Income	
	Scope of Services	☐LEA-wide ☐Schoolwide **OR** ☐Limited to Unduplicated Student Group(s)
Location(s)	☐All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐New ☒Modified ☐Unchanged	☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged
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.	All Rialto USD schools will provide timely systematic interventions for at-risk students not meeting grade level expectations in ELA and Math. This will include the use of intuitive and adaptive technologies.	All Rialto USD schools will provide timely systematic interventions for at-risk students not meeting grade level expectations in ELA and Math. This will include the use of intuitive and adaptive technologies.
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.	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.	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 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 model across the middle 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, and in implementation of an APEX common credit recovery model across all high schools, and a common model across the middle schools 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.	The District-Literacy RtI Team will meet to evaluate and update the Pre-K-12 Literacy RtI Plan and MTSS pyramid.	The District-Literacy RtI 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/RtI Plan tiered systems of support and instructional strategies for Pre-K-12 implementation.	Teachers and administrators will be trained in the District Literacy/RtI Plan tiered systems of support and instructional strategies for Pre-K-	Teachers and administrators will be trained in the District Literacy/RtI Plan tiered systems of support and instructional strategies for Pre-K-12

	12 implementation.	implementation.

BUDGETED EXPENDITURES

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

Action **2j**

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

Students to be Served	☒All ☐Students with Disabilities ☐Specific Student Group(s): _____
Location(s)	☒All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

OR

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

Students to be Served	☐English Learners ☐Foster Youth ☐Low Income	
Scope of Services	☐LEA-wide ☐Schoolwide **OR**	☐Limited to Unduplicated Student Group(s)
Location(s)	☐All schools ☐Specific Schools: _____	☐Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐New ☒Modified ☐Unchanged	☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged
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)	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)	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

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 Vocabulary.com	History/Social Studies-Classroom libraries (Middle and High School) District Literacy/RtI Plan (Pre - 12th) Elementary- McGraw Hill Wonders Middle School- Houghton Mifflin Harcourt Collections High School- McGraw Hill Study Sync Vocabulary.com	and High School) District Literacy/RtI Plan (Pre - 12th) Elementary- McGraw Hill Wonders Middle School- Houghton Mifflin Harcourt Collections High School- McGraw Hill Study Sync Vocabulary.com

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$564,000	Amount		Amount	
Source	Title I Funds, Restricted Lottery Funds	Source		Source	
Budget Reference	Books and Supplies , Services/ Operating Expenditures	Budget Reference		Budget Reference	

Action **2k**

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

Students to be Served: ☒All ☐Students with Disabilities ☐Specific Student Group(s): _____

Location(s): ☒All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

OR

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

Students to be Served: ☐English Learners ☐Foster Youth ☐Low Income

Scope of Services: ☐LEA-wide ☐Schoolwide **OR** ☐Limited to Unduplicated Student Group(s)

Location(s): ☐All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒New ☐Modified ☐Unchanged	☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged
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 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.	The District will train teachers and administrators in the District Math RtI Plan tiered systems of support and instructional strategies for Pre-K-12 implementation during the school day and after school.	The District will train teachers and administrators in the District Math RtI 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 work on RtI program for elementary, middle and high schools in mathematics. The District will enhance the STEM Road SHOW station. The District will continue to support STEM nights	The District will evaluate and refine the RtI program in K-12. 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 STEM courses	The District will continue with field trips to community colleges (elementary) and colleges (middle school)	The District will continue with field trips to community 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.
The District will provide for one Science Project Lead.	The District will provide for one Science Project Lead.	The District will provide for one Science Project Lead.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	$651,076	Amount		Amount	
Source	LCFF Funds, Title I Funds, Title II Funds, Educator Effectiveness Funds, College Readiness Funds	Source		Source	
Budget Reference	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures, Other Outgo	Budget Reference		Budget Reference	

Action **2I**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒All ☐Students with Disabilities ☐Specific Student Group(s): _____
Location(s)	☒All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐English Learners ☐Foster Youth ☐Low Income	
Scope of Services	☐LEA-wide ☐Schoolwide **OR** ☐Limited to Unduplicated Student Group(s)	
Location(s)	☐All schools ☐Specific Schools: _____	☐Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐New ☒Modified ☐Unchanged	☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged
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 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 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	The District will provide the following options for Intervention: • Middle School APEX Tutorials • Summer School Intervention for	The District will provide the following options for Intervention: • Middle School APEX Tutorials • Summer School Intervention for incoming

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	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	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
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) - Determine funding • 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) - Determine funding • 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) - Determine funding • Extended School Year (ESY) Pre-K through Grade 12 per IEP • Dual Enrollment & Concurrent Enrollment

BUDGETED EXPENDITURES

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

Action **2m**

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

Students to be Served ☐ All ☐Students with Disabilities ☐Specific Student Group(s): _____

Location(s) ☐ All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

OR

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

Students to be Served ☒English Learners ☐Foster Youth ☐Low Income

Scope of Services ☐LEA-wide ☒Schoolwide **OR** ☐Limited to Unduplicated Student Group(s)

Location(s)	☐ All schools ☒ Specific Schools: See Below for Schools ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged
The District will continue to implement Dual Language Immersion at 4 elementary, 1 middle and 1 high school. (Boyd, Kelley, Morris, Garcia, Jehue and Rialto High School). A pathway to biliteracy will continue through the implementation of the Dual Language Immersion program at four elementary schools. ● The District will provide training to teachers in the Dual Language Immersion Program. (Title III) ● Administrators, teachers and BIA's will collaborate (Title III) ● The Dual Language Immersion Program will be implemented at 2nd Grade. Core instructional materials will be purchased through LCFF funding. Supplemental classroom and instructional materials will be purchased through Title III funding.	The District will 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 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 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 4th Grade. Core instructional materials will be purchased through LCFF 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)	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

2017-18		2018-19		2019-20	
Amount	$142,044 cost of additional core textbooks in 2b	Amount		Amount	

Source	LCFF Funds, Title III Funds	Source		Source	
Budget Reference	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies	Budget Reference		Budget Reference	

Action **2n**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒All ☐Students with Disabilities ☐Specific Student Group(s): _____
Location(s)	☒All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐English Learners ☐Foster Youth ☐Low Income	
Scope of Services	☐LEA-wide ☐Schoolwide **OR** ☐Limited to Unduplicated Student Group(s)	
Location(s)	☐All schools ☐Specific Schools: _____	☐Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged
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

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

Action 2o

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒All ☐Students with Disabilities ☐Specific Student Group(s): _____
Location(s)	☒All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐English Learners ☐Foster Youth ☐Low Income	
Scope of Services	☐LEA-wide ☐Schoolwide **OR** ☐Limited to Unduplicated Student Group(s)	
Location(s)	☐All schools ☐Specific Schools: _____	☐Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐New ☒Modified ☐Unchanged	☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged
The District will provide a centralized lead team of Instructional Strategists at the District Office to consist of: one ELA lead, one Math lead; one ELD lead, and one Technology lead.	The District will provide a centralized lead team of Instructional Strategists at the District Office to consist of: one ELA lead, one Math lead; one ELD lead, and one Technology lead.	The District will provide a centralized lead team of Instructional Strategists at the District Office to consist of: one ELA lead, one Math lead; one ELD lead, and one Technology lead.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$468,189	Amount		Amount	
Source	Title I Funds, Title II Funds, Title III Funds	Source		Source	
Budget Reference	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures	Budget Reference		Budget Reference	

Action **2p**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒All ☐Students with Disabilities ☐Specific Student Group(s): _____
Location(s)	☒All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐English Learners ☐Foster Youth ☒Low Income	
Scope of Services	☒LEA-wide ☐Schoolwide **OR** ☐Limited to Unduplicated Student Group(s)	
Location(s)	☒All schools ☐Specific Schools: _____	☐Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐New ☒Modified ☐Unchanged	☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged
The District will maintain 21 elementary site based Instructional Support Teachers 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 maintain 21 elementary site based Instructional Support Teachers 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 maintain 21 elementary site based Instructional Support Teachers 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 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

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

	Reference		Reference	

Action **2q**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☒All	☐Students with Disabilities	☐Specific Student Group(s): _____
Location(s)	☒All schools	☐Specific Schools: _____	☐Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:				
Students to be Served	☐English Learners	☐Foster Youth	☐Low Income	
Scope of Services	☐LEA-wide	☐Schoolwide	**OR**	☐Limited to Unduplicated Student Group(s)
Location(s)	☐All schools	☐Specific Schools: _____	☐Specific Grade spans: _____	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged
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 Induction Program will continue to provide substitute coverage for participating Induction teachers to observe classrooms and/or participate in lesson studies.	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 Induction Program will continue to provide substitute coverage for participating Induction teachers to observe classrooms and/or	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 Induction Program will continue to provide substitute coverage for participating Induction teachers to observe classrooms and/or participate in lesson studies.

	participate in lesson studies.	

BUDGETED EXPENDITURES

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

Action **2r**

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

Students to be Served: ☒All ☐Students with Disabilities ☐Specific Student Group(s): _____

Location(s): ☒All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

OR

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

Students to be Served: ☐English Learners ☐Foster Youth ☐Low Income

Scope of Services: ☐LEA-wide ☐Schoolwide **OR** ☐Limited to Unduplicated Student Group(s)

Location(s): ☐All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒New ☐Modified ☐Unchanged	☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged
The District will implement the Peer Assistance Program (PAR) according to the guidelines outlined in the certificated collective bargaining agreement.	The District will implement the Peer Assistance Program (PAR) according to the guidelines outlined in the certificated collective bargaining agreement.	The District will implement the Peer Assistance Program (PAR) according to the guidelines outlined in the certificated collective bargaining agreement.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$125,116	Amount		Amount	

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

Action **2s**

or Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒All ☐Students with Disabilities ☐Specific Student Group(s): _____
Location(s)	☒All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐English Learners ☐Foster Youth ☐Low Income	
Scope of Services	☐LEA-wide ☐Schoolwide **OR** ☐Limited to Unduplicated Student Group(s)	
Location(s)	☐All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐New ☒Modified ☐Unchanged	☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged
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 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 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 continue to provide My Learning Plan to monitor professional development opportunities, lesson studies and staff training.	The District will continue to provide My Learning Plan to monitor professional development opportunities, lesson studies and staff training.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$49,476	Amount		Amount	
Source	Educator Effectiveness Funds	Source		Source	
Budget Reference	Services/ Operating Expenditures	Budget Reference		Budget Reference	

Action **2t**

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

Students to be Served: ☒All ☐Students with Disabilities ☐Specific Student Group(s): _____

Location(s): ☒All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

OR

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

Students to be Served: ☐English Learners ☐Foster Youth ☐Low Income

Scope of Services: ☐LEA-wide ☐Schoolwide **OR** ☐Limited to Unduplicated Student Group(s)

Location(s): ☐All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged
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 and interventions; math, science and CTE Pathways.	The District will provide K-12 support and training with expert consultants in the areas of literacy and interventions; math, science and CTE Pathways.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$403,319	Amount		Amount	

Source	LCFF Funds, Title I Funds, Title II, Funds, Title III, Funds, Educator Effectiveness Funds	Source		Source	
Budget Reference	Services/ Operating Expenditures	Budget Reference		Budget Reference	

Action **2u**

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

Students to be Served: ☒All ☐Students with Disabilities ☐Specific Student Group(s): _____

Location(s): ☒All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

OR

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

Students to be Served: ☐English Learners ☐Foster Youth ☐Low Income

Scope of Services: ☐LEA-wide ☐Schoolwide **OR** ☐Limited to Unduplicated Student Group(s)

Location(s): ☐All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged
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

2017-18		2018-19		2019-20	
Amount	$1,945,955	Amount		Amount	
Source	LCFF Funds	Source		Source	
Budget Reference	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/Operating Expenditures	Budget Reference		Budget Reference	

Action **2v**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒All ☐Students with Disabilities ☐Specific Student Group(s): _____
Location(s)	☐ All schools ☐ Specific Schools: _____ ☒ Specific Grade spans: Grades 6 – 12

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☐English Learners ☐Foster Youth ☐Low Income		
Scope of Services	☐LEA-wide ☐Schoolwide	**OR**	☐Limited to Unduplicated Student Group(s)
Location(s)	☐All schools ☐Specific Schools: _____		☐Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐New ☒Modified ☐Unchanged	☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged
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.	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.	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.

BUDGETED EXPENDITURES

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

Action **2w**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒All ☐Students with Disabilities ☐Specific Student Group(s): _____
Location(s)	☒All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☐English Learners	☐Foster Youth	☐Low Income
Scope of Services	☐LEA-wide	☐Schoolwide **OR**	☐Limited to Unduplicated Student Group(s)
Location(s)	☐All schools	☐Specific Schools: _____	☐Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐New ☒Modified ☐Unchanged	☐New ☐ Modified ☒Unchanged	☐New ☐Modified ☒Unchanged
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). Presented to Board February 2016.	The District will continue to support the long term strategic plan that addresses the professional development needs for Special Education staff (regular and collaborating special education teachers and instructional aides). Presented to Board February 2016.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,000	Amount		Amount	
Source	LCFF Funds	Source		Source	
Budget Reference	Services/Operating Expenditures	Budget Reference		Budget Reference	

Action **2x**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒All ☐Students with Disabilities ☐Specific Student Group(s): _____
Location(s)	☐All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☒English Learners ☐Foster Youth ☐Low Income	
Scope of Services	☐LEA-wide ☐Schoolwide **OR** ☐Limited to Unduplicated Student Group(s)	
Location(s)	☐All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒New ☐Modified ☐Unchanged	☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged
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

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

Action **2y**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒All ☐Students with Disabilities ☐Specific Student Group(s): _____
Location(s)	☒All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

OR

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

Students to be Served	☐English Learners ☐Foster Youth ☐Low Income
Scope of Services	☐LEA-wide ☐Schoolwide **OR** ☐Limited to Unduplicated Student Group(s)
Location(s)	☐All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒New ☐Modified ☐Unchanged	☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged
The District will provide support to the Action plans within the Site Strategic Plans.	The District will provide support to the Action plans within the Site Strategic Plan.	The District will provide support to the Action plans within the Site Strategic Plan.

BUDGETED EXPENDITURES

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

	☐New ☐Modified ☒Unchanged
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 ☐1 ☐2 ☒3 ☐4 ☒5 ☒6 ☐7 ☐8 COE ☐9 ☐10 LOCAL _____
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%	2015-16 96.41%	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	CA School Dashboard - TBD 2015-16 Internal Data 11.67%	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	2014-15 0.5% 10 Students	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 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	2014-15 87.1% Student Group(s) in Red:	Increase by at least 1% to a total of 88.1% to maintain Green level.	Increase by at least 1% to a total of 89.1% to maintain Green level.	Increase by at least 1% to a total of 90.1% to move up to the next Green level.

Dashboard	Students with Disabilities White			
3d: The District will decrease the Suspension Rate as reported by the California School Dashboard	2014-15 5.6% Yellow Group(s) in Red: Two or More Races Group(s) in Orange: Filipino and American Indian	Decrease by at least 1.1% to a total of 4.5% to move to Green level.	Decrease by at least 0.3% to a total of 4.2% to maintain Green level.	Decrease by at least 0.3% to a total of 3.9% to maintain Green level.
3d: The District will maintain the Expulsion Rate as reported by DataQuest	2014-15 0.0%	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	2016-2017 TBD	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 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 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 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 of staff that report school is a safe place for students as measured by the California School Staff Survey	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.	Increase by at least 2% Elementary: 97% Middle: 86% High 93%	Increase by at least 2% Elementary: 99% Middle: 88% High 95%	Increase by at least 1% Elementary: 100% Middle: 90% High 97%
3f: The District will increase the percentage of staff that report school is a safe place for staff as measured by the California School Staff Survey	2016-2017 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 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	2015-16 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	☒All ☐Students with Disabilities ☐Specific Student Group(s): _____
Location(s)	☒All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐English Learners ☐Foster Youth ☐Low Income
Scope of Services	☐LEA-wide ☐Schoolwide **OR** ☐Limited to Unduplicated Student Group(s)
Location(s)	☐All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged
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 student absences.	The District will continue to provide an absenteeism recovery program that will monitor and reduce the number of student absences.	The District will continue to provide an absenteeism recovery program that will monitor and reduce the number of student absences.
All schools will provide additional communication with parents through an automated communication system.	All school will continue to provide additional communication with parents through an automated communication system.	All school will continue to provide additional communication with parents through an automated communication system.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	$1,719,271	Amount		Amount	
Source	LCFF Funds, Title I	Source		Source	
Budget Reference	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures	Budget Reference		Budget Reference	

Action **3b**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒All ☐Students with Disabilities ☐Specific Student Group(s): _____
Location(s)	☐All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐English Learners ☐Foster Youth ☐Low Income	
Scope of Services	☐LEA-wide ☐Schoolwide **OR**	☐Limited to Unduplicated Student Group(s)
Location(s)	☐All schools ☐Specific Schools: _____	☐Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged
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

2017-18		2018-19		2019-20	
Amount	No additional cost	Amount		Amount	

Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **3c**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒All ☐Students with Disabilities ☐Specific Student Group(s): _____
Location(s)	☒All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐English Learners ☐Foster Youth ☐Low Income	
Scope of Services	☐LEA-wide ☐Schoolwide **OR**	☐Limited to Unduplicated Student Group(s)
Location(s)	☐All schools ☐Specific Schools: _____	☐Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐New ☒Modified ☐Unchanged	☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged
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 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.	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.	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 determine whether or not a transcript audit is necessary annually.	The District will determine whether or not a transcript audit is necessary annually.

BUDGETED EXPENDITURES

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

Action **3d**

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

Students to be Served	☒All ☐Students with Disabilities ☐Specific Student Group(s): _____
Location(s)	☒All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

OR

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

Students to be Served	☐English Learners ☐Foster Youth ☐Low Income	
Scope of Services	☐LEA-wide ☐Schoolwide **OR**	☐Limited to Unduplicated Student Group(s)
Location(s)	☐All schools ☐Specific Schools: _____	☐Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐New ☒Modified ☐Unchanged	☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged
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 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 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

2017-18		2018-19		2019-20	
Amount	$167,500	Amount		Amount	
Source	LCFF Funds	Source		Source	
Budget Reference	Services/ Operating Expenditures	Budget Reference		Budget Reference	

Action **3e**

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

Students to be Served: ☒All ☐Students with Disabilities ☐Specific Student Group(s): _____

Location(s): ☐All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

OR

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

Students to be Served: ☐English Learners ☐Foster Youth ☐Low Income

Scope of Services: ☐LEA-wide ☐Schoolwide **OR** ☐Limited to Unduplicated Student Group(s)

Location(s): ☐All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐New ☒Modified ☐Unchanged	☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged
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 provide parent classes and training on district and preschool - grade 12 programs and curriculum.
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.	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.	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	LCAP input will be sought at least twice per year at school ELAC and district DELAC parent meetings. Strategies to increase the	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

ELAC meetings will be discussed at EL Program administrator trainings.	percentage of parents participating in school ELAC meetings will be discussed at EL Program administrator trainings.	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, 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 continue to provide additional communication with parents through an automated communication system.	All schools will continue to provide additional communication with parents through an automated communication system.
The District will maintain a District AAPAC (DAAPAC) The District will establish an African American Town Hall (Through the Community Partnerships and Parent Center)	The District will maintain a District AAPAC (DAAPAC) The District will establish an African American Town Hall (Through the Community Partnerships and Parent Center)	The District will maintain a District AAPAC (DAAPAC) The District will establish an African American Town Hall (Through the Community Partnerships and Parent Center)
The District will continue to sponsor the Annual Parent Summit.	The District will continue to sponsor the Annual Parent Summit.	The District will continue to sponsor the Annual Parent Summit.
The District will provide 4 additional interpreters.	The District will provide 4 additional interpreters.	The District will provide 4 additional interpreters.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$430,993	Amount		Amount	
Source	LCFF Fund Contribution to Special Education, Title I Funds	Source		Source	
Budget Reference	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures	Budget Reference		Budget Reference	

Action **3f**

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

Students to be Served	☒All ☐Students with Disabilities ☐Specific Student Group(s): _____
Location(s)	☐All schools ☐Specific Schools: _____ ☒Specific Grade spans: _Preschool, TK-2nd _

OR

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

Students to be Served	☐English Learners ☐Foster Youth ☐Low Income
Scope of Services	☐LEA-wide ☐Schoolwide **OR** ☐Limited to Unduplicated Student Group(s)
Location(s)	☐All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged
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

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

Action **3g**

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

Students to be Served	☒All ☐Students with Disabilities ☐Specific Student Group(s): _____
Location(s)	☐All schools ☐Specific Schools: _____ ☒Specific Grade spans: 6th-8th___

OR

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

Students to be Served	☐English Learners ☐Foster Youth ☐Low Income
Scope of Services	☐LEA-wide ☐Schoolwide **OR** ☐Limited to Unduplicated Student Group(s)
Location(s)	☐All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged
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

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

Action **3h**

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

Students to be Served	☒All ☐Students with Disabilities ☐Specific Student Group(s): _____
Location(s)	☐All schools ☐Specific Schools: _____ ☒Specific Grade spans: ___9th-12th ____

OR

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

Students to be Served	☐English Learners ☐Foster Youth ☐Low Income	
Scope of Services	☐LEA-wide ☐Schoolwide **OR**	☐Limited to Unduplicated Student Group(s)
Location(s)	☐All schools ☐Specific Schools: _____	☐Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged
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 PBIS at each cohort at school site.	The District will maintain 1 PBIS Coordinator to provide support and follow up in the implementation of PBIS at each cohort at school site.

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 continue to implement Positive Behavior Interventions and Supports (PBIS) for cohort 1 and 2, and 3: Cohort 1 and 2– Ongoing support provided by RUSD PBIS Coordinator Cohort 3 – Year 3 training provided by RUSD PBIS Coordinator Cohort 1 Schools: Bemis, Hughbanks, Kelley, Morgan, Myers, Preston, Jehue, Kolb, Kucera, RMS, CHS, EHS, and Milor Cohort 2 Schools: Boyd, Casey, Curtis, Garcia, Henry, Morris, Frisbie, RHS Cohort 3 Schools: Dollahan, Dunn, Fitzgerald, Kordyak, Simpson, Trapp, and Werner Elementary	The District will continue to implement Positive Behavior Interventions and Supports (PBIS) for cohort 1 and 2, and 3: Cohort 1, 2 and 3– Ongoing support 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 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 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 team members in order to plan for training of site staff.	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 PBIS team members in order to plan for training of site staff.
District will provide a stipend to a secondary counselor who has a Masters in Social Work to supervise university social worker interns. 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.	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	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

BUDGETED EXPENDITURES

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

Action **3i**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒All ☐Students with Disabilities ☐Specific Student Group(s): _____
Location(s)	☒All schools ☐Specific Schools: _____ ☐Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐English Learners ☐Foster Youth ☐Low Income	
Scope of Services	☐LEA-wide ☐Schoolwide **OR**	☐Limited to Unduplicated Student Group(s)
Location(s)	☐All schools ☐Specific Schools: _____	☐Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐New ☒Modified ☐Unchanged	☐New ☐Modified ☒Unchanged	☐New ☐Modified ☒Unchanged
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 a 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 math proficiency	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, sponsor robotics competitions and provide student incentives for increasing math proficiency	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, sponsor robotics competitions and provide student incentives for increasing math proficiency

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$23,200	Amount		Amount	
Source	LCFF Funds	Source		Source	
Budget Reference	Services/ Operating Expenditures	Budget Reference		Budget Reference	

Action **3j**

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

Students to be Served	☒All ☐Students with Disabilities ☐Specific Student Group(s): _____
Location(s)	☐All schools ☐Specific Schools: _____ ☒Specific Grade spans: ___9th-12th_____

OR

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

Students to be Served	☐English Learners	☐Foster Youth	☐Low Income
Scope of Services	☐LEA-wide ☐Schoolwide	**OR**	☐Limited to Unduplicated Student Group(s)
Location(s)	☐All schools ☐Specific Schools: _____		☐Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	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.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	Included in 3h & 2o	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		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 %

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 provided to all students.

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)

Local Control and Accountability Plan and Annual Update Template Instructions

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, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark 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. 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, mark 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, mark 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

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. 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 contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services 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 checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, 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 indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "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 selecting "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.

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 scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

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 mark "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 selecting "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:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" 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.
- Check "Unchanged" 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 check "Unchanged" 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 mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section 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?