**Introduction:**

**LEA: Rialto Unified School District** **Contact (Name, Title, Email, Phone Number): Jasmin Valenzuela (909) 820-7700 Ext. 2141** **LCAP Year: 2016-2017**

## *Local Control and Accountability Plan and Annual Update Template*

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.*

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

## *State Priorities*

*The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.*

***A. Conditions of Learning:***

***Basic:*** *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

***Implementation of State Standards:*** *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

***Course access:*** *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

***Expelled pupils (for county offices of education only):*** *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

***Foster youth (for county offices of education only):*** *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

***B. Pupil Outcomes:***

***Pupil achievement:*** *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

***Other pupil outcomes:*** *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

***C. Engagement:***

***Parental involvement:*** *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

***Pupil engagement:*** *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

***School climate:*** *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

**Section 1: Stakeholder Engagement**

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

**Guiding Questions:**

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

| **Involvement Process** | **Impact on LCAP** |
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| The Rialto Unified School District began the FY2016-17 LCAP Annual Updates in October 2015, with initial planning efforts to engage at a unified level. The LCAP Stakeholders' Committee advised and guided the efforts of the District's process. The LCAP Stakeholders' Committee comprised of the Superintendent, the Associate Superintendents of Elementary and Secondary Instruction, the Associate Superintendents of Business and Personnel, District Directors, site principals and assistant principals, teachers, classified staff, certificated and classified association representation, one Board member, as well as representatives from our District English Language Advisory Committee (DELAC) and the District Advisory Committee (DAC), Parent Teacher Associate (PTA) and Parent Teacher Organization (PTO). Representation from Foster youth and Low Income parents were also invited and participated in the LCAP Process in DELAC, ELAC and Stakeholder's Committee.<br><br>The LCAP Stakeholders' Committee met five times from October to May 2016: October 7, December 1, 2015, March 1, May 3, 2016, and the stakeholders' received training from The Education Trust-West on April 14, 2016, to assist in advising the District Educational Services LCAP writing team on goals and objectives | After compiling stakeholder input, the District identified that the common recurring themes which were identified in 2015-16 continue to be areas of need and focus for 2016-17. These themes are reflected in the goals, actions and services and financial investments of the District. Common continued themes include:<br>● Implement Common Core State Standards<br>● Reduce achievement gaps in student subgroups<br>● Personnel to support schools for intervention (RtI/MTSS)<br>● Training for Professional Learning Communities<br>● Funding and training for Positive Behavior Intervention Systems (PBIS)<br>● Funding for secondary AVID and expansion at Preston Elementary<br>● Funding for staffing in the Visual and Performing Arts at the elementary schools |

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| for the 2016-17 LCAP. These meetings were supplemented with a Local Community Meeting that was held on March 3, 2016, where community members viewed a presentation of the LCAP and the community members were given the opportunity to ask questions and to provide written input to the District LCAP Core Team. Principal LCAP presentations, updates, and meetings were held on November 12, 2015, February 23 and April 7, 2016; and DAC and DELAC presentations were held on February 5, 2016, and May 13, 2016. A round table discussion took place with the Rialto Education Association (REA) on February 22, 2016, and presentations by our principals were presented to their site PTA/PTO's. Additionally the District utilized our Parent Link and District website to engage with our community members and stakeholders throughout the process. In addition, the online public comment period was available from March 4 – 18, 2016; and the 2016-17 LCAP draft was available for public inspection at the District Office May 13, 2016 to June 15, 2016.<br><br>The March 3, 2016, LCAP Community Meeting provided the opportunity for community members to provide information in English and/or Spanish such as: What programs has your child experienced at your school or district that helps your child be successful at school? What school or district programs need improvement to help your child to be successful? As a parent, what programs or activities have you experienced at your school or district that helps you be involved in your child's education? As a parent, what school or district programs or activities need to improve? And, other recommendations or comments from community members were received. A student survey for grades 5 to 12th grade was administered in May 2016, to gather student input on school climate and engagement. Comments from the surveys, parent committees, and community were reviewed to further the District's understanding of parents' needs and desires.<br><br>New this year was the creation of a LCAP cohort of six principals consisting of elementary, middle and high school principals to serve as the Core LCAP Principal Cohort to communicate and gather information and input from all site administrators and classroom teachers for shared decision making in regards to local metrics for student achievement in the State Priority Areas 4: Pupil Outcomes, and Priority Area 4: Other Pupil Outcomes. The cohort of LCAP Core Principals met | ● Technology support and integration with curriculum<br>● Staff to support student safety<br>● Systems to obtain, share and use data to provide more timely response to support student achievement<br>● More consistent use of technology<br>● Parents want consistency across schools in the use of the Parent Portal with student grade and assignment information (entered by teachers)<br>● Families want to know when students are struggling, before their report card comes home<br>● Participants expressed the importance of schools creating a welcoming and inclusive environment<br>● Conversations with families of under-served students highlighted concerns about schools having low expectations for their children, not understanding their needs and not supporting them to achieve<br>● Conversations with families of higher-performing and GATE students highlighted the desire for more differentiated teaching, again based on knowing each child's needs, to challenge and support them to succeed<br><br>Budget priorities identified are:<br>● Place an emphasis on Foster Youth, ELs, and low income students in goal 1 under State Priority 4 for Pupil Outcomes/Achievement and include AA and GATE as a priority subgroup as well<br>● Increased funding to add one more position for the Visual and Performing Arts at the elementary level |

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| on February 12 & 22, March 17, and April 5, 2016, specifically for discussion and shared decision making on student assessments for Priority 4 Local Metrics based on the K-12 teacher input.<br><br>Members of the District Educational Services Writing Team attended a series of LCAP Leadership trainings offered by ACSA on September 10, November 10-11, 2015, and February 17-18, 2016. The Core Team also attended County sponsored trainings where various pieces of information were shared with the LEA about LCAP implementation: Calibration and budget reporting, accountability, goals, and using Formative Metrics to Measure Progress and Success and guiding principles on January 15, and February 9, 2016.<br><br>The LCAP Stakeholders' Committee representatives including parents/guardians from English Learners, Foster Youth, and Low Income students remain committed to ongoing meetings to continually assess the goals and actions of the District's LCAP plan in order to improve pupil outcomes related to the state priorities. Stakeholders' written comments, feedback and input from the various stakeholder forums were categorized by the three LCAP Categories and Eight State Priorities in creating new actions and services in the District's 2016-17 three LCAP goals.<br><br>The Board of Education was provided with a draft of the 2016-2017 LCAP for review on May 13, 2016. The Associate Superintendents of Elementary and Secondary Instruction gave a Board presentation/study session on the LCAP Annual Updates, and a LCAP Public Hearing was held on June 1, 2016. Data in the presentation included attendance rates, engagement and participation of the various stakeholders' and committees, graduation rates, dropout rate, reclassification rate, A-G completion rate, EAP results of college readiness, CTE pathway completion rate, suspension rate, and expulsion rate. In attendance were the five Board members, the Superintendent, the Associate Superintendents of Elementary and Secondary Instruction, the Associate Superintendents of Business and Personnel Services, the Executive Directors of Elementary and Secondary Instruction, Educational Services Directors, as well as several parent and community members. The LCAP Public Hearing included question and answer time for the various Board members. | ● Additional Instructional Strategist for two of the larger elementary school site to support teachers and intervention to students in literacy and math<br>● Funding to continue improved school climate through Positive Behavior Intervention Systems (PBIS), adding nine schools to the PBIS program in 2016-17<br>●Funding for training in Professional Learning Communities<br>● Support for English Learner Programs<br>● Funding for Career Technical Education (CTE) Pathways<br>● Funding for improving the District's K-12 RtI/MTSS and training<br>● Funding to build K-12 STEM<br>● Funding to promote Early Literacy foundations in preschool and grades TK, K-3rd<br>●Funding for continued support and integration of technology<br>● Funding for higher-performing and GATE students and programs<br>● Expanding cultural competency among teachers and district staff<br>● Delivering engaging and culturally responsive curriculum, academic programs and services<br>● Supporting teachers to deliver differentiated instruction for all students<br><br>The program priorities identified above are reflected in the District's goals, actions/services and the budget priorities are tied to the achievement data, needs of our students, and anticipated positive outcomes.<br><br>There has been consistent stakeholder engagement and |

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| On June 15, 2016, a Board Meeting was held and included approval of the Rialto Unified School District's Local Control and Accountability Plan (LCAP) for fiscal years 2016-2017, with the purpose of identifying and meeting annual goals for all students, with specific actions and services to address the state and local priorities. | collaboration between the Educational Services and Business Services. Both departments have shared responsibility and worked closely to link program needs to budget priorities. The LCAP process continues to foster a broader District-wide collaborative and Leadership Teams.<br><br>Following each of the Stakeholder Committee meetings, stakeholder input was collected by the writing team to revise goals and actions, as necessary. Revisions were then presented to Cabinet and the Stakeholder Committees.<br><br>On June 1, 2016, a Board presentation/study session and a LCAP Public Hearing was held. In attendance were the five Board members, the Superintendent, the Associate Superintendents of Elementary and Secondary Instruction, Business and Personnel Services, and the Executive Directors of Elementary and Secondary Instruction, Educational Services Directors, as well as several community members. |
| **Annual Update:**<br>The 2015-16 LCAP annual update and the plan for the next three years (2015-18) was developed based on input and monitoring from the directors of Educational Services who were responsible for the specific actions and services related to each goal. Meetings with various staff members were focused on the collection of evidence for the completion of the LCAP actions and services provided three times per year throughout the '15-16 school year. Each director was responsible to provide trimester budgetary and documentation of the implementation, progress, and completion of actions and services. The information related to the budget was verified by the fiscal department.<br><br>The results of the update were shared with the various stakeholders' and discussions were held regarding changes that were needed in the annual update. As the discussion evolved with stakeholders on the 2015-16 six goals and metrics it | **Annual Update:**<br>Through the annual update and discussions with the various community stakeholders and district personnel, it was determined that the district would integrate the existing 6 goals into 3 District LCAP goals that are more linked to each of the State Priority areas. As a result, five of the six existing LCAP goals (achievement, instruction, intervention, professional learning, and technology) were integrated into one goal as follows: Goal 1: *Achievement* to more easily measure and identify the progress in State Priorities 4: Pupil Outcomes, and Priority 8: Other Pupil Outcomes, with specific state and local metrics for elementary, middle and high school; with an emphasis on building STEM and Preschool, TK, and K-3$^{rd}$ early literacy |

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| was determined that the goals and metrics should be aligned with the LCAP Three Categories and the Eight State priorities. The rationale for changes in actions and services and differences in budgeted expenditures from the Stakeholders was shared with other parent groups (DAC, DELAC, district personnel). Discussions and information was studied by stakeholders to ensure that stakeholders could formulate an informed opinion in writing to support the suggested changes and improvements.<br><br>The Rialto Unified School District used the following quantitative data for the goal setting process in each of the LCAP Three Categories: Pupil Outcomes, Conditions for Learning, and Engagement; Graduation rate, dropout rate, A-G completion rate, EL data and reclassification percentages, EAP data, AMAOs, AP enrollment and pass rate, SAT scores, ACT scores, elementary DIBELS, STAR Reading, CAASPP, PSAT, and CDE Postsecondary Attendance and persistence data .<br><br>All stakeholders were presented this data to support them through the LCAP evaluation and annual update process, as well as highlight and promote necessary goals and objectives that further the vision, mission and core values of the District. The Stakeholder Committee members were provided updated district-wide and school data progress on each of the LCAP metrics in goals 1-6. Written input and discussion was provided on the stakeholders' assessment of the metric progress. This input was shared with additional stakeholder groups such as DAC and DELAC parents, school administrators and district directors, who also provided feedback on their assessment of student outcomes based on the State priorities and LCAP metrics.<br><br>On May 3, 2016, a copy of the 2016-2017 draft LCAP was shared with the Stakeholder Committee Members indicating where the input of the various stakeholders' was included in the '16-17 Annual Updates. Recurring themes and the impact of stakeholders' feedback and input is listed in Section 1 (on the right) under "Impact on LCAP" and "Budget Priorities Identified". | programs, and adding the GATE and AA subgroup in the special populations for progress monitoring. Goal 5 for School Environment was moved under Goal 3: *Engagement* to more easily measure and identify the progress for State Priorities 3: Parental Involvement, Priority 5: Pupil Engagement, and Priority 6: School Climate. Therefore, a Goal 2 for *Conditions for Learning* needed to be created under State Priorities 1: Basic, Priority 2: Implementation of State Standards, and Priority 7: Course Access. The Core LCAP Team reconvened and created a goal 2 for *Conditions for Learning* and shared it with the various stakeholders. It was also determined that there were too many metrics, and duplicate metrics in each of the six existing goals, and that some local metrics did not have actions or were too broad and not linked directly to actions and services. Therefore, it was determined to refine the metrics, actions and services and link them to more specific state and local measures. A LCAP Cohort of Principals was newly created as part of the LCAP Core Team to act as LCAP Liaisons Leaders for school site administrators and teachers to gather information and input from teachers on the District's most essential metrics for Goal 1: Achievement, under State Priority 4 and 8 for the District's 2016-17 LCAP Plan.<br><br>The use of specific District local interim and annual measures will allow the District to more accurately monitor the actions and services for completion, and how they directly impact student achievement. |

**Section 2: Goals, Actions, Expenditures, and Progress Indicators**

**Instructions:**

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil 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 the goal.

**Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.**

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and

subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

**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 defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

**Expected Annual Measurable Outcomes**: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Actions/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service**: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

**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 Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 Education Code sections 42238.01 and subgroups as defined in 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 schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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| GOAL: | ***Pupil Outcomes:***<br>**Goal 1: Achievement:**<br>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. | Related State and/or Local Priorities:<br>1__ 2__ 3__ 4_X_ 5__ 6__ 7__ 8_X_<br>COE only: 9__ 10__<br>Local : Specify _____ |

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| 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. Our District recognizes that specific actions and services need to be implemented to close the identified gaps: graduation rate, low A-G completion rate, increase the percentage of students with an AP score of 3 or better, increase the percentage of 3rd -11th grade students that "meet or exceed" on *CAASPP in ELA and Math,* increase of 8th grade students at grade level in math, and increase the percentage of students reading at grade level in grade 3, increase the percentage of students scoring 4 or higher on the CELDT, and increase the percentage of students meeting AMAO 1 and 2. |
| Goal Applies to: | Schools: All |
| | Applicable Pupil Subgroups: Low-income, foster youth, AA, English Learners |

**Goal 1: LCAP Year 1:** 2016-2017

**Expected Annual Measurable Outcomes:**

**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%*

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 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%

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%*

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%*

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.

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
   *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%

9. **State Metric**: EL Reclassification rate
   **Local Metric:** *2014-15 Redesignated rate was 10%*
   *The timeline for data collection changed from the spring to fall in 2013-14*
   *2015-16 was 10.2% The Goal for 2016-17 is 15%*

10. EL demonstrating progress towards English-language proficiency 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%*

**ELEMENTARY ELA 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*

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)

13. **ELEMENTARY Math 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).

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)

15. **Secondary Math Local Metric:**

a. % of students with average score of 70% and above on Math Chapter tests grades 6-8, Math1, 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)

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%*

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%*

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%*

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%

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%.

**Priority 8: Other Pupil Outcomes:**

22. **Local Metric:** % of students enrolled in Non-public school (NPS). Baseline to be determined 2016-17.

**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*

**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%.*

**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.*

**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).*

**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)

| Goal 1 Actions/Services **Year 1** | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| **1.1.a.** (Priority 4: Student Achievement)<br>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. | All high school students eligible and enrolled in an AP course | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s- $15,000<br>3000s- $2,965<br>4300s- $12,036 |
| **1.1.b.** (Priority 4: Student Achievement)<br>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. | All high school students eligible for AP testing | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Tentative cost:<br>LCFF Funds<br>5800s- $125,000 |
| **1.1.c**. (Priority 4: Student Achievement) | High School | _X_ ALL | LCFF Funds |

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| The District will plan courses related to career themed pathway programs of study for CTE teachers for all high schools (i.e, Linked Learning). | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | 5800s- $76,000<br><br>Educator Effectiveness Funds<br>5800s- $70,000 |
| **1.1.d.** (Priority 4: Student Achievement)<br>The District will administer 1 Interim Cumulative Assessment (ICA) in ELA and Math to all students in grades 3 – 8 and 11th. | Grades 2-11th | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No additional cost |
| **1.1.e**.(Priority 4" Student Achievement)<br>The District will provide universal testing on the PSAT to all 10th grade students and the SAT to 11th grade students. | 10th Grade students | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>5800s- $25,000 |
| **1.1.f.** (Priority 4: Student Achievement)<br>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. | K-9th grade students | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>5800s- $103,100.07 |
| **1.1.g.** (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 | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF<br>5800's- $7,500 |
| **1.1.h.** (Priority 4: Student Achievement) | 8th grade | _X_ALL | Title I Funds |

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| 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. | students | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | 1100s- $10,087<br>3000s- $1,731<br>5700's- $2,927 |
| **1.1.i.** (Priority 4: Student Achievement)<br>The District will provide 8-9 PSAT (Readistep) testing to all 8th grade students. | Middle School | _X_ ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>5800s- $16,000 |
| **1.1.j.** (Priority 4 Student Achievement)<br>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 their academic and language proficiency needs. | All Schools | __ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s- $20,000<br>1900s- $30,000<br>2200s- $12,000<br>3000s-$11,528<br>5700s-$5,000<br>5800s- $4,000 |
| **1.1.k.** (Priority 4: Student Achievement)<br>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. | High Schools | ___ALL<br>OR:<br>___Low Income pupils _X__English Learners<br>_X_Foster Youth __Redesignated fluent English proficient<br>_X_Other Subgroups:(Specify)_Special Education__ | No additional cost |
| **1.1.l.** (Priority 4: Student Achievement)<br>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 grade Special Education. | K-5th and 6th Grade | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>_X_Other Subgroups:(Specify)__6th grade Special Education | Title I Funds<br>4200s- $40,000<br>4300s- $92,307<br>5800s- $28,600 |
| | Middle and | _X_ ALL | |

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| **1.1.m.** (Priority 4: Student Achievement)<br>The District will provide ALEKS for all students in grades 6 - 11 and administer the pre and post test to inform instruction and students' readiness and gaps in mathematics. | Middle and High Schools $6^{th}$ – $11^{th}$ Grade | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>5800s- $200,000 |
| **1.1.n.** (Priority 8: Other Outcomes)<br>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.<br><br>Allocation is for Medallion of Biliteracy awarded to eligible High School Seniors. | High Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>5700s- $1,500 |

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| **1.1.o.** (Priority 8: Other Outcomes)<br>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. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost |
| **1.1.p.** (Priority 8: Other Outcomes)<br>The District will provide a data warehouse program to assist with analyzing various assessments (Illuminate). | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>5800s- $43,272<br><br>Title I Funds<br>5800s- $100,967 |

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| **1.1.q.** (Priority 4: Student Achievement)<br>**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.<br><br>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. | All Schools | __ALL<br><br>OR:<br>_X_Low Income pupils _X_English Learners<br>_X_Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No additional costs |
| **1.1.r.** (Priority 4: Student Achievement)<br>The District will provide blended learning (APEX) and provide additional Professional Training to high school grade level leads. | High Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s- $3,364<br>3000s- $1,472<br>5800s- $77,000 |
| **1.1.s.** (Priority 8: Other Outcomes)<br>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. | Elementary and Middle School | _X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Cost |

| Goal 1: LCAP Year 2: 2017-2018 | |
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| Expected Annual Measurable Outcomes: | **Priority 4: Pupil Achievement**<br>**1. State Metrics:** 3rd -11th grade students that "meet or exceed" on the ***CAASPP*** *in ELA and Math*<br>2017-18: ELA goal to increase to 35% or better<br>2017-18: Math to increase to 25% or better<br><br>**2. State Metric**: Students passing the NGSS Science grades 5, 8 & 10<br>**Local Metric:** Based on 2016-17 Baseline data to increase 2017-2018 by:<br>Grade 5: Increase by 3% or better in Proficient or Advanced<br>Grade 8: Increase by 3% or better in Proficient or Advanced<br>Grade 10: Increase by 3% or better in Proficient or Advanced<br><br>**3. State Metric**: The percentage of students that met the entry requirements for CSU/UC (to be disaggregated by Special Populations in 2016-17):<br>**Local Metric**: 2015-16 Goal A-G Completion Rate is 38%<br>2016-17 Goal for A-G completion rate is 40%<br>2017-18 Goal is 42%<br><br>**4. State Metric**: 11th grade students scoring ready for college on the EAP Assessment (disaggregated by Special Populations):<br>**Local Metric**:<br>*2016-17 goal is to increase to 5%; 2017-18 goal is to increase to 7%*<br>*2016-17 goal is to increase to 15%; 2017-18 goal is to increase to 17%*<br><br>**5. State Metric**: AP Exam with a 3 or better to be disaggregated by Special Populations:<br>***Local Metric****: percentage of total tests with an AP score of 3 or better*<br>*2017-2018 the goal is to increase by 3%*<br><br>**6. Local Metric***:* 8th grade students at grade or above level in math based on the CAASPP<br>2017-18 goal is 20% 8th grade students at grade or above level in math based on the CAASPP<br>**Local Metric**: 8th grade students at grade level in Math with a C or better.<br>2016-17 goal is 72% of 8th grade students at grade level in Math with a C or better; 2017-18 Goal is 75% |

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%; 2017-18 goal is 35%
**Local Metric**: DIBELS Next: *2015-16 was 55%; The Goal for 2016-17 is 60%; The goal for 2017-18 is 70%*

8. Students completing CTE sequence
**Local Metric**: Based on CTE report of percent of CTE students who complete a capstone classes who received an A,B,C on the course 2014-15 was 81.35%
The 2017-18 goal is to maintain exceeding the state completion rate of 81%

9. **State Metric**: EL Reclassification rate
**Local Metric:** *2014-15 was 10%. The timeline for data collection changed from the spring to fall in 2013-14*
*2015-16 was 10.2% The Goal for 2016-17 is 15%; The Goal for 2017-2018 is 18%*

10. EL demonstrating progress towards English-language proficiency 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)*
*2017 -2018 Goal is to increase to 61%*

**ELEMENTARY ELA 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 for 2017-18 metric – goal is to increase by 3% each year*

12. **Local Metric**: Score of students in grade 3 completing 1 District ELA Interim Comprehensive Assessment (ICA)
(2016-17 Baseline data TBD); the 2017-18 to increase by 3%
2017-18 Data disaggregated and analyzed for African American male students in grade 3 (Baseline data TBD)

13. **ELEMENTARY Math 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; 2017-2018 goal is to increase by 3%

14. **Secondary ELA Local Metrics:**

a. % students in grade 6 and 11 grade scoring proficient on the ELA/ELD Writing prompt (2016-17 Baseline to be determined based the new ELA/ELD adoption): 2017-2018 Goal is to increase by 2%
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, 2017-18 Goal is 52%
2015-16 was 14%; 2016-2017 goal is 17%; 2017-2018 increase by 3%
d. ICA ELA Data disaggregated and analyzed for African American male students grade 6 and 11 (Baseline data for 2016-17 to be determined)

**15. Secondary Math Local Metric:**

a. % of students with average score of 70% and above on Math Chapter tests grades 6-8, Math1, Math 2, Math 3 and above (2016-17 Baseline data TBD for 2017-18): Goal is to increase by a minimum of 2% each year
b. Rubric Score distribution on performance math test above (2016-17 Baseline data TBD for 2017-18): Goal is increase by increase by 2%
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 for 2017-18): 2017-2018 goal is to increase by 2% each year

**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): The goal is to decrease the % of high school students in need of credit recovery by a minimum of 2% each year

a. Low income: 2015-16 data to be determined to establish the goal for 2017-18
b. Foster Youth: 2015-16 data to be determined to establish the goal for 2017-18
c. AA: 2015-16 data to be determined to establish the goal for 2017-18
d. ELs: 2015-16 data to be determined to establish the goal for 2017-18

**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% 2016-17; 2016-17 Goal is to increase by 3%*

**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 28%; 2017-18 goal is 30%*

***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%; Goal for 2017-18 is 56%*

**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 2017-18 Goal is to maintain 99% or better.
The 2014-15 graduation rate for the EL student group was 72.91%. The 2015-16 Goal is 75%; the Goal for 2016-17 is 77%; 2017-2018 goal is 79%

**21.** The 2014-15 % EL **middle school students** classified as long-term was 9%.
The 2015-16 Goal is to decrease to 8%; The 2017-18 Goal is to decrease to 5%;

The 2014-15 % of EL **high school students** classified as long-term ELs was 89%.
The 2015-16 Goal is to decrease to 85%; 2016-17 goal is to decrease to 83%; 2017-18 goal is to decrease to 80%

**Priority 8: Other Pupil Outcomes:**

**22.** % of students enrolled in Non-public school (NPS)
Local Metric: Goal for 2017-18 is to be 1% less than the baseline determined in 2016-17.

**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: 2017-18 Goal for percentage of students scoring 1500 or greater on the SAT is to increase by 2%*

***25.*** *PSAT: 2017-18 Goal for percentage of students that are 'On Track for College and Career Ready': 2016-17 PSAT Goal is 22%. The 2017-18 Goal is 25%*

***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 2017-18 Goal is 200 students.*

**27.** Blended Learning (APEX) credit recovery/advancement program: The Goal for 2017-18 is 600 students (10% more than 2016-17 at 554).

**28.** A. 100% of students in grades 5 and 8 will complete the required lessons related to keyboarding skills (2016-17 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 11$^{th}$ will complete the required skills for on the CAASPP test (2016-17 baseline year)

| Goal 1 Actions/Services **Year 2** | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|

| | | | |
|---|---|---|---|
| **1.2.a.** (Priority 4 Pupil Outcomes)<br>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. | All high school students eligible and enrolled in an AP course | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s- $15,000<br>3000s- $2,848<br>4300s- $12,036 |
| **1.2.b.** (Priority 4: Pupil Outcomes)<br>The District provide for the AP exam(s) for all qualifying students. Students qualifying for a waiver will have their reduced fees paid for by the District. | All high school students eligible for AP testing | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Tentative cost<br>LCFF Funds<br>5800s- 125,000 |
| **1.2.c.** (Priority 4: Pupil Outcomes)<br>The District will design Cohort 1 Linked Learning pathways with teacher teams, and student cohorts at high schools for implementation in 2017-18. The district will plan Cohort 2 career themed pathway programs of study (i.e, Linked Learning) for 2018-19. The district will update course descriptions in accordance with CTE pathways. | High School | X__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s-$10,200<br>5800s- $28,890<br>Educator Effectiveness<br>5800's- $28,890<br>Funds<br>CTEIG Fun ds<br>5800s-$36,000 |
| **1.2.d.** (Priority 4: Pupil Outcomes)<br>The District will administer 1 Interim Cumulative Assessment (ICA) in ELA and Math to all students in grades 3 – 8 and 11th once per year. | Grades 2-11th | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | No additional cost |
| **1.2.e**. (Priority 4: Pupil Outcomes)<br>The District will provide universal testing on the PSAT to all 10th grade students. | 10th Grade students | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>5800s- $25,000 |

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| **1.2.f.** (Priority 4)<br>The District will administer the STAR early literacy assessment to all students in grades K and STAR Reading assessment to all students in grades 1st – 9th grade. | K-9th grade students | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>5800s-<br>$103,100.07 |
| **1.2.g.** (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 | All Schools | _X__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF<br>5800's$7,500 |
| **1.2.h.** (Priority 4: Pupil Achievement)<br>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. | 8th grade students | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | Title I Funds<br>1100s- $10,087<br>3000s- $1,915<br>5700's- $2,927 |
| **1.2.i.** (Priority 4: Pupil Achievement)<br>The District will provide 8-9 PSAT (Readistep) testing to all 8th grade students. | Middle School | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>5800s- $16,000 |
| **1.2.j.** The District will administer the CELDT/ELPAC on an annual basis to all designated English Learners. 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.<br><br>The amount noted here is to cover the cost of test labels and extra duty for teachers. | All Schools | __ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>1100s- $20,000<br>1900s- $30,000<br>2200s- $12,000<br>3000s- $12,777<br>5700s-$5,000<br>5800s- $4,000 |
| **1.2.k**. (Priority 4: Student Achievement) | High Schools | __ALL | No additional |

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| The Special Education Executive Director and EL Program Director will meet three times per year to discuss issues related to English Learners who are classified as Special Education Student . | | OR:<br>__Low Income pupils _X_English Learners<br>X_Foster Youth __Redesignated fluent English proficient<br>X_Other Subgroups: (Specify)__Special Education | costs |
| **1.2.l.** (Priority 4: Pupil Achievement)<br>K-8th 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 grade Special Education. | K-5th and 6th Grade | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>_X_Other Subgroups: (Specify)_6th grade Special Education | Title I Funds<br>4200s- $40,000<br>4300s- $92,307<br>5800s- $28,600 |
| **1.2.m.** (Priority 4: Pupil Achievement)<br>The District will provide ALEKS for all students in grades 6 - 11 and administer the pre and post test to inform instruction and students' readiness and gaps in mathematics. | Middle and High Schools 6th – 11th Grade | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>5800s- $200,000 |
| **1.2.n**. (Priority 8: Other Outcomes)<br>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.<br><br>Allocation is for Medallion of Biliteracy awarded to eligible High School Seniors. | High Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>5700's<br>Cost- $2,000 |
| **1.2.o.** (Priority 8: Other Outcomes)<br>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. | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | No Additional Cost |
| **1.2.p.** (Priority 8: Other Outcomes) | All Schools | _X_ALL | LCFF Funds |

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| The District will provide a data warehouse program to assist with analyzing various assessments (Illuminate). | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | 5800s- $43,272<br>Title I Funds<br>5800s- $100,967 |
| **1.2.q.** (Priority 4: Student Achievement)<br>**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.<br><br>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. | All Schools | _X__ALL<br><br>OR:<br>_X_Low Income pupils _X_English Learners<br>_X_Foster Youth __Redesignated fluent English proficient<br>_X_Other Subgroups: (Specify)__African American__ | No additional costs |
| **1.2.r**. (Priority 4: Student Achievement)<br>The District will provide APEX and provide additional Professional Training to high school grade level leads. | High Schools | _X_ALL OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>1100s- $3,364<br>3000s- $1,787<br>5800s- $77,000 |
| **1.2.s.** (Priority 8: Other Outcomes)<br>The district will utilize a district-wide keyboarding program for grades K-9th to successfully prepare and learn keyboarding skills for Word processing and CAASPP. | Elementary and Middle School | __X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | No Cost |
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| Goal 1: LCAP Year 3: 2018-2019 | |
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| Expected Annual Measurable Outcomes: | **Priority 4: Pupil Achievement**<br>1. **State Metrics:** 3rd -11th grade students that "meet or exceed" on the ***CAASPP*** in ELA and Math<br>2018-19: ELA to increase to 37% or better<br>2018-19: Math to increase by 27% or better<br><br>2. **State Metric**: Students passing the NGSS Science grades 5, 8 & 10<br>**Local Metric:** Based on 2017-18 Baseline data, the goal for 2018-19 is:<br>Grade 5: Increase by 3% or better in Proficient or Advanced<br>Grade 8: Increase by 3% or better in Proficient or Advanced<br>Grade 10: Increase by 3% or better in Proficient or Advanced<br><br>3. **State Metric**: The percentage of students that met the entry requirements for CSU/UC (disaggregated by Special Populations):<br>**Local Metric**: 2018-2019 goal is to increase the A-G Completion rate to 44%<br><br>4. **State Metric**: 11th grade students scoring ready for college on the EAP Assessment (disaggregated by Special Populations):<br>**Local Metric**:<br>*2017-18 goal is to increase to 7%; 2018-2019 goal to increase to 9%*<br>*2017-18 goal is to increase to 17%; 2018-2019 goal to increase to 19%*<br><br>5. **State Metric**: AP Exam with a 3 or better to be disaggregated by Special Populations:<br>**Local Metric***: percentage of total tests with an AP score of 3 or better*<br>*2018-19 goal is to increase by 3%*<br><br>6. **Local Metric***:* 8th grade students at grade or above level in math based on the CAASPP<br>2017-18 goal is 20%; 2018-19 goal is 22%<br>**Local Metric**: 8th grade students were at grade level in Math with a C or better.<br>The 2017-18 goal was 75%; 2018-2019 Goal is 77%<br><br>7. **State Metric**: 3rd grade students reading at or above grade level based on the CAASPP<br>2017-18 goal was 35%; 2018-2019 goal is 37%<br>**Local Metric**: DIBELS Next 3rd grade students reading at or above grade level:<br>The goal for 2017-18 is 70%; The Goal for 2018-19 is 72%<br><br>8. Students completing CTE sequence<br>**Local Metric**: Based on CTE report of percent of CTE students who complete a capstone classes who received an A,B,C on the course: |

The goal 2018-19 is to increase by 3% or better

9. **State Metric**: EL Reclassification rate
   **Local Metric:** *2015-16 was 10.2%; 2016-17 goal is 15%; 2017-2018 goal is 18%; 2018-19 goal is 20%*

10. EL demonstrating progress towards English-language proficiency including reading, writing, speaking, and listening skills in AMAO 1:
    **Local Metric***: 2014-15 was 55.1% based on CELDT*
    *2015-16 Goal is 58% (State data reporting available August 2016)*
    *2016-17 Goal is to increase to 61%; 2017-18 Goal to increase to 64%; 2018-19 Goal is 66%*

**ELEMENTARY ELA 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 is the Baseline data TBD*
    2018-19 goal is to increase by 3%

12. **Local Metric**: Score of students in grade 3 completing 1 District ELA Interim Comprehensive Assessment (ICA) (2016-17 Baseline data TBD); the 2018-19 to increase by 3%
    Data to be disaggregated and analyzed for African American male students in grade 3

13. **ELEMENTARY Math 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); 2018-19 goal is to increase by 3%

14. **Secondary ELA Local Metrics:**

a. % students in grade 6 and 11 grade scoring proficient on the ELA/ELD Writing prompt (2016-17 Baseline to be determined based on the new ELA/ELD adoption); 2018-19 Goal is to increase by 2%
b. Scores on Interim Comprehensive Assessment (ICA) on ELA in grades 6 and 11 (ICA baseline to be determined 2016-17) 2018-2019 goal is to increase by 3%
c. % of students at the 50th percentile or better on beginning and end of year STAR Reading in grade 8, 2018-19 Goal is 55%
d. ICA ELA Data disaggregated and analyzed for African American male students grade 6 and 11 (Baseline data for 2016-17 to be determined) 2018-2019 goal is to increase by 3%

15. **Secondary Math Local Metric:**

a. % of students with average score of 70% and above on Math Chapter tests grades 6-8, Math1, Math 2, Math 3 and above (2016-17 Baseline data TBD; Goal for 2018-19 is to increase by a minimum of 2%)
b. Rubric Score distribution on performance math test above (2016-17 Baseline data TBD for 2017-18): 2018-19 goal is increase by 2%
c. Score on Interim Comprehensive Assessment (ICA) on Math and performance assessment grade 8 and 11 to be disaggregated by special populations (2016-17 Baseline data TBD for 2017-18; Goal for 2018-19 to increase by 2%)

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); 2018-19 goal is to decrease the % of students in need of credit recovery in each subgroup (Low income, Foster Youth, AA, and ELs) by 2%

**English Learners**

17. **State Metric:** % of ELs making progress toward AMAO 1
    2018-19 Goal is to increase by 2%

18. % ELs progress towards English Proficiency (AMAO 2)
    The 2018-19 goal for the percentage of EL students meeting AMAO 2 less than 5 years is 31%

19. The percentage of students meeting AMAO2 more than 5 years was 44.70% for 2014-15.
    The 2018-2019 goal for the percentage of EL students meeting AMAO 2 is 58%

20. AMAO 3 is the adequate yearly progress for EL student group at the LEA level.
    The 2015-16 Maintain 99% participation rate for EL student group in ELA and Math. The 2018-19 Goal is to maintain 99% or better.
    The 2018-19 graduation rate for the EL student group Goal is to increase by 3%

21. The 2014-15 % ELs in middle school that were classified as long-term was 9%.
    The 2015-16 Goal is to decrease to 8%; The 2017-18 Goal is to decrease 5%; the 2018-19 Goal is to decrease by 2%

    The 2014-15 % of ELs in high school that were classified as long-term ELs was 89%.
    The 2015-16 Goal is 85%; Goal for 2016-17 is 83%; Goal for 2017-18 is 80%; Goal for 2018-2019 is 78%

**Priority 8: Other Pupil Outcomes:**

22. **State Metric:** % of students enrolled in Non-public school (NPS)
    Local Metric: Goal for 2018-19 is to be 2% less than the baseline determined in 2016-17.

**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: 2018-19 Goal for percentage of students scoring 1500 or greater on the SAT is to increase by 2%
25. PSAT: Percentage of students scoring 'On Track for College and Career Ready: The 2017-18 Goal is 25%; the 2018-19 Goal is 28%

26. Number of high school students receiving the seal of Biliteracy 2015-16 was 161 students; 2016-17 Goal is 175; The 2017-18

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| | Goal is 200 students; 2018-19 Goal is 220 students.<br><br>**27.** Blended Learning (APEX) credit recovery/advancement program: The Goal for 2018-19 is 500 or less students.<br><br>**28.** A. 100% of students in grades 5 and 8 will complete the required lessons related to keyboarding skills (2016-17 baseline year)<br>B. 100% of students in grades K-12 will complete the required digital citizenship lessons to meet CIPA (2016-17 baseline year)<br>C. 100% of students in grades 3-8 and 11th will complete the required skills for on the CAASPP test (2016-17 baseline year) |

| Goal 1 Actions/Services **Year 3** | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| **1.3.a**. (Priority 4: Student Achievement)<br>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. | All high school students eligible and enrolled in an AP course | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>1100s- $15,000<br>3000s- $3,126<br>4300s- $12,036 |
| **1.3.b.** (Priority 4: Student Achievement)<br>The District will provide for the AP exam(s) for all qualifying students. Students qualifying for a waiver will have their reduced fees paid for by the District. | All high school students eligible for AP testing | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | Tentative cost:<br>LCFF Funds<br>5800s- 125,000 |
| **1.3.c.** (Priority 4: Student Achievement)<br>The District will implement Cohort 2 Linked Learning pathways with teacher teams, and student cohorts at high schools for 2018-19. The district will plan Cohort 3 career themed pathway programs of study (i.e, Linked Learning) for 2019-20. The district will continue to update course descriptions in accordance with CTE pathways. | High School | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>5800's $42,530<br>CTEIG Funds<br>5800's-$27,000 |
| **1.3.d.** (Priority 4: Student Achievement)<br>The District will administer 1 Interim Cumulative Assessment (ICA) to all students in grades 3 – 8 and 11th. | Grades 3-8 and 11th | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | No additional cost |
| **1.3.e.** (Priority 4" Student Achievement) | 10th Grade | _X_ ALL | LCFF Funds |

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| The District will provide universal testing on the PSAT to all 10th grade students. | students | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | 5800s- $25,000 |
| **1.3.f.** (Priority 4: Student Achievement)<br>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. | K-9th grade students | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>5800s- $103,100.07 |
| **1.3.g.** (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 | All Schools<br>8th grade students | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF<br>5800's-$7,500 |
| **1.3.h.** (Priority 4: Student Achievement)<br>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. | Elementary Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | Title I Funds<br>1100's- $10,087<br>3000's- $2,102<br>5700's- $2,927 |
| **1.3.i.** (Priority 4: Student Achievement)<br>The District will provide 8-9 PSAT (Readistep) testing to all 8th grade students. | High School and Middle School | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>5800s- $16,000 |
| (Priority 4: Student Achievement)<br><br>**1.3.j.** The District will administer the ELPAC on an annual basis to all designated English Learners. 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.<br><br>The amount noted here is to cover the cost of test labels and extra duty for teachers. | All Schools | __ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>1100s- $20,000<br>1900s- $30,000<br>2200s- $12,000<br>3000s- $13,894<br>5700s-$5,000<br>5800s- $4000 |

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| (Priority 4: Student Achievement)<br><br>**1.3.k.** The Special Education Executive Director and EL Program Director will meet two times per year to discuss issues related to students who are classified as a Special Education Student and an English Learner. | High Schools | __ALL<br><br>OR:<br>__Low Income pupils _X_English Learners<br>_X_Foster Youth __Redesignated fluent English proficient<br>_X_Other Subgroups: (Specify)__Special Education____ | No additional costs |
| **1.3.l.** (Priority 4: Student Achievement)<br>K-8th 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 grade Special Education. | K-6th Grade | _X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>X_Other Subgroups: (Specify)_6th grade Special Education _ | Title I Funds<br>4200s- $20,000<br>4300s- $45,000<br>5800s- $16,000 |
| **1.3.m.** (Priority 4: Student Achievement)<br>The District will provide ALEKS for all students in grades 6 - 11 and administer the pre and post test to inform instruction and students' readiness and gaps in mathematics. | Middle and High Schools 6th – 11th Grade | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>5800s- $200,000 |
| **1.3.n**. (Priority 8: Other Outcomes)<br>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.<br>Allocation is for Medallion of Biliteracy awarded to eligible High School Seniors. | High Schools | X_ALL<br><br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>5700's- $2,000 |
| **1.3.o**. (Priority 8: Other Outcomes)<br>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. | All Schools | _X_ALL<br>OR<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | No Additional Cost |
| **1.3.p.** (Priority 8: Other Outcomes) | | _X__ALL | LCFF Funds |

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| The District will provide a data warehouse program to assist with analyzing various assessments (Illuminate). | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | 5800s- $43,272<br>Title I Funds<br>5800s- $100,967 |
| **1.3.q**. (Priority 4: Student Achievement)<br>**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.<br><br>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. | All Schools | _X_ALL<br><br>OR:<br>_X_Low Income pupils _X_English Learners<br>_X_Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | No additional cost |
| **1.3. r.** (Priority 4: Student Achievment)<br>The District will provide APEX and provide additional Professional Training to high school grades level leads. | All Schools | _X_ALL<br>OR:<br>_X_Low Income pupils _X_English Learners<br>_X_Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>1100s- $3,364<br>3000s- $1,787<br>5800s- $77,000 |
| **1.3.s**. (Priority 8: Other Outcomes)<br>The district will utilize a district-wide keyboarding program for grades K-9th to successfully prepare and learn keyboarding skills for Word processing and CAASPP. | Elementary and Middle School | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | No cost |
| | | __ALL | |

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| | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | |

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| GOAL: | ***Conditions for Learning:***<br>**Goal 2:** Rialto USD will ensure all students are provided with access and opportunities to support learning with highly qualified teachers and professional learning communities that promote a culture of continuous improvement for student achievement. | Related State and/or Local Priorities:<br>1_X_ 2_X_ 3__ 4__ 5__ 6__ 7_X_ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |

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| Identified Need : | Based on the expected annual measurable outcomes, 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. Specific actions and services related to student achievement and graduation rate need to be implemented to close the identified gaps; graduation rate at 80.8%, low A-G completion rate, increase the percentage of students with an AP score of 3 or better, increase the percentage of students scoring 4 or higher on the CELDT, increase the percentage of students meeting AMAO 1 and 2, increase the percentage of students reading at grade level by 3rd grade, and increase the percentage of 8th grade students achieving proficiency in mathematics as measured on the CAASPP. In order to implement the Common Core Standards and provide students with access and opportunities for a broad and challenging course of study, the District recognizes the need for quality professional development to improve the planning and daily delivery of instruction. The classroom instruction and professional development opportunities need to focus on research based instructional strategies, professional practices and programs that impact various areas of student achievement. |
| Goal Applies to: | Schools: All<br>Applicable Pupil Subgroups: All |

**Goal 2: LCAP Year 1:** 2016-2017

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| Expected Annual Measurable Outcomes: | **Priority 1: Basic**<br>1. **State Metric: Maintain 99% or higher** of teachers appropriately assigned<br>2015-16 teacher assignment rate was 99.8%.<br>2016-17 Goal: Maintain 99% or higher teacher assignment rate.<br><br>2. **State Metric:** School facilities are maintained in good repair<br>**Local Metric:** 2015-16 was zero findings on Williams facilities and instructional materials<br>2016-17 Maintain zero findings on Williams Schools for facilities<br>**Local Metric:** 2015-16: 75% of District facilities repair request were completed.<br>2016-17 Goal is to complete 85% facilities repair requests or better.<br><br>**2a. State Metric:** Sufficient Instructional Materials<br>**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

**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

4. **State Metric:** 100% ELs receiving ELD services
   **Local Metric**: 2016-17: Maintain 100% ELs receiving ELD services based on CELDT

5. **Local Metric: Professional Learning:** Goal 2016-2017:
   100% K-5 teachers, ELA/ELD in grades 6-12, and administrators will be trained in the new ELA/ELD adoption 2016-17.

**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

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%

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.

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)

| Goal 2 Actions/Services **Year 1** | Scope of | Pupils to be served within identified scope of service | Budgeted |
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| | Service | | Expenditures |
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| **2.1.a**. (Priority 1: Basic)<br>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. | All Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No additional cost |
| **2.1.b.** (Priority 1: Basic)<br>School facilities will be maintained in good repair | All Schools | _X_ ALL<br>OR<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Ongoing & Major Maintenance Funds (100% LCFF Funds Contribution)<br>2200s- $2,450,287<br>2300s- $476,621<br>2400s- $155,836<br>3000s- $1,620,706<br>4300s- $636,000<br>4400s- $105,000<br>5600s- $1,648,868<br>5800s- $184,120<br>6400s- $250,000<br>6500s- $260,000<br>7300s- $413,628 |
| **2.1.c.** (Priority 2: Implementation of State Standards)<br>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. | All Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Costs |
| **2.1.d**. (Priority 2: Implementation of State Standards)<br>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. | All Schools | __ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s- $7,620<br>3000s- $1,308 |

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| 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. | | | |
| **2.1.e.** (Priority 2: Implementation of State Standards)<br>Site Administrators will be trained in CCSS for ELA/ELD and Math | All Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Costs |
| **2.1.f.** (Priority 2: Implementation of State Standards)<br>The District will provide the opportunity for secondary AP teachers to attend training offered through the College Board. | High Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title II Funds<br>5200s- $22,000 |
| **2.1.g.** (Priority 2: Implementation of State Standards)<br>All Rialto USD secondary schools and one elementary school will send a team to AVID training through the summer institute.<br><br>All AVID site coordinators will attend the county training which occur at least three times per year. | Middle and High Schools and one Elementary School | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title II Funds<br>5200s- $70,000 |
| **2.1.h**. (Priority 2: Implementation of State Standards)<br>The District will continue to train all BTSA Induction support providers in Mentoring New Teachers through Individual Learning Plans (ILP) and reflection. | All Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>5200s- $15,000 |
| **2.1.i.** (Priority 2: Implementation of State Standards)<br>The District will continue to provide substitute coverage for participating BTSA teachers to observe classrooms and/or participate in lesson studies. | All Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s- $15,000<br>3000s- $2,572 |
| **2.1.j.** (Priority 1: Basic) | All Schools | _X_ ALL | No additional |

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| 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 lessons, writing across the curriculum and mathematical practices. | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | cost ( cost is below) |
| **2.1.k.** (Priority 1: Basic)<br>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. | All Schools | _X_ ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1300s- $126,617<br>3000s- $39,460<br>4300s- $13,500<br>5700s- $5,600<br><br>Title 1 Funds<br>1900s- $335,309<br>3000s- $121,137<br>4200s- $5,000<br>4300s- $7,200<br>4400s- $20,000<br>5200s- $60,000<br>5900s- $6,000<br><br>Title II Funds<br>1300s- $244,769<br>1900s- $117,747<br>2400s- $45,966<br>3000s- $112,067<br>4200s- $10,000<br>4300s- $32,500<br>4400s- $34,886<br>5200s- $30,000<br><br>Title III<br>1900s- $225,016<br>3000s- $79,124 |
| **2.1.l.** (Priority 2: Implementation of State Standards)<br>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. | All Schools | _X_ ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title I Funds<br>1100s- $50,000<br>3000s- $8,569 |

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| **2.1.m.** (Priority 2: Implementation of State Standards) The District will provide training in the use of Illuminate and School Loop | All Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost |
| **2.1.n** (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. | Middle and High School | __ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s- $50,000<br>3000s- $8,569 |
| **2.1.o.** (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. | Elementary | __ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s- $15,000<br>3000s- $2,572 |
| **2.1.p.** (Priority 2: Implementation of State Standards) The District will provide training for elementary teachers in grade 3-5 in the following areas:<br>• instructional strategies to implement in the classroom with RFEPs who are not making academic progress.<br>• Strategies to use with students who are at risk of becoming Long Term English Learners. | Redesignated ELs in grades 3-5 | __ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s- $15,000<br>3000s- $2,848 |
| **2.1.q.** (Priority 2: Implementation of State Standards) The District will provide additional Professional Training to high school grade level leads in APEX.<br>Site Coordinators extra duty | High Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s- $33,624<br>3000s- $5,764 |
| **2.1.r**. (Priority 2: Implementation of State Standards) The | All Schools | __ALL | LCFF Funds |

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| District will provide ongoing training in the use of Goalbook. | Special Education | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>_X_Other Subgroups:(Specify)Special Education | 1100s- $14,000<br>3000s- $2,401 |
| **2.1.s**. (Priority 7: Course Access**)**<br>The District will provide master schedule training to all secondary administrators and counselors. | High Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title II Funds<br>5800s- $40,000 |
| **2.1.t.** (Priority 2: Implementation of State Standards)<br>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. | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title II, Part A<br>5800's- $58,500 |
| **2.1.u**. (Priority 2: Implementation of State Standards)<br>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. | Elementary Schools | X__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title I Funds<br>1100s- $17,739<br>3000s- $2,980 |
| **2.1.v.** (Priority 1: Basic)<br>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. | Elementary Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s- $1,095,089<br>3000s- $398,360<br><br>Title I Funds<br>1100s- $638,669<br>3000s- $232,352<br><br>Title II Funds<br>1100s- $91,011<br>3000s- $33,150 |

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| **2.1.w.** (Priority 1: Basic)<br>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. | Secondary Schools | _X_ ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s- $358,292<br>3000s- $140,127<br><br>Title I Funds<br>1100s- $179,146<br>3000s- $75,843<br><br>Title II Funds<br>1100s- $29,858<br>3000s- $11,679 |
| **2.1.x.** (Priority 1: Basic)<br>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. | Secondary Schools | X_ ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s- $455,911<br>3000s- $159,407<br><br>Title I Funds<br>1100s- $227,842<br>3000s- $85,462<br><br>Title II Funds<br>1100s- $37,746<br>3000s- $13,237 |
| (Priority 1: Basic)<br>**2.1.y.** The District will provide necessary materials for elementary site based Instructional Support Teachers, Secondary Literacy Strategists, and Secondary Math Strategists | All Schools | X_ ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF<br>4300's- $10,000 |
| **2.1.z**. (Priority 2: Implementation of State Standards)<br>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).<br>Presented to Board February 2016.<br>Implementation expected to begin August 2017<br>Also on p. 57 & 72 | All Schools | __ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>_X_Other Subgroups:(Specify)___Special Education | No additional Cost |

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| **2.1.aa.** (Priority 2: Implementation of State Standards)<br>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. | All Schools | __ALL<br><br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s- $15,240<br>3000s- $2,614 |
| **2.1.bb**. (Priority 2: Implementation of State Standards)<br>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. | 4 elementary schools (Morris, Boyd, Garcia Kelley), 1 middle (Jehue) and 1 high school (RHS) | __ALL<br><br>_ OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>_Other Subgroups:(Specify)_____ | Title III Funds<br>1100s- $25,200<br>3000s- $4,321 |
| **2.1.cc**. (Priority 2: Implementation of State Standards)<br>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 | All Schools | _X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title II<br>1100's- $23,462<br>3000's- $3,538<br>Title I<br>5200 - $60,000 |
| | | _X_ALL | No Additional |

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| **2.1.dd**. (Priority 2: Implementation of State Standards and Priority 7: Course Access)<br>The District will provide training to all Elementary and middle school administrators in the RtI/MTSS process.<br>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. | All Schools | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)_____ | Cost |
| **2.1.ee**. (Priority 2: Implementation of State Standards & Priority 7: Course Access)<br>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. | Elementary Schools | __ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No additional cost |
| **2.1.ff.** (Priority 1: Basic)<br>The District will provide for 4 pre-school permit teachers | Preschool | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds (Contribution to Fund 12)<br>1100s- $202,255<br>3000s- $97,745 |
| **2.1.gg.** (Priority 1: Basic)<br>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 socio-economically disadvantaged students enter TK and Kindergarten better prepared to access Common Core Academic State Standards. | Preschool | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____<br>__ALL | LCFF Funds<br>1100s- $306,855<br>1200s- $13,709<br>1300s- $35,917<br>2100s- $188,211<br>2200s- $8,956<br>2400s- $68,609<br>3000s- $238,006<br>4200s- $500<br>4300s- $141,900<br>4400s- $1,400<br>5200s- $850<br>5800s- $39,900<br>5900s- $240<br>7300s- $53,272 |
| **2.1.hh.** (Priority 2: Implementation of State Standards) | All schools | _X_ALL | LCFF Funds |

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| 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. | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____<br>__ALL | 5200s- $25,000<br>5800s- $50,000 |
| **2.1.ii.** (Priority 7: Course Access)<br>All Rialto USD secondary schools will provide at least one section of AVID for each grade level.<br><br>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. | Middle and High School | _X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____<br>__ALL | LCFF Funds<br>1100s- $19,334<br>3000s- $3,822 |
| **2.1.jj.** (Priority 1: Basic) The District will retain two full time general education support providers to support BTSA teachers.<br><br>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. | All Schools | _X__ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1900s - $177,988<br>3000s - $65,775<br><br>Educator Effectiveness Grant<br>1900s - $89,141<br>3000s - $19,636 |
| **2.1.kk**. (Priority 1: Basic)<br>The District will maintain one full time Special Education support provider to support Special Education BTSA Teachers. | All Schools | _X_ALL<br><br>OR<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1900's- $94,685<br>3000's- $34,013 |
| **2.1.ll**. (Priority 7: Course Access) | High Schools | _X_ALL | |

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| 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. | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s-$15,180<br>3000s- $3,001<br>5800s $42,530<br>Educator Effectiveness<br>5800s- $84,780<br>Funds<br>CTEIG Funds<br>5800s-$27,000 |
| **2.1.mm**. (Priority 1: Basic)<br>The District will provide additional Common Core State Standards materials to support TK-12 instruction. | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>4300s - $315,733<br><br>Restricted Lottery Funds<br>4200's - $60,000 |
| **2.1.nn.** (Priority 7: Course Access**)**<br>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. | All Schools | X__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100's - $50,000<br>3000's - $8,569 |
| **2.1.oo.** (Priority 1: Basic)<br>The District will provide necessary materials to deliver the Sheltered Instruction Observation Protocol (SIOP) to designated teachers at the secondary level. | Middle and High Schools | __ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title III<br>4300s - $11,000 |
| **2.1.pp.** (Priority 1: Basic) The District will continue to provide | English | __ALL | LCFF Funds – |

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| for English Learner Instructional Strategists, 1 at each comprehensive high school. | Learners | OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | 1900s - $249,922<br>3000s - $97,960<br><br>Title II Funds –<br>1900s - $75,005<br>3000s – $26,391<br><br>Title I Funds –<br>1900s - $75,006<br>3000s – $26,389<br><br>Title III Funds –<br>1900s - $225,016<br>3000s - $79,169 |
| **2.1.qq.** (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. | English Learners | __ALL<br><br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>2100s - $686,218<br>3000s - $187,073 |
| **2.1.rr.** (Priority 1: Basic) 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). | Feeder Schools: Boyd, Kelley, Morris, Garcia, Jehue Middle, and Rialto High School | __ALL<br><br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title III Funds<br>4200s- $130,000 |
| **2.1.ss.** (Priority 1: Basic)<br>The District will continue to provide<br>Goalbook to assist educators working with specialized education to vary the level of support.<br>The purchase and use of Goalbook will be ongoing. | Special Education at all schools | _X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>5800s- $ 65,000 |
| **2.1.tt.** (Priority 7: Course Access) | Grades 6-12 | _X_ALL | LCFF Funds |

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| The District will align support classes for English Learners with core classes at the secondary level using strategies appropriate for English Learners. | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | 1100s - $4,500<br>1900s - $2,500<br>3000s - $1,202 |
| **2.1.uu**. (Priority 1: Basic)<br>The District will replace non-repairable music instruments at all levels. | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>_X_Other Subgroups:(Specify)_____ | LCFF Funds<br>4300's-$90,000 |
| **2vv.** (Priority 7: Course Access)<br>Each high school PBIS/at risk counselor will enroll students that are credit deficient at each grade level into blended learning (APEX). Credit dificient who are students who are deficient ten or more credits. | All High Schools | _X_ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>_X_Other Subgroups:(Specify)_____ | No additional costs |
| **2.1.ww.** (Priority 7: Course Access)<br>The District will offer extended learning opportunities for high school students that are credit deficient at each grade level which will include online classes and summer school.<br><br>Summer school is an at-risk program for at risk credit deficient high school students, including online courses offered in 0, 7 & 8th period. | High Schools | __ALL<br>OR:<br>_X_Low Income pupils _X_English Learners<br>_X_Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s - $271,253<br>1200s - $18,076<br>1300s - $7,382<br>1900s - $10,928<br>2100s - $65,522<br>2200s - $17,111<br>2400s - $2,427<br>2900s - $1,255<br>3000s - $72,053<br>4300s - $5,500<br>5700s - $1,000<br>5800s - $40,000 |
| **2.1.xx**. (Priority 7: Course Access) | Elementary | __ALL | Title I Funds |

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| 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. | Schools | OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | 1100s- $70,947<br>3000s- $12,161<br>4200s-$5,870<br>4300s- $1,812<br>5800- $30,150 |
| **2.1.yy.** (Priority 7: Course Access)<br>The District will provide an extended school year for incoming 3rd grade students through a summer academy focused on literacy. | Elementary Schools | __ALL<br>OR:<br>_X_Low Income pupils _X_English Learners<br>_X_Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title I Funds<br>1100s- $46,559<br>3000s- $7,982<br>4200s-$3,913<br>4300s- $1,210<br>5800s- $20,100 |
| **2.1.zz.** (Priority 7: Course Access)<br>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.<br><br>Defined by ed code 42238.01 and ed code 52052. | All Elementary Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Costs |
| **2.1.aaa**. (Priority 2: Implementation of State Standards)<br>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. | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>5800s - $52,572<br><br>Title I Funds<br>5800s - $122,668 |
| **2.1.bbb.** (Priority 2: Implementation of State Standards) | All Schools | _X_ALL | LCFF Funds |

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| The District will provide My Learning Plan to monitor professional development opportunities, lesson studies and staff training. | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | 5800s - $7,748<br><br>Title I Funds<br>5800s - $18,077 |
| **2.1.ccc**. (Priority 1: Basic)<br>The District will provide computer lab techs at each school to assist with the implementation of student use of instructional technology | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>2200s - $601,055<br>3000s - $507,956 |
| **2.1.ddd.** (Priority 7: Course Access)<br>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) | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>2200s - $24,594<br>3000s - $6,064<br>4300s - $10,000<br>4400s - $50,000 |
| **2.1.eee.** (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. | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Mental Health Funds<br>1200s - $103,257<br>2200s - $136,090<br>3000s - $120,842 |
| **2.1.fff**. (Priority 7: Course Access)<br>**Intervention:** All Rialto USD schools will provide timely systematic interventions for all students not meeting grading level expectations. This will include the use of intuitive and adaptive technologies. | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No additional costs |
| **2.1.ggg.** (Priority 2: Implementation of State Standards) | All Schools | _X_ALL | LCFF Funds |

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| 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. | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | 1100s- $50,000<br>3000s- $8,572 |
| **2.1.hhh.** (Priority 7: Course Access)<br>The District will provide elementary schools with an Elementary Music Program<br>Retain 5 FTE's.<br>Provide necessary supplies. | Elementary Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF<br>1100s - $396,639<br>3000s - $149,320<br>4200s - $500<br>4300s - $97,761<br>4400s - $43,583<br>5200s - $3,250<br>5600s - $51,000<br>5700s - $7,120<br>5800s - $7,695 |
| **2.1.iii.** (Priority 7: Course Access)<br>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 elementaryschools and special education<br>6 FTE's.<br><br>(2) Provide necessary supplies | Elementary Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s - $509,075<br>3000s - $192,407<br>4200s - $500<br>4300s - $19,000<br>4400s - $2,500<br>5200s - $1,000<br>5700s - $3,000<br>5800s - $1,800 |
| **2.1.jjj.** (Priority 1: Basic)<br>The District will provide necessary supplies and/or facilities upgrades to the elementary VAPA school. | Henry Elementary VAPA School | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>2100s - $100<br>2200s - $200<br>2900s - $200<br>3000s - $115<br>4300s - $5,185<br>5800s - $14,200 |
| **2.1.kkk.** (Priority 1: Basic)<br>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 | All High Schools and Middle Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100's-$12,159<br>3000's-$2,086 |

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| **2.1.lll.** (Priority 1: Basic)<br>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, coorindinating, and operational support. | Two elementary schools (Casey and Werner) | X ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s - $162,818<br>3000's - $62,782 |
| **2.1.mmm.** (Priority 1: Basic)<br>The District will designate four ELA/ELD Lead Strategists to provide professional development and instructional support to elementary and middle schools. | All Schools | X ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Cost included in item 2.1.k |
| **2.1.nnn.** (Priority 7: Course Access)<br>The District will develop a plan for advanced learners, assessment, instructional program and parent engagement of accelerated learners.<br>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 Associaten for the Gifted (CAG) certificated teachers and professionals and continue training through 2018. | All Schools | X ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>X Other Subgroups:(Specify) Advanced Learners and GATE | Title II Funds<br>1100s- $21,300<br>3000s- $3,652<br><br>Educator Effectiveness Funds<br>1100s- $21,015<br>3000s- $3,603 |
| **2.1.000** (Priority 1: Basic)<br>English Learner Programs will be allocated a full-time clerk to perform cerlical duties related to increased EL programs such as the Dual Immersion, new ELA/ELD adoption, professional development for teachers, marterials acquisition, data disaggregration, parent involvement, paraprofessional training, intervention programs for ELs, curriculum development and other English Learner related duties. | All Schools | __ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>2400s- $38,338<br>3000s- $27,110 |
| **2.1.ppp** (Priority 1: Basic) | All Schools | X ALL | No Additional |

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| 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. | | OR:<br>__Low Income pupils ___English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Cost |

| Goal 2: LCAP Year 2: 2017-2018 | |
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| Expected Annual Measurable Outcomes: | **Priority 1: Basic**<br>1. **State Metric: Maintain 99% or higher** of teachers appropriately assigned<br>2016-17 Goal: Maintain 99% or higher teacher assignment rate (2015-16 was 99.8%).<br>2017-18 Goal: Maintain 99% or higher teacher assignment rate.<br><br>2. **State Metric:** School facilities are maintained in good repair<br>**Local Metric:** 2017-18 Maintain zero findings on Williams schools for facilities and instructional materials.<br>2017-18 Goal is to complete 90% of District facilities repair requests.<br><br>**2a. State Metric:** Sufficient Instructional Materials<br>**Local Metric**: 1) 2017-2018 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<br>2) 2017-2018 Maintain zero findings on identified William's Schools for instructional textbooks and materials<br><br>**Priority 2: Implementation of State Standards:**<br>3. **State Metric:** 100% of students with access to common core academic content in ELA & Math<br>**Local Metric**: 2017-18 Maintain 100% of students with access to common core academic content in ELA & Math as determined by:<br>Secondary master schedule enrollment and grades earned on report card<br>Elementary grade received in ELA and Math on report card<br><br>4. **State Metric:** 100% ELs receiving ELD services<br>**Local Metric**: 2017-18 Maintain 100% ELs receiving ELD services based on CELDT<br><br>5. **Local Metric: Professional Learning:** Goal 2017-18:<br>K-5 teachers, and ELA/ELD teachers in grades 6-12, and administrators will be provided follow-up training and support in the ELA/ELD textbook series and Common Core Standards as measured by My Learning Plan PD monitoring system.<br><br>**Priority 7: Course Access**<br>6. **Local Metric: Elementary & Middle school:** 2017-2018 goal is to maintain 100% of students with weekly access to Science and Social Studies |

**Local Metric:** 2017-2018 goal: 100% of All Elementary & Middle School in grade K-8 will complete an Integrated Science and/or Social Studies Writing Prompt (2016-2017 Baseline Year)

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 38%; 2017-18 Goal is 39%

8. **Local Metric: High School:**
   2017-18: Maintain 100% of 9th grade students meeting with a counselor to develop a four year graduation plan.

9. **Local Metric**: 2017-18 Goal is to Meet the State expectation at 81% or better for CTE students who complete capstone classes who received an A,B,C on the course (2016-17 Baseline TBD)

| Goal 2 Actions/Services **Year 2** | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| **2.2.a.** (Priority 1: Basic)<br>The District will ensure that 100% of the instructional staff are fully credentialed and high qualified to teach the subjects/courses/grade levels they are appropriately assigned. | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No additional cost |
| **2.2.b.** (Priority 1: Basic)<br>School facilities are maintained in good repair | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Ongoing & Major Maintenance Funds (100% LCFF Contribution)<br>2200s- $2,502,262<br>2300s- $486,785<br>2400s- $159,086<br>3000s- $1,794,135<br>4300s- $636,000<br>4400s- $105,000<br>5600s- $2,068,868<br>5800s- $184,120<br>6500s- $159,859<br>7300s- $442,843 |
| **2.2.c.** (Priority 2: Implementation of State Standards) | All Schools | __ALL | No Additional |

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| 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. | | OR:<br>_X_Low Income pupils _X_English Learners<br>X__Foster Youth __Redesignated fluent English proficient<br>_X_Other Subgroups:(Specify)___Special Needs_ | Costs |
| **2.2.d.** (Priority 2: Implementation of State Standards)<br>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. | All Schools | __ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s- $7,620<br>3000s- $1,447 |
| **2.2.e.** (Priority 2: Implementation of State Standards)<br>Site Administrators will be trained in CCSS for ELA/ELD and Math | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Costs |
| **2.2.f.** (Priority 2: Implementation of State Standards)<br>The District will provide the opportunity for secondary AP teachers to attend training offered through the College Board. | High Schools | X__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title II Funds<br>5200s- $22,000 |
| **2.2.g.** (Priority 2: Implementation of State Standards)<br>All Rialto USD secondary schools and one elementary school will send a team to AVID training through the summer institute.<br><br>All AVID site coordinators will attend the county training which occur at least three times per year. | Middle and High Schools and one Elementary School | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title II Funds<br>5200s- $70,000 |
| **2.2.h.** (Priority 2: Implementation of State Standards) | All Schools | _X_ALL | LCFF Funds |

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| The District will continue to train all BTSA Induction support providers in Mentoring New Teachers through Individual Learning Plans (ILP) and reflection. | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | 5200s- $15,000 |
| **2.2.i.** (Priority 2: Implementation of State Standards)<br>The District will continue to provide substitute coverage for participating BTSA teachers to observe classrooms and/or participate in lesson studies. | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s- $15,000<br>3000s- $2,572 |
| **2.2.j.** (Priority 1: Basic)<br>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 lessons, writing across the curriculum and mathematical practices. | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Cost included in item 2.2.k |
| **2.2.k.** (Priority 1: Basic)<br>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, ~~four~~ three Elementary ELA/ELD leads, one Elementary Math lead and one Title II Technology lead. | All Schools | _X_ALL OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1300s- $131,682<br>3000s- $44,196<br>4300s- $13,500<br>5700s- $5,600<br><br>Title I Funds<br>1900s- $348,721<br>3000s- $135,178<br>4200s- $5,000<br>4300s- $7,200<br>4400s- $20,000<br>5200s- $60,000<br>5900s- $6,000<br><br>Title II Funds<br>1300s- $244,769<br>1900s- $122,457<br>3000s- $116,301<br>2400s- $47,805<br>3000s- $26,486<br>4200s- $10,000<br>4300s- $32,500 |

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| | | | 4400s- $34,886<br>5200s- $30,000<br><br>Title III<br>1900s- $234,017<br>3000s- $88,351 |
| **2.2.l.** (Priority 2: Implementation of State Standards)<br>The District will provide training to all teachers in the following: Administering the SBAC, Administering the Interim Assessments (ICA), STAR Reading, DIBELS, ALEKS, SIPPS, PSAT8-9 (Readistep), and Performance Tasks. | All Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title I Funds-<br>1100s-$50,000<br>3000s- $9,494 |
| **2.2.m**. (Priority 2: Implementation of State Standards)<br>The District will provide training in the use of Illuminate and School Loop | All Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost |
| **2.2.n.** (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. | Middle and High School | __ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s- $50,000<br>3000s- $9,494 |
| **2.2.o**.(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 new ELA/ELD adoption. Training will include specific strategies to be used with English Learners at different proficiency levels. | Elementary | __ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s- $15,000<br>3000s- $2,848 |
| **2.2.p**. (Priority 2: Implementation of State Standards)<br>The District will provide training for elementary teachers in grade 3-5 in the following areas:<br>• instructional strategies to implement in the classroom with RFEPs who are not making academic progress. | Redesignated English Learners | __ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s- $15,000<br>3000s- $2,572 |

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| • Strategies to use with students who are at risk of becoming Long Term English Learners. | | | |
| **2.2.q**. (Priority 2: Implementation of State Standards)<br>The District will provide additional Professional Training to high school grade level leads in APEX. | High Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s- $33,624<br>3000s- $6,385 |
| **2.2.r**. (Priority 2: Implementation of State Standards)<br>The District will provide ongoing training in the use of Goalbook. | All Schools<br>Special Education | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>_X_Other Subgroups:(Specify)____Special Education__ | LCFF Funds<br>1100s- $14,000<br>3000s- $2,658 |
| **2.2.s**. (Priority 7: Course Access**)**<br>The District will provide master schedule training to all secondary administrators and counselors. | High Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title II Funds<br>5800s- $40,000 |
| **2.2.t.** (Priority 2: Implementation of State Standards)<br>The District will provide Professional Learning Community (PLC) training, follow-up and support utilizing Solution Tree to District and school Guiding Coalition Teams for all K-12 schools. | All Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title II Funds<br>5800s- $58,500 |
| **2.2.u.** (Priority 2: Implementation of State Standards)<br>The District will use SIPPS to teachers in grades 4 – 8 as well as provide support training as needed for teachers in grades K – 3. | Elementary Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title I Funds<br>1100s- $17,739<br>3000s- $2,980 |
| **2.2.v**. (Priority 1: Basic) | Two | __ALL | |

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| 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. | Elementary Schools (Werner and Casey) | OR:<br>_X_Low Income pupils _X_English Learners<br>_X_Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s- $1,138,893<br>3000s- $444,464<br><br>Title I Funds<br>1100s- $664,216<br>3000s- $259,241<br><br>Title II Funds<br>1100s- $94,652<br>3000s- $56,581 |
| **2.2.w.** (Priority 1: Basic)<br>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. | Secondary Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s- $372,624<br>3000s- $156,040<br><br>Title I Funds<br>1100s- $186,312<br>3000s- $83,344<br><br>Title II Funds<br>1100s- $31,052<br>3000s- $13,007 |
| **2.2.x.** (Priority 1: Basic)<br>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. | Secondary Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s- $474,148<br>3000s- $184,321<br><br>Title I Funds<br>1100s- $236,956<br>3000s- $95,285<br><br>Title II Funds<br>1100s- $39,256<br>3000s- $14,780 |
| **2.2.y.** (Priority 1: Basic)<br>The District will provide necessary materials for elementary site based Instructional Support Teachers, Secondary Literacy Strategists, and Secondary Math Strategists | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF<br>4300's- $10,000 |
| **2.2.z**. (Priority 2: Implementation of State Standards) | | __ALL | |

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| 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).<br>Presented to Board February 2016.<br>Implementation expected to begin August 2017 | All Schools | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>_X_Other Subgroups:(Specify)__Special Education___ | No additional cost |
| **2.2.aa.** (Priority 2: Implementation of State Standards)<br>The District will provide annual CELDT/ELPAC 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/ELPAC language functions throughout their instructional day. | All Schools | __ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____<br>___ALL | LCFF Funds<br>1100s- $15,240<br>3000s- $2,894 |
| **2.2.bb.** (Priority 2: Implementation of State Standards)<br>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. | 4 elementary schools (Morris, Boyd, Garcia Kelley), 1 middle (Jehue) and 1 high school (RHS) | _X_ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title III Funds<br>1100s- $25,200<br>3000s- $4,785 |
| **2.2.cc.** (Priority 2: Implementation of State Standards)<br>The District will provide training to all Elementary ELA Instructional Support Teachers, Secondary Literacy Specialists, and Secondary Math Specialists | All Schools | _X_ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Cost included in item 2.2.k |
| **2.2.dd.** (Priority 2: Implementation of State Standards and Priority 7: Course Access)<br>The District will provide training to all Elementary and middle school administrators in the RtI/MTSS process | All Schools | _X_ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | No additional cost |
| **2.2.ee.** (Priority 2: Implementation of State Standards & | All Schools | __ALL | No additional cost |

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| Priority 7: Course Access)<br>The District will designate a poriton of the 21 elementary Instructional Support Strategists/Teachers to provide additional support and intervention to improve learning for English Learners and at-risk students.<br>District-wide RTI/MTSS implementation at K-5 level in Reading & Math, and Reading Language Arts pyramid for secondary 6-8 and 9-12. ELA/ELD based on the new textbook adoption available resources and materials. | | OR:<br>_X_Low Income pupils _X_English Learners<br>_X_Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | |
| (Priority 1: Basic)<br>**2.2.ff.** The District will provide for 4 pre-school permit teachers | Preschool | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds (Contribution to Fund 12)<br>1100s- $202,255<br>3000s- $108,434 |
| **2.2.gg.** 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 socio-economically disadvantaged students enter TK and Kindergarten better prepared to access Common Core Academic State Standards. | Preschool | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>1100s- $319,129<br>1200s- $14,257<br>1300s- $37,354<br>2100s- $195,740<br>2200s- $9,314<br>2400s- $71,353<br>3000s- $289,707<br>4200s- $500<br>4300s- $141,900<br>4400s- $1,400<br>5200s- $850<br>5800s- $39,900<br>5900s- $240<br>7300s- $62,588 |
| **2.2.hh.** (Priority 2: Implementation of State Standards)<br>The District will provide K-12 support and training with expert consultants in the areas of literacy and interventions; math, science and CTE Pathways. | All schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>5200s- $25,000<br>5800s- $50,000 |
| (Priority 7: Course Access) | | _X_ALL | |

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| **2.2.ii.** All Rialto USD secondary schools will provide at least one section of AVID for each grade level.<br><br>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. | Middle and High School | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____ | LCFF Funds<br>1100s- $19,334<br>3000s- $3,672 |
| **2.2.jj.** (Priority 1: Basic)<br>The District will retain two (2) full time general education support providers to support BTSA teachers.<br><br>The District will retain one additional full time support provider out of Educator Effectiveness Funds to accommodate the increase in new teachers needing BTSA Induction. | All Schools | _X_ ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>1900's - $185,108<br>3000's - $73,361<br><br>Educator Effectiveness Funds<br>1900s - $89,141<br>3000s - $35,776 |
| **2.2.kk**. (Priority 1: Basic) The District will retain one full time Special Education support provider to support Special Education BTSA Teachers. | | __ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>_X_Other Subgroups: (Specify)___Special Edcuation ____ | LCFF Funds<br>1900s - $98,473<br>3000s - $37,959 |
| **2.2.ll.** (Priority 7: Course Access)<br>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 Schools | _X_ ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>1100s-$8,100<br>3000s- $1,750<br>5800's $42,530<br>Educator Effectiveness<br>5800's- $49,600<br>Funds<br>CTEIG Funds<br>5800's-$27,000 |
| **2.2.mm**. (Priority 1: Basic)<br>The District will provide additional Common Core State Standards materials to support TK-12 instruction. | All Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>4300s- $315,733<br><br>Restricted Lottery Funds<br>4200s- $60,000 |

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| **2.2.nn.** (Priority 7: Courese Access**)**<br>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. | | X__ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>X_Other Subgroups: (Specify)_Special Education_ | LCFF Funds<br>1100's - $50,000<br>3000's - $9,494 |
| **2.2.oo**. (Priority 1: Basic)<br>The District will provide necessary materials to deliver the Sheltered Instruction Observation Protocol (SIOP) to designated teachers at the secondary level. | All Schools<br>Middle and High Schools | __ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>X_Other Subgroups: (Specify)_Special Education_ | LCFF Funds<br>4300s- $11,000 |
| **2.2.pp.** (Priority 1: Basic)<br>The District will continue to provide for English Learner Instructional Strategists, 1 at each comprehensive high school. | English Learners | __ALL<br><br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>1900's - $259,919<br>3000's - $106,209<br><br>Title I Funds<br>1900's - $78,006<br>3000's – $30,201<br><br>Title II Funds<br>1900's - $78,005<br>3000's – $30,200<br><br>Title III Funds<br>1900's - $234,018<br>3000's - $90,601 |
| **2.2.qq.** (Priority 1: Basic)<br>The District will maintain 63 bilingual instructional assistants to support the growing number of enrolled English Learners. | English Learners | __ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>2100s - $689,649<br>3000s - $206,708 |
| **2.2.rr.** (Priority 1: Basic) | | _X_ALL | LCFF Funds |

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| 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). | Feeder Schools: Boyd, Kelley, Morris, Garcia, Jehue Middle, and Rialto High School | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | 4200s- $130,000 |
| **2.2.ss.** (Priority 1: Basic)<br>The District will continue to provide Goalbook to assist educators working with specialized education to vary the level of support. | Special Education at all schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>5800s-$65,000 |
| **2.2.tt.** (Priority 7: Course Access)<br>The District will align support classes for English Learners with core classes at the secondry level using strategies appropriate for English Learners. | Grades 6-12 | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>1100s - $4,500<br>1900s - $2,500<br>3000s - $1,330 |
| **2.2.uu.** Priority 1: Basic)<br>The District will replace non-repairable music instruments at all levels. | All Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>4300s-$75,000 |
| **2.2.vv**. (Priority 7: Course Access)<br>Each high school PBIS/at risk counselor will enroll students that are credit deficient at each grade level into APEX. Credit dificient who are students who are deficient ten or more credits. | All High Schools | __ALL<br>OR:<br>X_Low Income pupils __English Learners<br>X_Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | No additional costs |
| **2.2.ww.** (Priority 7: Course Access)<br>The District will offer extended learning opportunities for students that are credit deficient at each grade level which will include online classes and summer school.<br><br>Summer school is an at-risk program for at risk credit deficient high school students, including online courses offered in 0, 7 & 8th period. | All Schools | __ALL<br>OR:<br>_X_Low Income pupils _X_English Learners<br>_X_Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>1100's - $271,253<br>1200's - $18,076<br>1300's - $7,382<br>1900's - $10,928<br>2100's - $65,522<br>2200's - $17,111<br>2400's - $2,427<br>2900's - $1,255 |

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| | | | 3000's - $82,029<br>4300's - $5,500<br>5700's - $1,000<br>5800's - $40,000 |
| **2.2.xx.** (Priority 7: Course Access)<br>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. | Elementary Schools | __ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title I Funds<br>1100s- $70,947<br>3000s- $13,471<br>4200s-$5,870<br>4300s- $1,812<br>5800- $30,150 |
| **2.2.yy**. (Priority 7: Course Access)<br>The District will provide an extended school year for incoming 3rd grade students through a summer academy focused on literacy. | Elementary Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title I Funds<br>1100s- $46,559<br>3000s- $8,841<br>4200s-$3,913<br>4300s- $1,210<br>5800s- $20,100 |
| (Priority 7: Course Access)<br>**2.2.zz.** The elementary 21 Instructional Support Teachers based on student outcome data will provide targeted Tier 3 intervention in the areas of ELA and/or Mathematics as part of their assigned duties to students defined by ed code 42238.01 and ed code 52052. | All Elementary Schools | __ALL<br>OR:<br>_XLow Income pupils _X_English Learners<br>_X_Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | No Additional Costs |
| **2.2.aaa.** (Priority 2: Implementation of State Standards)<br>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. | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>5800s- $52,572<br><br>Title II Funds<br>5800s- $122,668 |
| **2.2.bbb.** (Priority 2: Implementation of State Standards)<br>The District will provide My Learning Plan to monitor professional development opportunities, lesson studies and | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners | LCFF Funds<br>5800s- $7,748 |

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| staff training. | | __Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | Title II Funds<br>5800s- $18,077 |
| **2.2.ccc**. (Priority 1: Basic)<br>The District will provide computer lab techs at each school to assist with the implementation of student use of technology | All Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>2200s - $625,098<br>3000s - $562,441 |
| **2.2.ddd.** (Priority 7: Course Access)<br>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 facility. i.e., Cyber Café) | All Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>_X_Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>2200s - $24,594<br>3000s - $6,729<br>4300s - $10,000<br>4400s - $50,000 |
| **2.2.eee.** (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. | All Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | Mental Health Funds<br>1200s - $107,388<br>2200s - $141,534<br>3000s - $138,569 |
| **2.2.fff.** (Priority 7: Course Access)<br>**Intervention:** 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 Schools | __ALL<br>OR:<br>_X_Low Income pupils _X_English Learners<br>_X_Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | No additional costs |
| **2.2.ggg.** (Priority 2: Implementation of State Standards)<br>The district will provide follow training and support to all K-8 teachers and 9-12th grade teachers in the ELA/ELD textbook adoption. | All Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>1100s- $50,000<br>3000s- $8,572 |
| **2.2.hhh.** (Priority 7: Course Access) | Elementary | _X_ ALL | LCFF Funds |

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| The District will provide elementary schools with an Elementary Music Program<br>Retain 5 FTE's.<br>Provide necessary supplies. | Schools | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | 1100s - $412,505<br>3000s - $167,855<br>4200s - $500<br>4300s - $97,761<br>4400s - $43,583<br>5200s - $3,250<br>5600s - $51,000<br>5700s - $7,120<br>5800s - $7,695 |
| **2.2.iii.** (Priority 7: Course Access)<br>The District will retain four (4) District elementary VAPA teachers; retain one (1) elementary school VAPA teacher; and hire one (1) additional District VAPA teacher to service the larger elementary schools and special education.<br>5 FTE's.<br><br>(2) Provide necessary supplies | Elementary Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>1100s - $529,438<br>3000s - $214,491<br>4200s - $500<br>4300s - $19,000<br>4400s - $2,500<br>5200s - $1,000<br>5700s - $3,000<br>5800's - $1,800 |
| **2.2.jjj.** (Priority 1: Basic)<br>The District will provide necessary supplies and/or facilities upgrades to the elementary VAPA school. | Henry Elementary VAPA School | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>4300s-$20,000 |
| **2.2.kkk.** (Priority 1: Basic)<br>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 | All High Schools and Middle Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>1100's-$12,159<br>3000's-$2,401 |
| **2.2.lll.** (Priority 1: Basic) | Two | X_ALL | LCFF Funds |

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| The District will retain two (2) elementary TOSAs to support the two elementary schools with a larger number of student enrollment to provide assistance with planning, coorindinating, and operational support. | elementary schools (Casey and Werner) | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | 1100's - $169,331<br>3000's - $68,077 |
| **2.2.mmm.** (Priority 1: Basic)<br>The District will designate four ELA/ELD Lead Strategists to provide professional development and instructional support to elementary and middle schools. | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Cost included in item 2.1.k |
| **2.2.nnn.** (Priority 7: Course Access)<br>The District will develop a plan for advanced learners, assessment, instructional program and parent engagement of accelerated learners.<br>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 oppoetunities for training by the California Associaten for the Gifted (CAG) certificated teachers and professionals and continue training through 2018. | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>_X_Other Subgroups:(Specify)___Advanced Learners and GATE | Title II Funds<br>1100s- $21,300<br>3000s- $4,044<br><br>Educator Effectiveness Funds<br>1100s- $31,000<br>3000s- $5,886 |
| **2.1.000** (Priority 1: Basic)<br>English Learner Programs will maintain a full-time clerk to perform cerlical duties related to increased EL programs such as the Dual Immersion, new ELA/ELD adoption, professional development for teachers, marterials acquisition, data disaggregration,parent involvement, paraprofessional training, intervention ;rograms for ELs, curriculum development and other English Learner related duties. | All Schools | __ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>2400s- $38,529<br>3000s- $29,704 |
| **2.2.ppp** (Priority 1: Basic) | All Schools | _X_ALL | No Additional |

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| 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. | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Costs |

| Goal 2: LCAP Year 3: 2018-2019 | |
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| Expected Annual Measurable Outcomes: | **Priority 1: Basic**<br>1. **State Metric: Maintain 99% or higher** of teachers appropriately assigned<br>2017-18 Goal: Maintain 99% or higher teacher assignment rate (2015-16 was 99.8%).<br>2018-19 Goal: Maintain 99% or higher teacher assignment rate.<br><br>2. **State Metric:** School facilities are maintained in good repair<br>**Local Metric:** 2018-19 Maintain zero findings on Williams for facilities<br>2018-19 Goal is to complete 95-100% of District facilities repair requests<br><br>**2a. State Metric:** Sufficient Instructional Materials<br>**Local Metric**: 1) 2018-2019 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<br>2) 2018-2019 Maintain zero findings on identified William's Schools for instructional textbooks and materials<br><br>**Priority 2: Implementation of State Standards:**<br>3. **State Metric:** 100% of students with access to common core academic content in ELA & Math<br>**Local Metric**: 2018-19 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<br>Elementary grade received in ELA and Math on report card<br><br>4. **State Metric:** 100% ELs receiving ELD services<br>**Local Metric**: 2018-19 Maintain 100% ELs receiving ELD services based on ELPAC<br><br>5. **Local Metric: Professional Learning:** Goal 2018-19:<br>K-5 teachers, and ELA/ELD teachers in grades 6-12, and administrators will be provided follow-up training and support in the ELA/ELD textbook series and Common Core Standards as measured by My Learning Plan PD monitoring system.<br><br>**Priority 7: Course Access**<br>6. **Local Metric: Elementary & Middle school:** 2018-19 goal is to maintain 100% of students with weekly access to Science and Social Studies |

**Local Metric:** 2018-19 goal: 100% of all Elementary & Middle School students in grade K-8 will complete an Integrated Science and/or Social Studies Writing Prompt (2016-2017 Baseline Year)

7. **State Metric: Completion of A-G Course work**
   **Local Metric**: 2016-17 Goal is 38%; 2017-18 goal is 39% and 2018-19 Goal is 40%

8. **Local Metric: High School:**
   2018-19 Goal is to maintain 100% of 9th grade students meeting with a counselor to develop a four year graduation plan.

9. **Local Metric**: 2018-19 Goal is to meet the State expectation at 81% or better for CTE students who complete capstone classes who received an A,B,C on the course (2016-17 Baseline TBD)

| Goal 2 Actions/Services **Year 3** | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| **2.3.a**. (Priority 1: Basic)<br>The District will ensure that 100% of the instructional staff are fully credentialed and high qualified to teach the subjects/courses/grade levels they are appropriately assigned. | All Schools | _X_ ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No additional costs |
| **2.3.b.** (Priority 1: Basic)<br>School facilities are maintained in good repair | | _X_ ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Ongoing & Major Maintenance Funds (100% LCFF Contribution)<br>2200s- $2,602,352<br>2300s- $506,256<br>2400s- $165,449<br>3000s- $1,960,813<br>4300s- $636,000<br>4400s- $105,000<br>5600s- $2,055,949<br>5800s- $184,120<br>7300s- $458,449 |

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| **2.3.c.** (Priority 2: Implementation of State Standards)<br>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. | All Schools | __ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Costs |
| **2.3.d.** (Priority 2: Implementation of State Standards)<br>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. | All Schools | __ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s- $7,620<br>3000s- $1,447 |
| **2.3.e.** (Priority 2: Implementation of State Standards)<br>Site Administrators will be trained in CCSS for ELA/ELD and Math | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Costs |
| **2.3.f.** (Priority 2: Implementation of State Standards)<br>The District will provide the opportunity for secondary AP teachers to attend training offered through the College Board. | All Schools | X__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title II Funds<br>5200s- $22,000 |
| **2.3.g.** (Priority 2: Implementation of State Standards) | Middle and | _X_ALL | Title II Funds |

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| All Rialto USD secondary schools and one elementary school will send a team to AVID training through the summer institute.<br><br>All AVID site coordinators will attend the county training which occur at least three times per year. | High Schools and one Elementary School | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | 5200s- $70,000 |
| **2.3.h.** (Priority 2: Implementation of State Standards)<br>The District will continue to train all BTSA Induction support providers in Mentoring New Teachers through Individual Learning Plans (ILP) and reflection. | All Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>5200s- $15,000 |
| **2.3.i.** (Priority 2: Implementation of State Standards)<br>The District will continue to provide substitute coverage for participating BTSA teachers to observe classrooms and/or participate in lesson studies. | All Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s- $15,000<br>3000s- $2,572 |
| **2.3.j.** (Priority 1: Basic)<br>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 lessons, writing across the curriculum and mathematical practices. | All Schools | X__ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No additional cost ( cost included in 2.3.k) |
| **2.3.k.** (Priority 1: Basic)<br>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. | All Schools | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1300s- $136,949<br>3000s- $49,284<br>4300s- $13,500<br>5700s- $5,600<br><br>Title 1 Funds<br>1900s- $362,670<br>3000s- $150,287<br>4200s- $5,000<br>4300s- $7,200<br>4400s- $20,000<br>5200s- $60,000<br>5900s- $6,000 |

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| | | | Title II Funds<br>1300s- $264,742<br>1900s- $127,355<br>3000s- $140,022<br>2400s- $49,717<br>3000s- $28,365<br>4200s- $10,000<br>4300s- $32,500<br>4400s- $34,886<br>5200s- $30,000<br><br>Title III<br>1900s- $243,377<br>3000s- $98,277 |
| **2.3.l.** (Priority 2: Implementation of State Standards) The District will provide training to all teachers in the following: Administering the SBAC, Administering the Interim Assessments (ICA), STAR Reading, DIBELS, ALEKS, SIPPS, PSAT8-9 (Readistep), and Performance Tasks. | All Schools | X ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title I Funds<br>1100s- $50,000<br>3000s-$10,419 |
| **2.3.m.** (Priority 2: Implementation of State Standards) The District will provide training in the use of Illuminate and School Loop | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost |
| **2.3.n.** (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. | Middle and High School | __ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s- $50,000<br>3000s- $10,419 |
| **2.3.o.** (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 new ELA/ELD adoption. Training will include specific strategies to be used with English Learners at different proficiency levels. | Elementary | __ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s- $15,000<br>3000s- $3,126 |

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| **2.3.p.** (Priority 2: Implementation of State Standards) The District will provide training for elementary teachers in grade 3-5 in the following areas:<br>• instructional strategies to implement in the classroom with RFEPs who are not making academic progress.<br>• Strategies to use with students who are at risk of becoming Long Term English Learners. | Redesignated ELs in grades 3-5 | __ALL<br><br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s- $15,000<br>3000s- $3,126 |
| **2.3.q.** (Priority 2: Implementation of State Standards)<br>The District will provide additional Professional Training to high school grade level leads in APEX. | High Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s- $33,624<br>3000s- $7,007 |
| **2.3.r.** (Priority 2: Implementation of State Standards)<br>The District will provide ongoing training in the use of Goalbook. | All Schools | __ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)__Special education | No Additional Cost |
| **2.3.s.** (Priority 7: Course Access**)**<br>The District will provide master schedule training to all secondary administrators and counselors. | High Schools | X__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title II Funds<br>5800s- $40,000 |
| **2.3.t.** (Priority 2: Implementation of State Standards) | | _X_ALL | |

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| The District will continue Professional Learning Community (PLC) training utilizing Solution Tree to a District Guiding Coalition Team for schools. | All Schools | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title II Funds<br>5800s- $58,500 |
| **2.3.u.** (Priority 2: Implementation of State Standards)<br>The District will use SIPPS to teachers in grades 4 – 8 as well as provide support training as needed for teachers in grades K – 3. | Elementary Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title I Funds<br>1100s- $17,739<br>3000s- $2,980 |
| **2.3.v.** (Priority 1: Basic)<br>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. | Two Elementary Schools (Casey & Werner) | X__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s- $1,184,448<br>3000s- $494,076<br><br>Title I Funds<br>1100s- $690,784<br>3000s- $288,178<br><br>Title II Funds<br>1100s- $98,438<br>3000s- $62,472 |
| **2.3.w.** (Priority 1: Basic)<br>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. | Secondary Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s- $387,529<br>3000s- $173,282<br><br>Title I Funds<br>1100s- $193,764<br>3000s- $93,509<br><br>Title II Funds<br>1100s- $32,294<br>3000s- $14,440 |
| **2.3.x.** (Priority 1: Basic)<br>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. | Secondary Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s- $493,113<br>3000s- $204,911<br><br>Title I Funds<br>1100s- $246,434<br>3000s- $105,860 |

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| | | | Title II Funds<br>1100s- $40,826<br>3000s- $16,441 |
| **2.3.y.** (Priority 1: Basic)<br>The District will provide necessary materials for elementary site based Instructional Support Teachers, Secondary Literacy Strategists, and Secondary Math Strategists | All Schools | X__ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>4300's- $10,000 |
| **2.3.z.** (Priority 2: Implementation of State Standards)<br>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). | All Schools | __ALL<br><br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>_X_Other Subgroups:(Specify)_Special Education_____ | No Additional Cost |
| **2.3.aa**. (Priority 2: Implementation of State Standards)<br>The District will provide annual ELPAC Training to approximately 120 teachers by EL Programs. An emphasis will be placed on providing opportunities for students to use academic language and practice ELPAC language functions throughout their instructional day. | All Schools | __ALL<br><br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s- $15,240<br>3000s- $3,176 |
| **2.3.bb**. (Priority 2: Implementation of State Standards)<br>A pathway to billiteracy 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. | All High Schools and Middle Schools | X__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title III Funds<br>1100s- $25,200<br>3000s- $4,785 |
| **2.3.cc.** (Priority 1: Basic) | 4 elementary | _x_ALL | Cost included in |

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| The District will designate four ELA/ELD Lead Strategists to provide professional development and instructional support to elementary, middle and high schools 3 elementary and 1 secondary). | schools (Morris, Boyd, Garcia Kelley), 1 middle (Jehue) and 1 high school (RHS) | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | item 2.3.k |
| **2.3.dd.** (Priority 2: Implementation of State Standards)<br>The District will provide training to all Elementary ELA Instructional Support Teachers, Secondary Literacy Specialists, and Secondary Math Specialists | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Cost included in item 2.3.k |
| **2.3.ee**. (Priority 2: Implementation of State Standards & Priority 7: Course Access)<br>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. | Elementary Schools | __ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No additional cost |
| **2.3.ff.** (Priority 1: Basic)<br>The District will provide for 4 pre-school permit teachers | Elementary Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds (Contribution to Fund 12)<br>1100's-$224,094<br>3000's-$75,906 |
| **2.3.gg**. (Priority 1: Basic)<br>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 socio-economically disadvantaged students enter TK and Kindergarten better prepared to access Common Core Academic State Standards. | Preschool | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s- $331,894<br>1200s- $14,827<br>1300s- $38,847<br>2100s- $203,569<br>2200s- $9,687<br>2400s- $74,207<br>3000s- $306,714<br>4200s- $500<br>4300s- $141,900<br>4400s- $1,400<br>5200s- $850 |

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| | | | 5800s- $39,900<br>5900s- $240<br>7300s- $64,981 |
| **2.3.hh.** (Priority 2: Implementation of State Standards)<br>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. | All Schools | X ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>5200s- $25,000<br>5800s- $50,000 |
| **2.3.ii.** (Priority 7: Course Access)<br>All Rialto USD secondary schools will provide at least one section of AVID for each grade level.<br><br>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. | Preschool | X ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s- $19,334<br>3000s- $4,190 |
| (Priority 1: Basic)<br>**2.3.jj**. The District will retain 4 full time general education support providers to support BTSA teachers. | Middle and High School | X ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1900s - $274,038<br>3000s - $121,304 |
| **2.3.kk.** (Priority 1: Basic)<br>The District will maintain one full time Special Education support provider to support Special Education BTSA Teachers. | All Schools | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>_X_Other Subgroups:(Specify)____Special Education _ | LCFF Funds<br>1900s - $102,412<br>3000s - $42,207 |
| **2.3.ll**. (Priority 7: Course Access)<br>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 Schools | X ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>5800s-$42,530<br>Educator Effectiveness<br>5800s-$49,000<br>Funds<br>CTEIG Funds |

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| | | | 5800s-$35,000 |
| **2.3.mm.** (Priority 1: Basic)<br>The District will provide additional Common Core State Standards materials to support TK-12 instruction. | High Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>4300s- $315,733<br><br>Restricted Lottery<br>4200s-60,000 |
| **2.3.nn.** (Priority 7: Course Access**)**<br>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. | All Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100's - $50,000<br>3000's - $10,419 |
| **2.3.oo**. (Priority 1: Basic)<br>The District will provide necessary materials to deliver the Sheltered Instruction Observation Protocol (SIOP) training to designated teachers at the secondary level. | Secondary Schools | __ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>4300s- $3,000 |
| **2.3.pp.** (Priority 1: Basic)<br>The District will continue to provide for English Learner Instructional Strategists, 1 at each comprehensive high school. | All Schools<br>Middle and High Schools | __ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1900s - $270,316<br>3000s - $117,962<br><br>Title I Funds<br>1900's - $81,126<br>3000's – $33,577<br><br>Title II Funds<br>1900s - $81,126<br>3000s – $33,577<br><br>Title III Funds<br>1900s - $243,378<br>3000s - $100,731 |
| | | __ALL | LCFF Funds |

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| **2.3.qq.** (Priority 1: Basic)<br>The District will continue to provide for 63 bilingual instructional assistants to support English Learners. | English Learners | OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | 2100s - $693,097<br>3000s - $218,832 |
| **2.3.rr.** (Priority 1: Basic)<br>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). | English Learners | _X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title III Funds<br>4200s- $150,000 |
| **2.3.ss.** (Priority 1: Basic)<br>The District will continue to provide Goalbook to assist educators working with specialized education to vary the level of support. | Feeder Schools: Boyd, Kelley, Morris, Garcia, Jehue Middle, and Rialto High School | __ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>_X_Other Subgroups:(Specify)___Special Education ____ | LCFF Funds<br>5800s-$65,000 |
| **2.3.tt.** (Priority 7: Course Access)<br>The District will align support classes for English Learners with core classes at the secondary level using strategies appropriate for English Learners. | Special Education at all schools | __ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>_X_Other Subgroups: Specify Special Education | LCFF Funds<br>1100s - $4,500<br>1900s - $2,500<br>3000s - $1,459 |
| **2.3.uu**. (Priority 1: Basic)<br>The District will replace non-repairable music instruments at all levels. | Grades 6-12 | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>4300s-$75,000 |
| **2.3.vv.** (Priority 7: Course Access) | All Schools | _X_ALL | No additional cost |
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| Each high school PBIS/at risk counselor will enroll students that are credit deficient at each grade level into APEX. Credit dificient who are students who are deficient ten or more credits. | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **2.3.ww**. (Priority 7: Course Access)<br>The District will offer extended learning opportunities for students that are credit deficient at each grade level which will include online classes and summer school.<br><br>Summer school is an at-risk program for at risk credit deficient high school students, including online courses offered in 0, 7 & 8th period. | All High Schools | __ALL<br><br>OR:<br>_X_Low Income pupils _X_English Learners<br>_X_Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s - $271,253<br>1200s - $18,076<br>1300s - $7,382<br>1900s - $10,928<br>2100s - $65,522<br>2200s - $17,111<br>2400s - $2,427<br>2900s - $1,255<br>3000s - $89,101<br>4300s - $5,500<br>5700s - $1,000<br>5800s - $40,000 |
| **2.3.xx.** (Priority 7: Course Access)<br>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 focued on ELA/ELD and Math. | Elementary Schools | __ALL<br><br>OR:<br>_X_Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title I Funds<br>1100s- $70,947<br>3000s- $14,784<br>4200s-$5,870<br>4300s- $1,812<br>5800- $30,150 |
| **2.3.yy.** (Priority 7: Course Access)<br>The District will provide an extended school year for incoming 3rd grade students through a summer academy focused on literacy. | Elementary Schools | __ALL<br><br>OR:<br>_X_Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title I Funds<br>1100s- $46,559<br>3000s- $9,702<br>4200s-$3,913<br>4300s- $1,210<br>5800s- $20,100 |
| | | __ALL | No Additional |

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| **2.3.zz.** (Priority 7: Course Access)<br>The elementary 21 Instructional Support Teachers based on student outcome data will provide targeted Tier 3 intervention in the areas of ELA and/or Mathematics as part of their assigned duties to students defined by ed code 42238.01 and ed code 52052. | All Schools | OR:<br>_X_Low Income pupils _X_English Learners<br>_X_Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Costs |
| **2aaa.** (Priority 2: Implementation of State Standards) | | _X_ALL | |
| 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. | All Schools | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>5800s- $52,572<br><br>Title II<br>5800s- $122,668 |
| **2.3.bbb.** (Priority 2: Implementation of State Standards)<br>The District will provide My Learning Plan to monitor professional development opportunities, lesson studies and staff training. | All Schools | X__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>5800s- $7,748<br><br>Title II<br>5800s- $18,077 |
| **2.3.ccc.** (Priority 1: Basic)<br>The District will maintain existing computer lab techs and hire the remaining needed computer lab techs at each school to assist with the implementation of student use of technology | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>2200s - $650,102<br>3000s - $614,097 |
| **2.3.ddd.** (Priority 7: Course Access)<br>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 facility. (ie Cyber Café) | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>2200s- $24,594<br>3000s- $7,122<br>4300s-10,000 |
| **2.3.eee.** (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. | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Mental Health Funds<br>1200s - $111,683<br>2200s - $147,195<br>3000s - $152,181 |

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| **2.3.fff.** (Priority 7: Course Access)<br>**Intervention:** All Rialto USD schools will provide timely systematic interventions for all students not meeting grading level expectations. This will include the use of intuitive and adaptive technologies. | High Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost |
| **2.3.ggg.** (Priority 2: Implementation of State Standards)<br>The district will provide follow up training and support to all K-8 teachers and 9-12th grade teachers in the new ELA/ELD textbook adoption. | All Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s- $50,000<br>3000s- $8,572 |
| **2.3.hhh.** (Priority 7: Course Access)<br>The District will provide elementary schools with an Elementary Music Program<br>Retain 5 FTE's.<br>Provide necessary supplies. | Elementary Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s - $429,005<br>3000s - $186,443<br>4200s - $500<br>4300s - $97,761<br>4400s - $43,583<br>5200s - $3,250<br>5600s - $51,000<br>5700s - $7,120<br>5800s - $7,695 |
| **2.3.iii.** (Priority 7: Course Access)<br>The District will retain four (4) District elementary VAPA teachers; retain one elementary school VAPA teacher; and hire one (1) additional District VAPA teacher to service the larger elementary schools and special education. 5 FTE's.<br><br>(2) Provide necessary supplies | Elementary Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s - $550,616<br>3000s - $238,264<br>4200s - $500<br>4300s - $19,000<br>4400s - $2,500<br>5200s - $1,000<br>5700s - $3,000<br>5800s - $1,800 |
| **2.3.jjj.** (Priority 1: Basic)<br>The District will provide necessary supplies and/or facilities upgrades to the elementary VAPA school. | Henry Elementary VAPA School | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>4300's-$20,000 |
| **2.3.kkk**. (Priority 1: Basic) | All High | _X_ ALL | LCFF Funds |

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| 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 | Schools and Middle Schools | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | 1100's-$12,159<br>3000's-$2,740 |
| **2.3.lll.** (Priority 1: Basic)<br>The District will maintain two (2) elementary TOSAs to support the two elementary schools with a larger number of student enrollment to provide assistance with planning, coorindinating, and operational support. | Two Elementary Schools (Casey and Werner) | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s - $176,104<br>3000s - $77,678 |
| **2.3.mmm.** (Priority 1: Basic)<br>The District will designate four ELA/ELD Lead Strategists to provide professional development and instructional support to elementary and middle schools. | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Costs included in item 2.3.k |
| **2.3.nnn.** (Priority 7: Course Access)<br>The District will develop a plan for advanced learners, assessment, instructional program and parent engagement of accelerated learners.<br>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 Associaten for the Gifted (CAG) certificated teachers and professionals and continue training through 2018. | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>_X_Other Subgroups:(Specify)___Advanced Learners and GATE | Title II Funds<br>1100s- $21,300<br>3000s- $4,438 |
| **2.1.000** (Priority 1: Basic)<br>English Learner Programs will maintain a full-time clerk to perform cerlical duties related to increased EL programs such as the Dual Immersion, new ELA/ELD adoption, professional development for teachers, marterials acquisition, data disaggregration,parent involvement, paraprofessional training, intervention ;rograms for ELs, curriculum development and other English Learner related duties. | All Schools | __ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>2400s- $38,722<br>3000s- $32,015 |

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| **2.3.ppp** (Priority 1: Basic)<br>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. | All Schools | _X_ALL<br>OR:<br>__Low Income pupils ___English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Costs |

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| GOAL: | **Engagement**<br>**GOAL 3:** Rialto USD will create a positive, safe, and engaging learning environment that is student and parent centered. | Related State and/or Local Priorities:<br>1__ 2__ 3_X_ 4__ 5_X_ 6_X_ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
| 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. | |
| Goal Applies to: | Schools: All Schools | |
| | Applicable Pupil Subgroups: All Pupil Subgroups | |

**Goal 3: LCAP Year 1:** 2016-2017

**Expected Annual Measurable Outcomes:**

**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

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

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

**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)

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

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)

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)

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.

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%

**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%

| Goal 3 Actions/Services **Year 1** | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| **3.1.a.** (Priority 3: Parental involvement)<br>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.<br>Title 1 Parent Survey<br>EL Parent Survey<br>Healthy Kid Survey (all 5, 7,9, 11 grade students/parents) | All Schools | _X_ ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>5700s- $4,500<br>5800s- $2,500 |
| **3.1.b.** (Priority 3: Parental involvement) | All Schools | _X_ ALL | No Additional |

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| LCAP input will be sought at least twice per year at school ELAC and district DELAC parent meetings. Strategies to increase the percentage of parents participating in school ELAC meetings will be discussed at EL Program administrator trainings. | | OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Cost |
| **3.1.c.** (Priority 3: Parental involvement)<br>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. | All Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title I Funds<br>2900s- $459<br>3000s- $41 |
| **3.1.d.** (Priority 3: Parent Involvement)<br>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, refereshments, and other resources. This will include partnering with local unversities , faith base, and local non-profits. | All Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title I Funds<br>5800s- $75,000 |
| **3.1.e.** (Priority 3: Parental involvement/LCAP)<br>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. | District | X_ALL<br>OR:<br>_Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1900s - $1,706<br>3000's - $294<br>5700's - $1,000<br>5800's - $2,000 |
| **3.1.f.** (Priority 3: Parent Involvement) | Preschool, | X_ALL | Title I Funds |

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| 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. | TK – 2nd | OR:<br>_Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | 1900s- $48,755<br>3000s- $8,357<br>4300s-$2,888 |
| **3.1.g.** (Priority 5: Pupil Engagement)<br>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. | Middle Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost |
| **3.1.h**. (Priority 5: Pupil Engagement)<br>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. | High Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost |
| **3.1.i.** (Priority 5: Pupil Engagement)<br>The District will continue to retain School Resource Officers for a total of three (3); one at each comprehensive high school. | High Schools | X_ALL<br>OR:<br>_Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>5800s-$120,000 |
| **3.1.j.** (Priority 5: Pupil Engagement)<br>The District will maintain direct support to decrease the number of students with chronic absenteeism through a District nurse. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100s-$55,706<br>3000s- $26,313 |
| **3.1.k.** (Priority 5: Pupil Engagement)<br>The District will maintain a District centralized home visitation team including a District Probation Officer, a District McKinney Vento/Foster Youth Liaison | All Schools | X_ALL<br>OR:<br>___Low Income pupils __English Learners<br>___Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>2200s - $24,889<br>3000s - $23,993<br>5800s - $30,000 |
| **3.1.l**. (Priority 5: Pupil Engagement) | High Schools | X_ALL | No additional |

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| Each high school will implement a school wide mentoring program to support students' engagement with the school environment (i.e.: Linked Crew). | | OR:<br>_Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | cost |
| **3.1.m.** (Priority 5: Pupil Engagement)<br>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. | High Schools<br>9th Grade Counselors | X__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1200s- $17,072<br>3000s- $2,928 |
| **3.1.n.** (Priority 5: Pupil Engagement)<br>The District will provide attendance intervention through Student Truancy Reduction and Intervention Team (STRAIT). | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No additional costs |
| **3.1.o.** (Priority 5: Pupil Engagement)<br>Each counselor will review each students' 4 year plan at the end of each semester. | High Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No additional costs |
| **3.1.p.** (Priority 6: School Climate)<br>Expulsion rate<br>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. | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No additional cost |
| **3.1.q.** (Priority 6: School Climate) | High Schools | X__ALL | No Additional |

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| 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. | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | Cost |
| **3.1.r.** (Priority 6: School Climate)<br>The District will maintain 1 PBIS Coordinator to provide support and follow up in the implementation of PBIS at each cohort at school sites. | All schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | Title I Funds<br>1300s - $107,783<br>3000s - $36,600 |
| **3.1.s.** (Priority 6: School Climate)<br>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.<br><br>Cohort 1 – Year 3 of SB County training contract<br>Cohort 2 – Year 2 of SB County training contract<br>Cohort 3 – Year 1 training provided by RUSD PBIS Coordinator | **Cohort 1 Schools:** Bemis, Hughbanks, Kelley, Morgan, Myers, Preston, Jehue, Kolb, Kucera, RMS, CHS, EHS and Milor<br><br>**Cohort 2 Schools:** Boyd, Casey, Curtis, Garcia, Henry, Morris, Frisbie, RHS<br><br>Cohort 3 Schools: Dollahan, Dunn, Fitzgerald, Kordyak, Simpson, Trapp, and Werner Elementary | _X_ ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | Cost of Extra Duty provided in 3.1.u<br><br>Contract - LCFF Funds<br>5800s- $62,000<br><br>Cohort 3- No Contract Cost |
| **3.1.t.** (Priority 6) The District will maintain 3 PBIS/At Risk High | Comprehen- | _X_ ALL | LCFF Funds |

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| 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. | sive High Schools | OR:<br>_X_Low Income pupils __English Learners<br>_X_Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | 1200s - $232,638<br>3000s - $91,881 |
| **3.1.u.** (Priority 6: School Climate)<br>The District will provide extra duty hours to PBIS team members in order to plan for training of site staff. | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>1100s - $117,684<br>3000s - $20,170 |
| **3.1.v.** (Priority 6: School Climate)<br>3v1. District will provide a stipend to a secondary counselor who has a Masters in Social Work to supervise university social worker interns.<br><br>3v2. The District will establish an MOU with local universities to bring social work interns to support social emotional efforts.<br><br>3v3. District will contract with 1 Social Worker Consultant to provide prevention/intervention counseling/social/emotional supports to RUSD high school students. | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | 3v1:<br>LEA/MAA Funds<br>1200s- $2,500<br>3000s- $496<br><br>3v2: No cost<br><br>LEA/MAA Funds<br>3v3. 5800's- $50,000 |
| **3.1.w**. (Priority 5: Pupil Engagement and Priority 6: School Climate)<br>Over the course of four years, (year 1) the District will provide training to Administrators, TOSAs, and classified staff on :<br>Unconscious Bias<br>Kids and Trauma<br>School to Prison Pipeline<br>Cultural Relevance<br><br>Including training materials, printing and refreshments. | All Schools | _X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | Title II Funds<br>5800s-$10,000 |
| **3.1.x:** (Priority 7: Course Access) | All Schools | _X_ALL | LCFF Funds |

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| 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. | | OR:<br>___Low Income pupils __English Learners<br>___Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: _____ | 4300s -$25,000 |
| **3.1.y:** (Priority 6: School Climate)<br>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. | High Schools | __ALL<br><br>OR:<br>_X_Low Income pupils __English Learners<br>_X_Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>4300s- $15,000 |
| **3.1.z**. (Priority 6: School Climate)<br>The District will establish a District AAPAC<br>(Through the Community Partnerships and Parent Center) | All Schools | _X_ALL<br><br>OR:<br>___Low Income pupils __English Learners<br>___Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | No Additional Cost |
| **3.1.aa.** (Priority 6: School Climate)<br>The District will establish an African American Town Hall<br>(Through the Community Partnerships and Parent Center) | All Schools | _X_ALL<br><br>OR:<br>___Low Income pupils __English Learners<br>___Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | No Additional Costs |
| **3.1.bb**. (Priority 6: School Climate)<br><br>Through the District Safety and Security Department, the District will establish Security as hallway mentors. | High School and Middle School | _X_ALL<br><br>OR:<br>___Low Income pupils __English Learners<br>___Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>2200s- $1,000<br>3000s- $275 |
| **3.1.cc.** (Priority 6: School Climate) | High School | _X_ALL | No additional |

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| 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.). | and Middle School | OR:<br>___Low Income pupils __English Learners<br>___Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | costs (site based) |
| **3.1.dd**. (Priority 6: School Climate)<br>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. | All Schools | X_ALL<br><br>OR:<br>___Low Income pupils __English Learners<br>___Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | No Additional Costs |
| **3.1.ee.** (Priority 5: Pupil engagement)<br>The District will provide an alternative attendance recovery absenteeism program that will monitor and reduce the number of student absences. | All Schools | X_ALL<br><br>OR:<br>___Low Income pupils __English Learners<br>___Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>1100s- $393,300<br>3000s- $67,406<br>4300s- $851,000<br>5700s- $1,500<br>5800s- $3,500 |
| **3.1.ff** (Priority 3: Parent Involvement)<br>All schools will provide additional communication with parents through an automated communication system. | All Schools | _X_ALL<br><br>OR:<br>___Low Income pupils __English Learners<br>___Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | Title I Funds<br>5800s- $51,870<br>LCFF Funds<br>5800s- $23,258 |

| Goal 3: LCAP Year 2: 2017-2018 | |
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| Expected Annual Measurable Outcomes: | **Priority 3: Parental Involvement**<br><br>1. **Local Metric:** Number of parents or caregivers reporting that their input is welcomed on the following parent surveys: 2017-18 Goal is to increase parent/caregivers positive response by 1% on the following surveys:<br>a. Title 1 Parent Survey (Based on the surveys collected, baseline data TBD August 2016-17)<br>b. EL Parent Survey (Based on the surveys collected, baseline data TBD August 2016-17)<br>c. Healthy Kid Survey (To be administered in August-September 2016. Baseline to be determined 2016-17)<br><br>2. **Local Metric**: Increase the number of parents participating in Parent Educational Workshops and Graduate from the Parent University:<br>2015-16 was 98 parents. The Goal for 2016-17 is 150 parents. The Goal for 2017-2018 is to maintain 150 parents in the Parent Education classes and parent university or better.<br><br>3. **Local Metric**: Increase the number of schools with parents receiving training in the Family Leadership Institute<br>2017-18 the Goal is to increase by two or more schools from 9 to 11 that receive the training and Implement the Family Leadership Institute modules at their schools with parents/guardians.<br><br>4. **Local Metric:** Number of schools with full parent membership and participation on SSC<br>**Local Metric:** 2016-17 Goal: 96% of schools to have parents participating in schools' SSC meetings<br>2017-18 Goal: Maintain 96%, or better, with each school having parents participating in schools' SSC meetings<br><br>5. **Local Metric:** 2016-17 Goal: 93% of schools to have parent representation in District DAC meetings<br>2017-18 Goal: Increase to 96%, or better, with parent representation in District DAC meetings<br><br>6. **Local Metric: Number** of schools with full parent membership and participation on ELAC<br>**Local Metric**: 2016-17 Goal: 96% of schools had parent participating in schools' ELAC meetings<br>2017-18 Goal: Maintain 96%, or better, with parent participation on school ELAC<br><br>7. **Local Metric**: 2015-16: 96% of schools had parent representation in District DELAC meetings: 2016-17 Goal was 96% or better.<br>2017-18 Goal: Maintain 96%, or better, with parent representation on district DELAC |

**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%.
   The Goal for 2017-18 is 85% or better
   **Local Metric**: Semester Grad Check Report from Synergy

9. **State Metric**: Attendance % rate
   **Local Metric**: Baseline: 2015-16 Attendance rate was 96.22% (as of May 26, 2016)
   2017-18 Goal is to maintain attendance rate at 96% and above

10. **State Metric**: % of students chronically absent from schools
    **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 and 2018-19: The Goal is to decrease the chronic absenteeism by 1% each year

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)
    2017-18 and 2018-19: The Goal is to increase the number student SARBS who are chronically absent by 5%
    (related to Local Metric #9: Chronically absent students)

12. **State Metric**: % of middle school students dropping out
    **Local Metric**: % of ***middle school*** students dropping out 2014-15 was .2%; 2015-16 was 0.5%;
    Goal for 2016-17 and 2017-18 is .5% or less

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 and 2017-18 is 10% or less

**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)

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| | 15. **State Metric**: Expulsion rate<br>**Local Metric**: The 2017-18 expulsion rate goal is to be at or below 0.2%<br><br>16. **State Metric**: Suspension rate<br>**Local Metric**: 2017-18 Goal is less than 5% |

| Goal 3 Actions/Services **Year 2** | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| **3.2.a.** (Priority 3: Parental involvement)<br>Number of parents or caregivers reporting that their input is welcomed and participating in key parent community involvement events and activities<br>Title 1 Parent Survey<br>EL Parent Survey<br>Healthy Kid Survey(all 5, 7,9, 11 grade students/parents) | All Schools | X__ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>5700s- $4,500<br>5800s- $2,500 |
| **3.2.b.** (Priority 3: Parental involvement)<br>LCAP input will be sought at least twice per year at school ELAC and district DELAC parent meetings. Strategies to increase the percentage of parents participating in school ELAC meetings will be discussed at EL Program administrator trainings. | All Schools | __ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | No Additional Costs |
| **3.2.c.** (Priority 3: Parental involvement)<br>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. | All Schools | X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title I Funds<br>2900s- $459<br>3000s- $41 |
| **3.2.d.** (Priority 3: Parent Involvement) | All Schools | X_ALL | Title I Funds |

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| The District will maintain the Curtis T. Winton District Community Partnerships and Parent Center to provide parent educational trainings with a focus on increasing student achievement and parent participation with staff, guest speakers, workshop materials, supplies, translation services, and other resources. This will include partnering with local unversities , faith base, and local non-profits. | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | 5800s- $75,000 |
| **3.2.e.** (Priority 3: Parental involvement/LCAP)<br>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. | District | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>1900's - $1,706<br>3000's - $294<br>5700's - $1,000<br>5800's - $2,000 |
| **3.2.f**. (Priority 3: Parent Involvement)<br>The District will provide extra duty to K-12 teachers and /or specialist/experts for parent education workshops in literacy, science, math, social studies, social emotional, health, etc. | Preschool, TK – 2nd | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | Title I Funds<br>1900s- $48,755<br>3000s- $9,258<br>4300s-$2,888 |
| **3.2.g.** (Priority 5: Pupil Engagement)<br>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. | Middle Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | No additional cost |
| **3.2.h.** (Priority 5: Pupil Engagement)<br>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. | High Schools | X__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | No additional cost |
| **3.2.i.** (Priority 5: Pupil Engagement) | High | _X_ ALL | LCFF Funds |

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| The District will continue to retain School Resource Officers for a total of three (3); one at each comprehensive high school. | Schools | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | 5800s-$120,000 |
| **3.2.j.** (Priority 5: Pupil Engagement)<br>The District will maintain direct support to decrease the number of students with chronic absenteeism through a District nurse. | All Schools | X__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>1100's-$57,935<br>3000s- $28,129 |
| **3.2.k**. (Priority 5: Pupil Engagement)<br>The District will maintain a District centralized home visitation team including a District Probation Officer, a District McKinney Vento/Foster Youth Liaison | All Schools | __ALL<br>OR:<br>_X_Low Income pupils __English Learners<br>_X_Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>2200s-$25,884<br>3000s-$25,810<br>5800s- $30,000 |
| **3.2.l.** (Priority 5: Pupil Engagement)<br>Each high school will implement a school wide mentoring program to support students' engagement with the school environment (i.e.: Linked Crew). | Comprehen-sive High Schools | _X__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | No additional costs |
| **3.2.m.** (Priority 5: Pupil Engagement)<br>Each high school counsler will ensure that all 9th grade students have a 4 year plan as developed in the Student Information System (SIS) ) and be trained in on writing personal/graduation plans.. | High Schools 9th Grade | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | No additional costs |
| **3.2.n.** (Priority 5: Pupil Engagement)<br>The District will provide attendance intervention through Student Truancy Reduction and Intervention Team (STRAIT). | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | No additional costs |

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| **3.2.o.** (Priority 5: Pupil Engagement)<br>Each counselor will review each students' 4 year plan at the end of each semester. | High Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | No additional costs |
| **3.2.p.** (Priority 6: School Climate)<br>Expulsion rate<br>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. | All Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | No additional cost |
| **3.2.q**. (Priority 6: School Climate)<br>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. | High Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | No additional cost |
| **3.2.r.** (Priority 6: School Climate)<br>The District will maintain 1 PBIS Coordinator to provide support and follow up in the implementation of PBIS at each cohort at school sites. | All schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | Title I Funds<br>1300s- $107,738<br>3000s- $37,979 |
| **3.2.s.** Priority 6: School Climate)<br>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.<br><br>Cohort 1 – Ongoing support provided by RUSD PBIS Coordinator<br>Cohort 2 – Year 3 of SB County training contract<br>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 | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | Cost of Extra Duty provided in 3.2.u<br><br>Contract - LCFF Funds<br>5800s- $18,000<br><br>Cohort 3- No Contract Cost |

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| | **Cohort 2 Schools:** Boyd, Casey, Curtis, Garcia, Henry, Morris, Frisbie, RHS<br><br>Cohort 3 Schools: Dollahan, Dunn, Fitzgerald, Kordyak, Simpson, Trapp, and Werner Elementary | | |
| **3.2.t.** (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. | High Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>1200s - $241,944<br>3000s - $97,850 |
| **3.2.u.** (Priority 6: School Climate)<br>The District will provide extra duty hours to PBIS team members in order to plan for training of site staff. | All Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>1100s - $117,684<br>3000s - $22,346 |
| **3.2.v.** (Priority 6: School Climate)<br>3.2.v1. District will provide a stipend to a secondary counselor who has a Masters in Social Work to supervise university social worker interns.<br><br>3.2.v2 The District will establish an MOU with local universities to bring social work interns to support social emotional efforts.<br><br>3.2.v3 District will contract with 1 Social Worker Consultant | All Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LEA/MAA Funds<br>3.2.v1: NTE<br><br>1200s- $2,500<br>3000s- $540<br><br>3.2.v2: No cost |

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| to provide prevention/intervention counseling/social/emotional supports to RUSD high school students. | | | LEA/MAA Funds 3.2v3. 5800's- $50,000 |
| **3.2.w**. (Priority 5: Pupil Engagement and Priority 6: School Climate)<br>Over the course of four years, (year 1) the District will provide training to Administrators, TOSAs, and classified staff on :<br>Unconscious Bias<br>Kids and Trauma<br>School to Prison Pipeline<br>Cultural Relevance<br><br>Including training materials, printing and refreshments. | All Schools | _X_ ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | Title II Funds 5800s-$10,000 |
| **3.2.x:** (Priority 7: Course Access)<br>The District will support certificated staff with required resources for innovation 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. | All Schools | _X_ ALL<br>OR:<br>_X_Low Income pupils __English Learners<br>_X_Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds 4300s -$25,000 |
| **3.2.y:** (Priority 6: School Climate)<br>The District will maintain physical spaces at the high schools where at-risk counseling may take place for students to address social-emotional behavior, conflict resolutions, etc. | High Schools | __ALL<br>OR:<br>_X_Low Income pupils __English Learners<br>_X_Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds 4300s- $5,000 |
| **3.2.z**. (Priority 6: School Climate)<br>The District will establish a District AAPAC<br>(Through the Community Partnerships and Parent Center) | All Schools | _X_ ALL<br>OR:<br>___Low Income pupils __English Learners<br>___Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | No Additional Cost |
| **3.2.aa.** (Priority 6: School Climate) | | _X_ ALL | No Additional |

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| The District will establish an African American Town Hall (Through the Community Partnerships and Parent Center) | | OR:<br>___Low Income pupils __English Learners<br>___Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | Costs |
| **3.2.bb**. (Priority 6: School Climate)<br><br>Through the District Safety and Security Department, the District will establish Security as hallway mentors. | High School and Middle School | _X_ALL<br>OR:<br>___Low Income pupils __English Learners<br>___Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>2200s- $1,000<br>3000s- $300 |
| **3.2.cc.** (Priority 6: School Climate)<br><br>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 n ot limited to: Robotic Club, VAPA Club, Leadership, Poetry, Writing, Literacy, Chess Club, Cultural Ethnicity, History – ethnic contributions to society Club, Inventors Club, etc.). | High School and Middle School | _X_ALL<br>OR:<br>___Low Income pupils __English Learners<br>___Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | No additional costs (site based) |
| **3.2.dd**. (Priority 6: School Climate)<br>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. | All Schools | _X_ALL<br>OR:<br>___Low Income pupils __English Learners<br>___Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | No Additional Costs |
| **3.2.ee.** (Priority 5: Pupil engagement)<br>The District will provide an absenteeism recovery program that will monitor and reduce the number of student absences. | All Schools | _X_ALL<br>OR:<br>___Low Income pupils __English Learners<br>___Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>1100s- $393,300<br>3000s- $74,680<br>4300s- $851,000<br>5700s- $1,500<br>5800s- $3,500 |

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| **3.2.ff.** (Priority 3: Parent Involvement)<br>All schools will provide additional communication with parents through an automated communication system. | All Schools | _X_ALL<br>OR:<br>___Low Income pupils __English Learners<br>___Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | Title I Funds<br>5800s- $51,870<br>LCFF Funds<br>5800s- $23,258 |

| Goal 3 LCAP Year 3: 2018-2019 | |
|---|---|
| Expected Annual Measurable Outcomes: | **Priority 3: Parental Involvement**<br><br>1. **Local Metric:** Number of parents or caregivers reporting that their input is welcomed on the following parents surveys: 2018-19 Goal is to increase parent/caregiver positive response by 1% on the following surveys:<br>a. Title 1 Parent Survey<br>b. EL Parent Survey<br>c. Healthy Kid Survey<br><br>2. **Local Metric**: Increase the number of parents participating in Parent Educational Workshops and Graduate from the Parent University:<br>The Goal for 2017-18 was 150 parents participating in the Parent Education Workshops and Parent University<br>The Goal for 2018-19 is 175 parents in the Parent Education classes and parent university or better<br><br>3. **Local Metric**: Increase the number of schools with parents receiving training in the Family Leadership Institute<br>2018-19 the Goal is to increase by two or more schools from 11 to 13 or more schools that receive the training and implement the Family Leadership Institute modules at their schools with parents/guardians.<br><br>4. **Local Metric:** Number of schools with full parent membership and participation on SSC<br>**Local Metric**: Goal for 2017-18 was 96% of schools having parents participating in schools' SSC meetings<br>Goal for 2018-19: Maintain 96%, or better, with each school having parents participating in school's SSC meetings<br><br>5. **Local Metric:** Goal for 2017-18 Goal: Increase from 93% to 96%, or better, with parent representation in District DAC<br>**Local Metric:** Goal for 2018-19 Goal: Maintain 96%, or better, with parent representation in District DAC<br><br>6. **Local Metric: Number** of schools with full parent membership and participation on ELAC<br>Local Metric: 2015-16: 96% of schools had parent participating in schools' ELAC meetings<br>2016-17: Maintain 96%, or better, with parent participation on school ELAC<br><br>7. Local Metric: 2017-18 Goal: Maintain 96% or better with parent representation in District DELAC<br>2018-19 Goal: Maintain 96%, or better, with parent representation in District DELAC |

**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%
   Goal for 2017-18 is 85%; Goal for 2018-19 is 86% or better
   **Local Metric**: Semester Grad Check Report from Synergy (Baseline to be determined in 2016-17)

9. **State Metric**: Attendance % rate
   **Local Metric**: Baseline: 2015-16 Attendance rate was 96.22% (as of May 26, 2016)
   2018-19 Goal is to increase the attendance rate to 98% and above

10. **State Metric**: % of students chronically absent from schools
    **Local Metric:** Students with chronic absences
    2015-16: 11.67% (3,316/28,405) were identified as chronically absent (10% or more absences)
    2018-19: The Goal is to decrease the chronic absenteeism by 1% or better

11. **Local Metric:** Students with chronic absences will be SARBed once the SART process is completed at the school site
    2018-19: The Goal is to increase the number SARBed students with chronic absences by 7%

12. **State Metric**: % of middle school students dropping out
    **Local Metric**: 2018-19 Goal for % of ***middle school*** students dropping out is less than .5%

13. **State Metric**: % of ***high school*** students dropping out (cohort)
    **Local Metric**: 2018-19 Goal for % of high school students dropping out (cohort) is less than 10%

**Priority 6: School Climate**

14. **State Metric**: % of students reporting feeling engaged and interested in school
    **Local Metric:** Healthy Kid Survey: 2018-19 goal is to increase students feeling engaged and interested in school by 2%

15. **State Metric**: Expulsion rate
    **Local Metric**: 2018-19 expulsion rate goal is 0.2% or less
16. **State Metric**: Suspension rate
    **Local Metric**: 2018-19: Goal is 3% or less

| **Goal 3** Actions/Services **Year 3** | Scope of | Pupils to be served within identified scope of service | Budgeted |
|---|---|---|---|

| | Service | | Expenditures |
|---|---|---|---|
| **3.3.a.** (Priority 3: Parental involvement)<br>Number of parents or caregivers reporting that their input is welcomed and participating in key parent community involvement events and activities<br>Title 1 Parent Survey<br>EL Parent Survey<br>Healthy Kid Survey(all 5, 7,9, 11 grade students/parents) | All Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>5700s- $4,500<br>5800s- $2,500 |
| **3.3.b.** (Priority 3: Parental involvement)<br>LCAP input will be sought at least twice per year at school ELAC and district DELAC parent meetings. Strategies to increase the percentage of parents participating in school ELAC meetings will be discussed at EL Program administrator trainings. | All Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No additional cost |
| **3.3.c.** (Priority 3: Parental involvement)<br>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. | All Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | Title I Funds<br>2900s- $459<br>3000s- $41 |
| **3.3.d**. (Priority 3: Parent Involvement)<br>The District will maintain the Curtis T. Winton District Community Partnerships and Parent Center to provide parent educational trainings with a focus on increasing student achievement and parent participation with staffing, guest speakers, workshop materials, supplies, translation services, and other resources. This will include partnering with local unversities , faith base, and local non-profits. | All Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | Title I Funds<br>5800s- $75,000 |
| **3.3.e.** (Priority 3: Parental involvement/LCAP) | District | X_ALL | LCFF Funds |

| | | | |
|---|---|---|---|
| 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. | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | 1900's - $1,706<br>3000's - $294<br>5700's - $1,000<br>5800's - $2,000 |
| **3.3.f.** (Priority 3: Parent Involvement)<br>The District will provide extra duty to K-12 teachers, and/or specialist/experts for parent education workshops in literacy, science, math, and social studies. | | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | Title I Funds<br>1900s- $48,755<br>3000s- $10,159<br>4300s-$2,888 |
| **3.3.g.** (Priority 5: Pupil Engagement)<br>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. | Middle Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | No Additional Cost |
| **3.3.h.** (Priority 5: Pupil Engagement)<br>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. | High Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | No Additional Cost |
| **3.3.i**. (Priority 5: Pupil Engagement)<br>The District will continue to retain School Resource Officers for a total of three (3); one at each comprehensive high school. | High Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>5800s-$120,000 |
| **3.3.j.** The District will maintain direct support to decrease | All Schools | _X_ ALL | LCFF Funds |

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| the number of students with chronic absenteeism through a District nurse. | | OR<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | 1100's-$60,252<br>3000s- $30,090 |
| **3.3.k.** (Priority 5: Pupil Engagement)<br>The District will maintain a District centralized home visitation team including a District Probation Officer, a District McKinney Vento/Foster Youth Liaison | All Schools | __ALL<br>OR:<br>_X_Low Income pupils __English Learners<br>_X_Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>2200s - $26,920<br>3000s - $27,781<br>5800s - $30,000 |
| **3.3.l.** (Priority 5: Pupil Engagement)<br>Each high school will maintain a school wide mentoring program to support students' engagement with the school environment (i.e.: Linked Crew). | High Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | No additional costs |
| **3.3.m.** (Priority 5: Pupil Engagement)<br>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.. | High Schools<br>9th Grade | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | No additional costs |
| **3.3.n.** (Priority 5: Pupil Engagement)<br>The District will provide attendance intervention through Student Truancy Reduction and Intervention Team (STRAIT). | All Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | No additional costs |
| **3.3.o.** (Priority 5: Pupil Engagement)<br>Each counselor will review each students' 4 year plan at the end of each semester. | High Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | No additional costs |
| **3.3.p.** (Priority 6: School Climate) | All Schools | X_ALL | No additional |

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| Expulsion rate<br>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. | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | cost |
| **3.3.q.** (Priority 6: School Climate)<br>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. | High Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | No additional cost |
| **3.3.r.** (Priority 6: School Climate)<br>The District will maintain 1 PBIS Coordinator to provide support and follow up in the implementation of PBIS at each cohort at school sites. | All schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | Title I Funds<br>1300s - $107,783<br>3000s - $39,481 |
| **3.3.s.** Priority 6: School Climate) | **Cohort 1** | _X_ ALL | Cost of Extra |

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| 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.<br><br>All Cohorts will have training/support provided by RUSD PBIS Coordinator | **Schools:** Bemis, Hughbanks, Kelley, Morgan, Myers, Preston, Jehue, Kolb, Kucera, RMS, CHS, EHS and Milor<br><br>**Cohort 2 Schools:** Boyd, Casey, Curtis, Garcia, Henry, Morris, Frisbie, RHS<br><br>Cohort 3 Schools: Dollahan, Dunn, Fitzgerald, Kordyak, Simpson, Trapp, and Werner Elementary | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | Duty provided in 3.3.u |
| **3.3.t.** (Priority 6) The District will provide 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. | High Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>1200s - $251,622<br>3000s - $104,267 |
| **3.3.u.** (Priority 6: School Climate)<br>The District will provide extra duty hours to PBIS team members in order to plan for training of site teachers. | All Schools | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>1100s - $117,684<br>3000s - $24,523 |
| **3.3.v.** (Priority 6: School Climate) | All Schools | _X_ ALL | |

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| 3.3.v1. District will provide a stipend to a secondary counselor who has a Masters in Social Work to supervise university social worker interns.<br><br>3.3.v2 The District will establish an MOU with local universities to bring social work interns to support social emotional efforts.<br><br>3.3.v3 District will contract with 1 Social Worker Consultant to provide prevention/intervention counseling/social/emotional supports to RUSD high school students. | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LEA/MAA Funds<br>3.3.v1:<br>1200s- $2,500<br>3000s- $586<br><br>3.3.v2: No cost<br><br>LEA/MAA Funds<br>3.3.v3. 5800's- $50,000 |
| **3.3.w**. (Priority 5: Pupil Engagement and Priority 6: School Climate)<br>Over the course of four years (year 3), the District will provide training to elementary and secondary certificated and classified staff on :<br>Unconscious Bias<br>Kids and Trauma<br>School to Prison Pipeline<br>Cultural Relevance<br><br>Including training, materials, printing and refreshments | All Schools | _X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | Title II Funds<br>5800s-$25,000 |
| **3.3.x:** (Priority 7: Course Access)<br>The District will support certificated staff with required resources for innovation 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. | All Schools | _X_ALL<br>OR:<br>_X_Low Income pupils __English Learners<br>_X_Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>4300s -$25,000 |
| **3.3.y:** (Priority 6: School Climate)<br>The District will maintain physical spaces at the high schools where at-risk counseling may take place for students to address social-emotional behavior, conflict resolutions, etc. | High Schools | _X_ALL<br>OR:<br>_X_Low Income pupils __English Learners<br>_X_Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>4300s- $5,000 |
| **3.3.z**. (Priority 6: School Climate) | All Schools | _X_ALL | No Additional |

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| The District will establish a District AAPAC<br>(Through the Community Partnerships and Parent Center) | | OR:<br>___Low Income pupils __English Learners<br>___Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | Cost |
| **3.3.aa.** (Priority 6: School Climate)<br>The District will establish an African American Town Hall<br>(Through the Community Partnerships and Parent Center) | | _X_ ALL<br>OR:<br>___Low Income pupils __English Learners<br>___Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | No Additional Costs |
| **3.3.bb**. (Priority 6: School Climate)<br><br>Through the District Safety and Security Department, the District will establish Security as hallway mentors. | High School and Middle School | _X_ ALL<br>OR:<br>___Low Income pupils __English Learners<br>___Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>2200s- $1,000<br>3000s- $316 |
| **3.3.cc.** (Priority 6: School Climate)<br><br>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.). | High School and Middle School | _X_ ALL<br>OR:<br>___Low Income pupils __English Learners<br>___Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | No additional costs |
| **3.3.dd**. (Priority 6: School Climate)<br>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. | All Schools | _X_ ALL<br>OR:<br>___Low Income pupils __English Learners<br>___Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | No additional costs |

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| **3.3ee.** (Priority 5: Pupil engagement)<br>The District will provide an absenteeism recovery program that will monitor and reduce the number of student absences. | All Schools | _X_ALL<br>OR:<br>___Low Income pupils __English Learners<br>___Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>1100s- $393,300<br>3000s- $81,956<br>4300s- $851,000<br>5700s- $1,500<br>5800s- $3,500 |
| **3.3.ff.** (Priority 3: Parent Involvement)<br>All schools will provide additional communication with parents through an automated communication system. | All Schools | _X_ALL<br>OR:<br>___Low Income pupils __English Learners<br>___Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | LCFF Funds<br>5800s- $23,258<br><br>Title I Funds<br>5800s-$54,268 |

**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

## Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

**Guiding Questions:**

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 Education Code 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 schoolsites 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?

**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

| Original GOAL from prior year LCAP: | **1. Achievement:**<br>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. | Related State and/or Local Priorities:<br>1__ 2__ 3__ 4_X 5_X 6__ 7_X 8_X<br>COE only: 9__ 10__<br>Local : Specify _____ |
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| Goal Applies to: | Schools: All<br>Applicable Pupil Subgroups: All, including English Learners | |

| Expected Annual Measurable Outcomes: | Actual Annual Measurable Outcomes: |
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| 1. The District will increase the Graduation Rate by increasing student access and enrollment in all required areas of study. The graduation rate will increase to 83% based upon the 2015-16 data: The 2013-14 Graduation Rate was 80.8%<br>**State Metric:** High School Graduation Rate<br>**Local Metric**: Comparison of course enrollment by school in English, Math and Science courses. | 1. The 2014/15 Graduation Rate was 82.2% |
| 2. The District will increase the A-G Completion Rate to 25% based upon the 2015-16 data: The 2013-14 A-G Completion Rate was 20.7%<br>**State Metric:** Share of students that are college and career ready.<br>**Local Metric:** Percent Completing UC/CSU Required Courses | 2. The 2014/15 A-G Completion Rate was 36.2% |
| 3. The District will increase the percentage of students with an AP score of 3 or better to 40% based on the 2015-16 data: The 2013-14 Percentage of total tests with an AP score of 3 or better was 34%<br>**State Metric:** Share of students that pass Advanced Placement exams with a 3 or higher | 3. The 2014/15 AP data students scoring 3 or better was 28.8% |
| 4. The District will increase the EAP Ready for College Rate to 15% for ELA and 5% for Math. The 2014 EAP data was 12% for ELA and 3% for Math<br>**State Metric:** 2015 EAP test results | 4. The 2014/15 EAP Readiness rates were 12% for ELA and 3% for Math. |
| 5. The District will increase the ELA CAHSEE Passing Rate to 83% based on the 2015-16 data: The 2013-14 CAHSEE Passing Rate was 79% for ELA | 5. The 2014/15 ELA CAHSEE Passing Rate was 79%. CAHSEE was suspended. |

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| | **State Metric**: Performance on standardized tests<br>**Local Metric:** CAHSEE ELA Passing Rate<br><br>6. The District will increase the Math CAHSEE Passing Rate to 87% based on the 2015-16 data: The 2013-14 CAHSEE Passing Rate was 83% for Math<br>**State Metric**: Performance on standardized tests<br>**Local Metric:** CAHSEE Mathematics Passing Rate<br><br>7. The District will increase the percentage of students scoring 4 or higher on the CELDT to 38% based on 2015-16 data: The 2013-14 percentage of students scoring 4 or higher on the CELDT was 34%<br>**Local Metric:** Percent of English Learners attaining English Proficient Level as measure by the CELDT<br><br>8. The District will increase the percentage of students meeting AMAO 1 to 58% based on the 2015-16 data: The 2013-14 percentage of students meeting AMAO 1 was 54%<br>**Local Metric:** Percent making progress towards English Proficiency (AMAO) 1)<br><br>9. The District will increase the percentage of students meeting AMAO 2a to 24% based on the 2015-16 data: The 2013-14 percentage of students meeting AMAO 2 less than 5 years was 22.9%<br>**Local Metric:** Percent in Cohort Attaining English Proficient Level (AMAO 2 <5 years)<br><br>10. The District will increase the percentage of students meeting AMAO 2b to 50% based on the 2015-16 data: The 2013-14 percentage of students meeting AMAO 2 more than 5 years was 44.9%<br>**Local Metric:** Percent in Cohort Attaining English Proficient Level (AMAO 2 >=5 years)<br><br>11. The District will increase the percentage of students meeting Reclassification criteria to 15% based on the 2015-16 data: The 2013-14 reclassification rate was | | 6. The 2014/15 Math CAHSEE Passing Rate was 81%. CAHSEE has been suspended.<br><br>7. The 2014/15 percentage of students scoring 4 or higher on the CELDT was 39%. 15/16 data has not been released. To be released July 2016.<br><br>8. The 2014/15 percentage of students meeting AMAO 1 was 55.1%. 15/16 data has not been released. To be released July 2016.<br><br>9. The 2014/15 percentage of students meeting AMAO 2a was 24.0%. 15/16 data has not been released. To be released July 2016.<br><br>10. The 2014/15 percentage of students meeting AMAO 2b was 44.7%. 15/16 data has not been released. To be released July 2016.<br><br>11. The 2014/15 Redesignation Rate was 10.0%. The 2015-16 Redesignation rate was 10.2% |

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| | 12.3%<br>**State Metric:** English Learner Reclassification Rate<br><br>12. The District will increase the percentage of students scoring 1500 or higher on the SAT to 25% based on the 2015-16 data: The 2013-14 percentage of students scoring 1500 or greater on the SAT was 22.07%<br>**Local Metric:** Percentage of students scoring > or equal to 1500 on the SAT<br><br>13. The District will increase the percentage of students meeting 4 or more criteria on the Physical Fitness Test to 75% based on the 2015-16 data: The 2013-14 average percentage of students meeting 4 or more criteria on the PFT was 69.8%<br>**Local Metric:** Physical Fitness Test for Grade 5, 7 and 9<br><br>14. The District will increase the percentage of 10th grade students scoring on track for college on the PSAT to 15% based on the 2015-16 data: The 2014-15 percentage of students that are 'On Track for College and Career Ready' was 10.8%<br>**Local Metric:** Percentage of students scoring 'On Track for College and Career Ready' on the PSAT<br><br>15. CAASPP Participation and Proficiency Rate: The rate for CAASPP has not been determined. Baseline data to be established in 2015-16.<br>**Local Metric:** STAR/CAASPP ELA and Math Proficient or Advanced<br><br>16. CTE Completion Rate. The District will increase the number of students enrolled in a CTE sequence from 1,475 to 1,600.<br>**Local Metric:** Percent completing a CTE Course Sequence | | 12. The 2014/15 SAT data has not been released by the State as of June 10, 2016. This data is a year behind.<br><br>13. The 2014/15 percentage of students that met 4 or more criteria on the Physical Fitness Test was 68.7%.<br><br>14. The Fall 2015 administration of the PSAT reported that 19% of 10th grade students met both benchmarks for ERW and Math. The PSAT test and reporting changed from prior school years and test administrations.<br><br>15. The 2014/15 CAASPP Participation Rate for 97.6% for ELA and 97.3% for Math. The percentage that Met or Exceeded the Standard was 29% for ELA and 17% for Math.<br><br>16. 2014-15 completion of a CTE course sequence was 81.35% |

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| **LCAP Year**: 2015-16 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| **1a:** 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. | No Additional cost | • Met with High School principals in September about the development of the AP Plan.<br>• 1,172 students completed the AP Exam<br>• % scoring 3 or better (data to be released July 2016) | No Additional cost |
| Scope of service: All high school students eligible and enrolled in an AP course<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service:<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **1b:** The District will pay for the AP exam(s) for all qualifying students. Students qualifying for a waiver will have their reduced fees paid for by the District. | LCFF Funds 5800's- $70,000 | 1,172 students took the AP exams in 2015-2016. A total of 2,007 exams were taken. | LCFF Funds 5800s-$137,984 |
| Scope of service: All high school students eligible for AP testing<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: All high school students eligible for AP testing<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **1c:** Each high school will administer the practice CAHSEE to all 9th grade students during the first 30 days of school. | No Cost | CAHSEE was suspended | $0 |
| Scope of service: High School<br>_X_ALL | | Scope of service: High School<br>_X_ALL | |

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| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **1d:** The District will plan courses related to career themed pathway programs of study (i.e, Linked Learning). | LCFF Funds<br>5800's- $24,000 | Link Learning coaches continued career pathway training on Aug 21, Sept 18, and Oct 16<br><br>There was an audit by RAAM Dec. 9-11, 2015.<br>Linked Learning Readiness Assessment and Asset Mapping conducted to prepare district for implementation Dec 9-11, 2015. Site teams visited other districts on Nov 11, 2015. District and High School team members attended Linked Learning Convention Feb. 3-5 and program visits to other districts Feb 11 & 25.<br><br>CTE Teachers attended Curriculum Development Technical Assistance PD Apr 27.<br><br>High School Teams are scheduled to attend LL Summer Institute June 13-15.<br><br>13 CTE teachers signed up for CTE course development and writing time during to be completed by June 30. | LCFF Funds<br>5800s- $24,000<br><br>Perkins Career and Technical Education Funds<br>5200s- $10,450 |
| Scope of service: High Schools<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: High Schools<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **1e:** The District will administer (ICA) Interim Formative Assessments to all students in grades 2 – 11 twice per year. | No additional cost | The district administered one ELA and one Math Interim Assessment Block (IAB) to students in grades 3 – 8 and grade 11 between November 16 – December 16, 2016. | No additional cost |
| Scope of service: Grades 2-11th<br>_X_ALL | | Scope of service: Grades 3 to 11th<br>_X_ALL | |

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| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **1f:**The District will provide universal testing on the PSAT to all 10th grade students. | | LCFF Funds<br>5800's- $26,034 | All 10th graders took the PSAT on Oct. 14, 2015<br>2 District sponsored meetings were held in January 26th at Rialto High School and Jan. 28th at Carter High.<br>The number of 10th grades students taking the exam were 2485.<br>730 Eisenhower High School<br>960 Rialto High School<br>795 Carter High School | | LCFF Funds<br>5800s-$23,557 |
| Scope of service: | 10th Grade students | | Scope of service: | 10th Grade Students | |
| _X_ALL | | | _X_ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **1g:**The District will administer the STAR reading assessment to all students in grades 2 - 9. | | LCFF Funds<br>5800's- $61,005 | 13,392 students completed the STAR Reading Assessment between January 12, 2016 and April 29, 2016. Students' continued taking their year-end STAR assessment until the end of school in May 2016 for a total of 16,432 students in grades 1st to 8th grade. | | LCFF Funds<br>5800's- $54,086 |
| Scope of service: | 2-9th Grade | | Scope of service: | K-9th grade | |
| _X_ALL | | | _X_ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **1h:**The District will administer the DIBELS Next reading assessment three times per year to all students in grades K – 5 ~~and 6-8th at risk students~~ in reading to conduct progress monitoring for RtI Tier II and III. | | 80 teachers X 3 trainings X extra duty hourly = Title I | First trimester DIBELS Next was administered 10/8/15 to K-5th students. Second trimester DIBELS Next assessment was administered to 10,199 elementary students in grades K–5 February 22, 2016. Trimester 3 DIBELS scores are not | | LCFF Funds<br>5700s- $2,926 |

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| | 1100's- $8,690<br>3000's- $1,310<br>Printing of DIBELS booklets<br>Title I<br>5700's- $7,800 | due in Illuminate until May 13, 2016. | |
| Scope of service: Grades K-5<br>6th at risk<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: Grades K-5<br>6th at risk<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **1i:**The District will develop and implement Performance Tasks in ELA and Math in grades 3 – 12 by incorporating Defined STEM. | **LCFF Funds**<br>5800's- $70,000 | Implementation is on a volunteer basis. Working with Social Studies teachers to try out some of the PBL lessons. Usage was low. Too many competing priorities and we should look at not continuing this goal. | Title I Funds<br>5800s- $75,640 |
| Scope of service: All Schools<br>Grades 3-12th<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: All Schools<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **1j:**The District will provide 8-9 PSAT (Readistep) testing to all 8th grade students. | **LCFF Funds**<br>5800's-$15,908 | Administered Oct. – Nov. 3rd. Two District sponsored meetings were held in January 26th at Rialto High School and January 28th at Carter High School. The events were well attended. Counselors are discussing the results with the students.<br>The number of 8th grade students taking the exam was 2,085.<br>295 –Kolb Middle School<br>400-Kucera Middle School<br>400 Rialto Middle School<br>400 Frisbie Middle School<br>590 Jehue Middle School | LCFF Funds<br>5800s-$15,908 |

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| Scope of service: | 8th grade students<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: | 8th grade students<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **1k:**The District will administer the CELDT to all designated English Learners. This is to cover the cost of test labels and extra duty for teachers. | | LCFF Funds<br>1100's- $49,530<br>3000's- $7,470<br>5700's- $5,000 | CELDT Testing was completed by October 31st. 95% of all CELDT test scores were received as of February 1st. | | LCFF Funds<br>1100s- $31,678<br>2100s- $9,505<br>3000s- $6,372<br>5700s- $3,566 |
| Scope of service: | All Schools<br>__ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: | All Schools<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **1l:**The District will designate a portion of the 19 elementary Instructional Support Teachers duties to focus on improving instruction for English Learners. | | No additional Cost | Strategists provided the following trainings at each school site emphasizing an EL focus: The Common Core Classroom, Accountable Talk, Close and Critical Reading, ELA/ELD Framework, and Strategies for ELs,. In addition strategists provided site requested trainings such as Step Up to Writing, Math collaboration, and Number Talks | | No additional Cost |
| Scope of service: | Elementary Schools<br>__ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: | Elementary Schools<br>__ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |

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| **1m:** Each high school will ensure that all 9th grade students have a 4 year plan as developed in the Student Information System (SIS). | | No additional cost | 2015-2016 – 100% 9th grade students (1,980) have 4 year plans. They were modified as needed based upon passage of classes. | | No additional cost |
| Scope of service: | High Schools<br>9th Grade | | Scope of service: | High Schools<br>9th Grade | |
| _X_ ALL | | | _X_ ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **1n:**Each counselor will review each students' 4 year plan at the end of each semester. | | No additional cost | 100% (1,980) of 9th grade students met with a counselor on a 4 year graduation plan. Sign in sheets are in place for documentation | | No Cost |
| Scope of service: | High Schools | | Scope of service: | High Schools | |
| _X_ ALL | | | _X_ ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **1o:**The District will establish the Seal of Biliteracy, providing recognition of biliteracy on the diplomas of qualifying high school seniors. | | LCFF Funds<br>5700's<br>Cost- $1,000 | 161 qualifying high school senior students were awarded the Seal of Biliteracy on June 5, 2016 | | LCFF Funds<br>5800s- $907 |
| Scope of service: | High Schools | | Scope of service: | High Schools | |
| __ALL | | | __ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth _X_Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **1p:**The District will provide 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 | | LCFF Funds-<br>50%<br>State Mental Health- 50% | PBIS/At-Risk counselors had credit deficient students on their caseloads and they met with students and parents to review grad plans, recover credits, attendance. Each Counselor's caseload was between 150 and 250 students. | | LCFF Funds<br>1200s- $250,862<br>3000s- $67,176 |

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| grade 10. | | 1200's- $259,557<br>3000's- $81,276 | The caseloads varied as the group of students were very transient. The counselors did service grade 10 students but the numbers were low 10 to 30 students at each high school as there was such a need in 12th and 11th grade. Non PBIS Counselors service their 10th grade students. The credit deficient students ranged from 21% to 35% of the population. | | |
| Scope of service: | High Schools | | Scope of service: | High Schools | |
| _X_ALL | | | _X_ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **1q:**The district will create a Special Education/Limited English Proficient Committee to work on reclassification criteria and program design for SPED/LEP Students | | LCFF Funds<br>1100's- $6,952<br>3000's- $1,048 | EL Director and Special Ed Executive Director met on 1-27-16 and 3-17-16 to discuss SPED/LEP issues. The committee was put on hold. | | No additional cost |
| Scope of service: | High Schools | | Scope of service: | High Schools | |
| __ALL | | | __ALL | | |
| OR:<br>_X_Low Income pupils __English Learners<br>_X_Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>_X_Other Subgroups:(Specify) Special Education | | |
| **1r:**The District will provide for 4 pre-school permit teachers | | LCFF Funds (Contribution to Fund 12)<br>1100's-$224,094<br>3000's-75,906<br>~~7600's Cost- $300,000~~ | 4 pre-school permit teachers in preschool classes as of August 2015 were maintained. | | LCFF Funds (Contribution to Fund 12)<br>1100s-$207,290<br>3000s-$92,710 |
| Scope of service: | Preschool | | Scope of service: | Preschool | |
| _X_ALL | | | _X_ALL | | |

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| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Through the annual update and discussions with the various stakeholders it was determined that the district would integrate the existing 6 goals into 3 District LCAP goals that are more linked to each of the State Priority areas.<br>1h: DIBELS Next was administered to K-5th only.<br>Although gathering and analyzing data has been a challenging practice for many of the school sites as a consistent practice, the district has made some progress in collecting and using the data available to assist in assessing the success of the actions of the LCAP. Those actions to increase student proficiency for ELA and Math were measured by the reduction of D and F grades, CELDT data, reclassification data, results on DIBELS, principal and teacher participation in grade-level meetings to identify priority metrics and expectations for student outcomes. The 2016-17 LCAP has essential metrics that are targeted and we will be able to more closely monitor throughout the district and provide a better indicator of the impact of the LCAP actions.<br><br>Schools need to do a better job of addressing differentiation for gifted education: Funding out of Title II for higher-performing and GATE students and programs will be addressed and the District will develop a GATE acceleration plan for advanced learners and GATE students.<br><br>Producing college and career-ready students is embedded into RUSD's LCAP goals and will continue to guide our work and has been reinforced by our stakeholders. For the 2016-17 year we will begin to implement ICA assessments. With this baseline set, we will be able to establish targets for 2016-17 and 2017-18 school years. The first LCAP Annual Update has shown us that while we have made some gains with student outcomes, there is still work to be done. | | |

| Original GOAL from prior year LCAP: | **2. Instruction:**<br>All Rialto USD schools will ensure all students will receive high quality initial grade level instruction in all core areas – English, Mathematics, Science and Social Studies. | Related State and/or Local Priorities:<br>1__ 2_X 3__ 4_X 5__ 6__ 7_X 8_X<br>COE only: 9__ 10__<br>Local : Specify _____ |
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| Goal Applies to: | Schools: All<br>Applicable Pupil Subgroups: All | |

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| Expected Annual Measurable Outcomes: | 1. The total number of AP courses will increase by 2%. For 2014-15 school year the district offered 96 AP courses.<br>**Local Metric:** Total number of AP courses as determined by master schedule<br><br>2. All school offering AVID will meet at least 10/11 AVID Essentials.<br>**Local Metric:** AVID Annual Report provided by SBCSS<br><br>3. The District will expand AVID to one pilot elementary school.<br>**Local Metric:** Number of grade levels participating in AVID at the elementary school.<br><br>4. The total number of Honors courses will increase by 2%. For the 2014-15 school year the district offered 94 HP courses.<br>**Local Metric:** Total number of HP courses as determined by master schedule<br><br>5. The percentage of students scoring a C or better in an Honors course will increase by 2%.<br>**Local Metric:** Mark Distribution Report to be prepared at the end of the 2014/15 school year to establish baseline.<br><br>6. The percentage of students taking a year 4 of Mathematics will increase by 2%. | Actual Annual Measurable Outcomes: | 1. For 2015/16 school year, the district offered 92 AP courses. -4.2% growth. This metric is being removed for 2016-17 school year.<br><br>2. The district met 10/11AVID essentials.<br><br>3. For 2015/16, one elementary school participated in AVID.<br><br>4. For the 2015/16 school year, the district offered 96 HP courses. 2.1% growth. This metric is being removed for 2016-17.<br><br>5. For 2014/15, the percentage of students scoring a C or better in Honors courses at the high school level was 87%. For semester 1 of 2015/16, the percentage was 87%.<br><br>6. The percentage of students taking a year 4 of Math could not be accurately determined.. This metric is |

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| | **Local Metric:** Transcript analysis to be completed at the end of the 2014/15 school year to establish baseline.<br>7. The percentage of students completing a year 3 of Science will increase by 2%.<br>**Local Metric:** Transcript analysis to be completed at the end of the 2014/15 school year to establish baseline.<br><br>8. The percentage of students completing the Senior Survey will increase from 91% to 93%<br>**Local Metric:** Senior Survey completion rate as determined by the total number of grade 12 students<br><br>9. The percentage of students scoring "met" or higher on the Smarter Balanced Interim Cumulative Assessment will be established. Baseline data to be determined during 2015-16 school year.<br>**State Metric:** Smarter Balanced Interim Cumulative Assessments<br><br>10. The percentage of students in grades 5, 8 and 10 scoring proficient or advanced on the Science CST/CMA/CAPA will increase by 5%. The 2013-14 percentage for 5th grade was 54%, 8th grade was 63% and 10th grade was 47%<br>**State Metric:** STAR/CAASPP Science Proficient or Advanced<br><br>11. The District will ensure that all math and English courses will be aligned to Common Core State Standards<br>**Local Metric**: Listing of Math and English courses and alignment to Common Core State Standards. | | being revised for the 2016-17 school year.<br><br>7. The percentage of students taking a year 3 of Science could not be accurately determined. This metric is being revised for the 2016-17 school year.<br><br>8. 98% completed the 2015/16 Senior Survey<br><br>9. For 2014/15 the Interim Comprehensive Assessment (ICA) was not administered. An Interim Assessment Block (IAB) test was administered in ELA and Math to grades 3-8 and 11th. For ELA, 8.5% of students scored Above Standard and for Math 6.07% of students scored Above Standard. The IAB reports differently than the ICA, so "met or exceeded" cannot be reported.<br><br>10. For 2014/15 the percentage of students scoring proficient or advanced for 5th grade was 47%, 8th grade was 59% and 10th grade was 42%.<br><br>11. The district is in process with aligning all math and English courses to the CCSS. |

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| **LCAP Year**: 2015-16 | | | | | |
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| Planned Actions/Services | | | Actual Actions/Services | | |
| | | Budgeted Expenditures | | | Estimated Actual Annual Expenditures |
| **2a:** Each comprehensive high school will increase the number of Advanced Placement course offerings.<br><br>Linked the training of additional AP teachers during summer under professional learning goal. | | No additional cost | The District has not increased the number of Advanced Placement course offerings for the 2015/16 school year. There are currently 92 AP courses which is less than the number of courses (96) from the 2014/15 school year. We have shifted the focus from increasing the number of courses to increasing the outcomes for students within those courses. Students completed the AP exams at the end of May 2016. | | No additional cost |
| Scope of service: | High Schools | | Scope of service: | High Schools | |
| _X_ALL | | | _X_ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **2b:** The District will provide appropriate staffing to implement the Middle College High School Program for identified students to provide an opportunity to earn college credits while completing the high school graduation requirements | | LCFF Funds<br>1100's- $200,125<br>1200's- $42,427<br>2400s- $49,100<br>3000's- $107,244<br>4300's- $26,500<br>4400's- $35,000<br>5200- $2,000 | (No staff was hired ) community college classes were offered at each high school campus. No position has been flown or filled. Students enrolled in a 2nd Semester course | | LCFF Funds – 5800s - $58,453 |
| Scope of service: | Identified High School Students that qualify for the Middle College | | Scope of service: | High School | |
| _X_ALL | | | _X_ALL | | |

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| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **2c:** All Rialto USD secondary schools will provide at least one section of AVID for each grade level.<br><br>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. | LCFF Funds,<br>1100's- $19,253<br>3000's- $2,903 | Cost was 50 hours x $51 x 5 teachers at middle school and 70 hours x $51 x3 teachers at high school. Teachers turned in monthly time cards documenting their extra hours spent working on AVID related activities. Each secondary school had at least one AVID elective class at each grade level. Secondary schools are looking at implementing AVID strategies school-wide for 2016-17. | LCFF Funds<br>1100s- $12,609<br>3000s- $1,893 |
| Scope of service: Middle and High Schools<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: Middle and High Schools<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **2d:** The District will research and plan for expanding the AVID program to additional elementary schools. | No Additional Cost | At this point we are expanding the number of grade levels for AVID at Preston so they can be an AVID school-wide school. Working on quality of program and focusing on training. Will not expand AVID to other elementary schools at this time. | No Additional Cost |
| Scope of service: Elementary School<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: Elementary School<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **2e:** The District will retain two full time general education support providers to support BTSA teachers. | LCFF Funds<br>1900's-<br>$186,116<br>3000's- $52,479 | The District retained two full time general education support providers to support BTSA teachers.<br>General funds Supporting 73 New Teachers. The general education Support Providers both had a caseload of new teachers that exceeded the 25:1 ratio. | LCFF Funds<br>1900s - $175,479<br>3000s - $59,016 |

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| Scope of service: | All Schools | | Scope of service: | All Schools | |
| _X_ALL | | | _X_ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **2f:** The District will hire one full time Special Education support provider to support Special Education BTSA Teachers. | | LCFF Funds<br>1900's- $80,863<br>3000's- $26,239 | The District hired one full time Special Education support provider to support Special Education BTSA Teachers, August 3, 2015. General funds supporting 25 special education teachers. The<br>Education Specialist Support Provider had a caseload of new teachers that exceeded the 25:1 ratio. | | LCFF Funds<br>1900s - $92,828<br>3000s - $30,405 |
| Scope of service: | All Schools | | Scope of service: | All Schools | |
| _X_ALL | | | _X_ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **2g:** Each high school will develop and implement a school wide CAHSEE plan to increase the number of students passing the exam.<br><br>This plan will inlude the CAHSEE 9th grade practice in order to provide support classes, practice or study sessions using blended learning and the APEX CAHSEE library. | | No Additional Cost. (Included in Goal 1 at no cost) | CAHSEE was cancelled by the State. | | No Cost |
| Scope of service: | High Schools<br>9th Grade | | Scope of service: | High Schools<br>9th Grade | |
| _X_ALL | | | _X_ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |

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| **2h:** 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. | No Additional Cost<br><br>(Cost reflected in Goal 1 $24,000) | Link Learning coaches continued career pathway training on on Aug 21, Sept 18, and Oct 16, 2015.<br>Readiness Assessment and Asset Mapping was conducted to prepare district for implementation Dec 9-11, 2015.<br>Site teams visited other districts Nov 11, 2015.<br>District and High School team members attended Linked Learning Convention Feb. 3-5 and program visits to other districts Feb 11 & 25.Principals will completed Nashville Study Visit March 7-9, 2016.<br>District and High School team members attended Linked Learning Convention Feb. 3-5 and program visits to other districts Feb 11 & 25. HS Principals have identified 1st LL Pathways and teams for 1st cohort training. CTE Teachers attended training to write and update CTE courses Apr 26. Teams will be sent to Pathway planning June 13-15. One high school identified a student cohort and common conference periods on master schedule. | Cost included in item 1d |
| Scope of service: | | Scope of service: | High Schools |
| _X_ALL | | _X_ALL | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **2i:** The District will provide additional Common Core State Standards materials to support TK-12 instruction. | LCFF Funds 4300's- $150,000 | All Elementary monies $114,000 spent in fall on Library books to support the ELA Units.<br>All funds expended on supporting the ELA units of study at Secondary | LCFF Funds 4300s - $345,219<br><br>Restricted Lottery 4300s - $25,367 |
| Scope of service: | All Schools | Scope of service: | All Schools |
| _X_ALL | | _X_ALL | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient | |

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| __Other Subgroups:(Specify)_____ | | __Other Subgroups:(Specify)_____ | |
| **2j:** 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. | LCFF Funds<br>1100's- $86,895<br>3000's- $13,105 | Continued to refine the second semester pacing guides. Time cards and logs are kept in secondary. Social Studies will meet in summer to continue to develop their pacing guides for secondary. 3 new courses reflecting NGSS standards were written and will be submitted to UC Doorways and NCAA for approval. | LCFF Funds<br>1100s - $64,761<br>3000s - $9,721 |
| Scope of service: All Schools<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: All Schools<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **2k:** The District will provide necessary materials to deliver the Sheltered Instruction Observation Protocol (SIOP) to designated teachers at the secondary level. | LCFF Funds<br>4300's<br>Cost- $11,000 | SIOP books were purchased for 10th and 6th grade teachers in July of 2016 | Title III Funds<br>4200s - $8,286 |
| Scope of service: Middle and High Schools<br>__ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: Middle and High Schools<br>__ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **2l:** The District will continue to provide for English Learner Instructional Strategists, 1 at each comprehensive high school. | LCFF Funds<br>1900's- $658,025<br>3000's- $184,546 | 1 Language Development Coach was assigned to each Comprehensive High School. District ELA/ELD and Math Lead provided services to Continuation High School | LCFF Funds<br>1900s - $364,172<br>3000s - $123,405<br>Title I Funds<br>1900s - $73,534<br>3000s – $24,196<br>Title III Funds<br>1900s - $220,604<br>3000s - $72,587 |

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| Scope of service: | English Learners | | Scope of service: | English Learners | |
| __ALL | | | __ALL | | |
| OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **2m:** The District will continue to provide for 46 bilingual instructional assistants to support English Learners. | | LCFF Funds<br>2100's-<br>$424,804<br>3000's- $64,070 | 46 Bilingual Instructional Assistants were assigned to schools throughout the district to support English Learners. An analysis of BIA support was done, indicating the need for 17 additional BIA's.<br>A request was made to increase the number of BIA's from 42 to **63** | | LCFF Funds<br>2100s - $466,190<br>3000s - $37,436 |
| Scope of service: | English Learners | | Scope of service: | English Learners | |
| __ALL | | | __ALL | | |
| OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **2n:** The District will research,plan and purchase materials for the implementation of Dual Language Immersion at 4 elementary, 1 middle and 1 high school. (Boyd, Kelley, Morris, Garcia, Jehue and Rialto High School). | | LCFF Funds<br>4200's-<br>$150,000 | The District-researched, planned and purchased materials for the implementation of Dual Language Immersion at 4 elementary, 1 middle and 1 high school. (Boyd, Kelley, Morris, Garcia, Jehue and Rialto High School). DLI meetings held on<br>2015<br>11/3, 11/17. 12/10<br>2016<br>1/19, 1/28, 2/9, 2/23, 3/8, 3/29, 4/12, 4/26, 5/10 | | Title III Funds<br>4200s - $39,241<br>4300s - $6,907 |
| Scope of service: | Feeder Schools: Boyd, Kelley, Morris, Garcia, Jehue Middle, and Rialto High School | | Scope of service: | Feeder Schools: Boyd, Kelley, Morris, Garcia, Jehue Middle, and Rialto High School | |
| _X_ALL | | | _X_ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient | | |

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| __Other Subgroups:(Specify)_____ | | | __Other Subgroups:(Specify)_____ | | |
| **2o:** All 7th through 12th ELA teachers will incorporate a minimum of one ERWC unit per quarter as replacement to the standard core curriculum. | | No Additional Cost | Placing guides reflect the ERWC unit and are available on school loop. | | No Additional Cost |
| Scope of service: | 7th – 12th Grade | | Scope of service: | 7th – 12th Grade | |
| _X_ALL | | | _X_ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **2p:** The District will continue to provide Goalbook to assist educators working with specialized education to vary the level of support. | | LCFF Funds<br>5800's- $ 61,098 | Goalbook was purchased and provided July 2015. Training planned for this summer with expanded use not only for Special Ed teachers but collaborating core teachers with RSP for ELA and Math | | LCFF Funds<br>5800's - $64,900 |
| Scope of service: | Special Education at all schools | | Scope of service: | Special Education at all schools | |
| __ALL | | | __ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>_X_Other Subgroups:(Specify) Special Education | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>_X_Other Subgroups:(Specify) Special Education__ | | |
| **2q:** The District will align support classes for English Learners with core classes at the secondary level using strategies appropriate to English Learners | | LCFF Funds<br>1100's- $5,214<br>3000's- $786 | Strategies for Academic Success class a parallel class to 9th Grade ELA was in place at each comprehensive high school. | | LCFF Funds<br>1100s - $4,460<br>1900s - $2,522<br>3000s - $1,051<br><br>Title III Funds<br>1100s - $1,683<br>3000s - $254 |
| Scope of service: | Grades 6-12 | | Scope of service: | Grades 6-12 | |
| __ALL | | | __ALL | | |

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| OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **2r:** The District will replace non-repairable music instruments at all levels | | LCFF Funds<br>4300's- $ 90,000 | The District replaced non-repairable music instruments at all levels. | LCFF Funds<br>4300s - $36,830<br>4400s - $48,167 |
| Scope of service: | All Schools | | Scope of service: | |
| _X_ALL | | | __ALL | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | 2b Middle College Courses: The existing cohort of students will continue to take credit transferrable courses offered by Valley College that will be held at the Cesar Chavez – Dolores Huerta Education Center.<br>2e The District retained two full time general education support providers to support BTSA Induction teachers and added one full time Education Specialist support provider to support Special Education BTSA Induction teachers. | | | |

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| Original GOAL from prior year LCAP: | **3. Intervention:**<br>All Rialto USD schools will provide timely systematic interventions for all students not meeting grading level expectations. | Related State and/or Local Priorities:<br>1__ 2_X 3__ 4_X 5_X 6__ 7_X 8_X<br>COE only: 9__ 10__<br>Local : Specify _____ |
| Goal Applies to: | Schools: All Schools<br>Applicable Pupil Subgroups: Below grade level and at risk students | |

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| Expected Annual Measurable Outcomes: | 1. The District will decrease the number of students that are credit deficient each semester as measured by the Graduation Credit Report. Baseline data will be established at the end of the 2014/15 school year.<br>**Local Metric:** Graduation Credit Report from Synergy<br><br>2. The District will increase the percentage of students reading at or above benchmark in grade 3 to 65% as measured by the DIBELS Benchmark Report: For 2014-15, the percentage of students reading at or above benchmark for grade 3 was 62%.<br>**Local Metric:** DIBELS Benchmark Report<br><br>3. The District will increase the percentage of students reading 50th percentile or greater to 35% as measured by the STAR Reading Report: For 2014-15, the percentage of students reading 50th percentile or greater as measured by STAR was 28%<br>**Local Metric:** STAR Consolidated Report<br><br>4. The District will increase the percentage of students scoring proficient on the First in Math Just the Facts (JFT) 100 by 2%. For 2014-15, the percentage of students in grade 3-8 that are proficient or higher was 68.2% (5,321 students).<br>**Local Metric:** First in Math Just the Facts (JTF) 100<br><br>5. The District will increase the percentage of students scoring proficient or higher on the First in Math What Do You Know (WDYK) TBD. The baseline data will be | Actual Annual Measurable Outcomes: | 1. When establishing the baseline data it was determined that our student information system did not provide a report that was easily calculated. Therefore, Educational Services is continuing to work with information technology and our Student Information System (SIS) vendor to develop the report.<br><br>2. For 2015/16 the percentage of students reading at or above benchmark in grade 3 was 55%.<br><br>3. For 2015/16 the percentage of students reading 50th percentile or greater was 27%.<br><br>4. For 2015/16 the percentage of students scoring proficient on First in Math Just the Facts (JTF) 100 in addition was 92%.<br><br>5. For 2015/16 the percentage of students scoring proficient on First in Math What Do You Know (WDYK) 100 was 22% in 2014/15 and 2015/16 was 11%. |

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| | determined at the end of the 2014/15 school year.<br>**Local Metric:** First in Math What Do You Know (WDYK)<br><br>6. The percentage of students scoring a D or F will decrease by 5%. Baseline data to be determined at the end of the 2014/15 school year.<br>**Local Metric:** Mark Distribution Report from Synergy<br><br>7. The percentage of students scoring "below and approaching" on the Smarter Balanced Interim Cumulative Assessments.<br>**Local Metric**: Baseline data will be established during the 2015-16 school year.<br>**State Metric:** Smarter Balanced Interim Cumulative Assessments<br><br>8. The total number of students who qualify for SES tutoring will decrease by 5%.<br>**Local Metric:** SES Tutoring enrollment report<br><br>9. The total number of students who qualify for summer school will decrease by 5%.<br>**Local Metric:** Summer school enrollment report | | 6. The percentage of students scoring D or F for 2014/15 at the high school level was 23%. 2015-16 school year was 21%.<br><br>7. The Interim Comprehensive Assessments (ICA) were not administered during the 2015/16 school year. The Interim Assessment Block (IAB) test was administered in ELA and Math. The percentage of student scoring Below Standard was 37.0% for ELA and 60.1% for Math.<br><br>8. The total number of students who qualify for SES tutoring in 2015-15 was 1,614. In 2015-16 it was 1,429 students.<br><br>9. The total number of students who qualified for summer in 2014-15 was 2,101. In 2015-16 it was 2,419. |

**LCAP Year**: 2015-16

| Planned Actions/Services | | Budgeted Expenditures | Actual Actions/Services | | Estimated Actual Annual Expenditures |
|---|---|---|---|---|---|
| **3a:** Each high school will provide CAHSEE study sessions for all eligible 10th grade students prior to the census CAHSEE each February as outlined in site CAHSEE plan. | | LCFF Funds<br>1100's- $3,000<br>3000s- $452 | The CAHSEE was suspended by the State. | | No cost. |
| Scope of service: | 10th Grade | | Scope of service: | 10th Grade | |
| _X_ ALL | | | _X_ ALL | | |
| OR:<br>__Low Income pupils __English Learners | | | OR:<br>__Low Income pupils __English Learners | | |

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|---|---|---|---|
| __Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | __Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **3b:** Each secondary school will administer the ALEKS Diagnostic in grades 6 and 10 to identify students that are not meeting grade level expectations to pass the CAHSEE. | No Additional Cost | The test was administered during August and September. Initially it was given to 2500 students in 6th grade and 2000 students in 10th grade.<br>Over 800 students were enrolled in ALEKS as needed for support or advancement in mathematics. 1 student advanced 2 years in math. CAHSEE was not the focus - it supported the students with the CCSS in math. | No Additional Cost |
| Scope of service: Middle and High Schools 6th and 10th Grade<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: Middle and High Schools 6th and 10th Grade<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **3c:** K-8th 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-8. | Title I<br>4300s - $236,000 | The District purchased and used SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) for students below grade level and at risk in reading foundational skills for students in grades K – 5, and 1 sixth grade teacher at every middle school was trained. A total of 11 SIPPS workshops were offered throughout the year. | LCFF Funds<br>4300s- $7,314<br><br>Title I Funds<br>4200s- $38,925<br>4300s- $109,475<br>5800s- $28,600 |
| Scope of service: K-8th Grade<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: K-6th Grade<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **3d:** The District will continue to provide First in Math for all students in grades 1-5 and special education students at the middle school. | Title I<br>5800s - $98,864 | The District provided First in Math for all students in grades 1 – 5 and special education students at the middle school. | LCFF Funds<br>5800s- $22,731<br>Title I Funds<br>5800s- $51,329 |

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| Scope of service: | Elementary Schools 1st -5th Grade<br>Middle Schools | | Scope of service: | Elementary Schools 1st -5th Grade<br>Middle Schools | |
| __ALL | | | __ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>_X_Other Subgroups:(Specify)Special Education | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>_X_Other Subgroups:(Specify)__Special Education | | |
| **3e:** The District will provide ALEKS for all students in grades 6-11 and administer the pre and post test to inform instruction and students' readiness and gaps in mathematics. | | LCFF Funds<br>5800s<br>Cost - $171,000 | Over 800 students were in the ALEKS program. Most intervention teachers and students stated that they felt ALEKS helped them gain the missing skills and fill in the gaps. 1200 licenses were requested for 2016-2017 so that all intervention students had access to the program insuring usage in the math classes and outside the classes if technology was available. | | LCFF Funds<br>5800s- $143,760<br><br>Restricted Lottery Funds<br>5800s- $204,750 |
| Scope of service: | Middle and High Schools<br>6th and 11th Grade | | Scope of service: | Middle and High Schools<br>6th and 11th Grade | |
| _X_ALL | | | _X_ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **3f:** Each high school PBIS/at risk counselor will enroll students that are credit deficient at each grade level into APEX. Credit deficient students who are deficient ten or more credits. | | Title I<br>5800s<br>Cost - $79,000 | Students enrolled in Apex<br>CHS- 60 RHS-180 EHS-134 Milor-71<br>Credit deficient students opted to transfer to 0/7th periods or Adult Ed | | LCFF Funds<br>5800s- $78,494 |
| Scope of service: | High School | | Scope of service: | High School | |
| _X_ALL | | | _X_ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |

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| **3g:** The District will offer extended learning opportunities for students that are credit deficient at each grade level which will include online classes and summer school. | No Additional Cost | 535 students were enrolled in APEX. APEX is offered in Summer School and allows students who did not finish during second semester an opportunity to complete their courses. | No Additional Cost |
| Scope of service: High School<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: High School<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **3h:** The District will develop and implement Response to Intervention (RtI) in reading and math by grade level spans for all schools. | | Support classes were built in at the secondary level in ELA and Math. ELA is using some of the pilot materials to see the connections to the core programs. Secondary set up an RtI model for mathematics using the ALEKS program. All teachers were in-serviced on ALEKS and a report was provided to all principals monthly. In ELA, secondary schools implemented the SIPPS program at all middle schools in the ED program. Some of the new materials in ELA were piloted at all middle schools. A summer middle school program planned and implemented for students who received D's and F's in both English and Mathematics. Also all ELA secondary classes used Vocabulary.com to increase reading comprehension. Summer programs at all middle schools will assist the students still struggling with foundational literacy skills. | No Additional Cost |
| Scope of service: All Schools<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: All Schools<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **3i:** The District will provide attendance intervention through | No Additional | The District will provided attendance intervention through | No Additional |

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| Student Truancy Reduction and Intervention Team (STRAIT). | | Cost | Student Truancy Reduction and Intervention Team (STRAIT).<br>Dates: Sep. 12, 19, 26 & Oct 3<br>Oct 10, 17, 24 & 31<br>Feb 20, 27, Mar 5 &12<br>Apr 9, 16, 25 & May 2, 2015 | | Cost |
| Scope of service: | All Schools | | Scope of service: | All Schools | |
| _X_ALL | | | _X_ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **3j:** The 19 elementary Instructional Support Strategists 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 to students defined by ed code 42238.01 and ed code 52052. | | No Additional Cost | Currently, all 19 Strategists provided targeted Tier 3 intervention to students. | | No Additional Cost |
| Scope of service: | All Elementary Schools | | Scope of service: | All Elementary Schools | |
| _X_ALL | | | _X_ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Through the annual update and discussions with the various stakeholders it was determined that the district would integrate the existing 6 goals into 3 District LCAP goals that are more linked to each of the State Priority areas.<br>3c: It was decided that the SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) be used for students in grades K – 5, and sixth grade (not to include grades 7th & 8th).<br>The District will develop an early literacy program in 2016-17 for preschool, TK and grades K-2nd. A summer enrichment program will be offered for incoming 4th and 5th grade ELs in ELA/ELD and Math in order to prevent long-term ELs; and a summer literacy program for incoming at-risk/low income 3rd grade students will be provided.<br>The District is starting a Dual Language Immersion program in 4 of the elementary schools that will feed into the one middle and one high school over the course of the years.<br>Added two Instructional Support Providers to the larger elementary schools to ensure curriculum, instruction and assessment are meeting the needs of EL, FY, and at-risk students through support and training of classroom | | | | |

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| | teachers to implement the ELA/ELD and Math standards.<br>These additional services and extra learning time in the summer as described will be for the EL, RFEP, and FY students as a Tier 2 and 3 intervention as opposed to the all the students being served at Tier 1 and funded by the Base.<br>We continue the implementation of California Standards, with professional learning focusing on both domains (Math and ELA). The focus on the new California ELA/ELD standards will be enhanced with additional training in the newly adopted ELA/ELD textbooks and in-classroom support through Teachers on Special Assignment (TOSAs). We are also adding 17 additional bilingual instructional aides; and will start training for the implementation of the Next Generation Science Standards<br><br>The 2016-17 LCAP has fewer metrics in Goal 1 and 3 that are targeted and we will be able to closely monitor progress throughout the district and provide a better indicator of the impact of the LCAP actions. |

| Original GOAL from prior year LCAP: | **4. Professional Learning**:<br>Rialto USD will promote a professional learning community that creates a culture of continuous improvement geared toward student achievement. | Related State and/or Local Priorities:<br>1__ 2_X_ 3_X_ 4__ 5__ 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
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| Goal Applies to: | Schools: All Schools<br>Applicable Pupil Subgroups: All Subgroups |
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| Expected Annual Measurable Outcomes: | 1. 80% of all classroom teachers will be trained in Accountable Talk as measured by My Learning Plan.<br>**Local Metric:** Number of staff trained as determined by reports from My Learning Plan<br><br>2. 80% of all classroom teachers will be trained in Close and Critical Reading as measured by My Learning Plan.<br>**Local Metric:** Number of staff trained as determined by reports from My Learning Plan<br><br>3. 80% of all elementary teachers and all secondary math teachers will be trained in the Math Practices as measured by My Learning Plan.<br>**Local Metric:** Number of staff trained as determined by reports from My Learning Plan<br><br>4. 80% of all elementary teachers and all secondary ELA, Science and History/Social Studies teachers will be trained in writing across the curriculum and 6+1 Traits<br>**Local Metric:** Number of staff trained as determined by reports from My Learning Plan<br><br>5. The percentage of teachers trained in Accountable Talk, Close and Critical Reading, Math Practices and Writing that rank their experience as a 4 or higher based on the Professional Development Survey will increase by 5%. Baseline data to be determined at the end of the 2014/15 school year. | Actual Annual Measurable Outcomes: | 1. There were 982 K-12 classroom teachers trained on Accountable Talk as measured by My Learning Plan. Accountable Talk training, presented by the site Strategists and Coaches, took place in August at each school site. **95% of K-12 teachers trained.**<br><br>2. There were 80 elementary teachers (representing 14 of 19 schools) who requested and participated in Close and Critical Reading Model Lesson trainings at their school sites throughout the year. We had to table the planned district-wide Close and Critical Reading trainings at all school sites, as requested, and make it a focus for next year; therefore, we will not be able to meet 80% mark this year.<br><br>3. 555 teachers were trained in the Math Practices as measured by My Learning Plan. This number includes 458 elementary teachers and 97 secondary Math teachers. **91% of teachers trained; 96% of elementary teachers and 86% of secondary math teachers.**<br><br>4. 106 teachers were trained by request in Writing Across the Curriculum and/or 6+1 Traits of Writing as measured by My Learning Plan. We had to table the planned district-wide Writing trainings at school sites, as requested, and make it a focus for next year; therefore, we will not be able to meet the 80% mark this year.<br><br>5. At the end of 2014-2015, 85% of the teachers trained in |

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| | **Local Metric:** Professional Development Training Survey results<br><br>6. 80% of all classroom teachers will demonstrate implementation of Accountable Talk as measured by the Edivate walk through form.<br>**Local Metric:** Edivate walk through form Section 4; Items 2, 3<br><br>7. 80% of all classroom teachers will demonstrate implementation of Close and Critical Reading strategies as measured by the Edivate walk through form.<br>**Local Metric:** Edivate walk through form Section 2; Items 2, 3<br><br>8. 80% of all elementary teachers and all secondary math teachers will demonstrate implementation of the Mathematical Practices as measured by the Edivate walk through form.<br>**Local Metric:** Edivate walk through form Section 5; Items 1, 2, 3<br><br>9. 80% of all elementary teachers and all secondary ELA, Science and History/Social Studies teachers will demonstrate implementation of writing strategies as measured by the Edivate walk through form.<br>**Local Metric:** Edivate walk through form Section 3; Items 1, 2, 3<br><br>10. The percentage of parents taking District offered workshops and classes and graduating from the Parent Involvement courses will increase by 10%.<br>**Sate Metric:** Promotion of Parent Participation<br>**Local Metric**: 10% increase of parent involvement and parents participating in District offered courses, and graduating from the Parent University and Parent Safety courses. | | Accountable Talk, Close and Critical Reading, Math Practices and Writing ranked their experiences as a 4 or higher on the Professional Development Survey.<br>At the end of 2015-2016, 92% of the teachers trained in Accountable Talk, Close and Critical Reading, Math Practices and Writing ranked their experiences as a 4 or higher on the Professional Development Survey.<br><br>All items on the Edivate walkthrough template are ranked 1-4. A ranking of 1 in any area indicates that there is no evidence of the specific focus strategy. The data for questions 6-9 was compiled from the classroom walkthroughs of **907** teachers, using the Edivate Walkthrough electronic template during 2015-2016:<br><br>6. Section 4, Items 2 and 3 were used to measure Accountable Talk implementation. A ranking of 2-4 on the walkthrough protocol indicates implementation of Accountable Talk at varying degrees. On Section 4, Item 2 – Walkthrough data indicated 85% of the marks were ranked 2-4. For Section 4, Item 2, 77% were ranked 2-4 for Section 4, Item 3. The data from both items measuring Accountable Talk implementation averages to 81%.<br><br>7. Section 2, Items 2 and 3 were used to measure Close and Critical Reading implementation. A ranking of 2-4 indicates implementation of Close and Critical Reading at varying degrees. The 2-4 ranking for Section 2, Item 2 was 88% and 80% for Section 2, Item 3, for an average of 84%.<br><br>8. Section 5, Items 1, 2 and 3 were used to measure the implementation of the Mathematical Practices. A ranking of 2-4 on the walkthrough protocol indicates implementation of Mathematical Practices at varying degrees. The 2-4 ranking for Section 5, Item 1 was 72%. It was 83% for Section 5, Item 2 and 79% for Section 5, Item 3. The data from all three items averages to 78%. |

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| | | | 9. Section 3, Items 1, 2 and 3 were used to measure the implementation of writing strategies. A ranking of 2-4 indicates implementation of writing strategies at varying degrees. 71% were ranked 2-4 on Item 1, 49% on Item 2 and 37% on Item 3, for an average of 52%. As referenced above in #4, district wide writing training was put on hold until 2016-2017.<br><br>10. In 2014-2015 a total of 659 parents attended 55 parent sessions during the fall and winter Parent University workshops. An average of 18 parents attended 26 sessions from 9-9-14 – 10-30-14. An average of 6 parents attended 29 sessions from 1-13-15 – 3-5-15.<br>In 2015-2016 a total of 212 parents attended 37 parent sessions during the Fall and Winter Parent University workshops. An average of 5 parents attended 12 sessions from 9-8-15 – 10-29-15. An average of 6 parents attended 25 sessions from 1-13-16 – 3-30-16. 114 parents graduated from Parent University classes. |

**LCAP Year**: 2015-16

| Planned Actions/Services | | | Actual Actions/Services | | |
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| | | Budgeted Expenditures | | | Estimated Actual Annual Expenditures |
| **4a:** The District will provide the opportunity for secondary AP teachers to attend training offered through the College Board. | | Title II<br>1100's- $17,379<br>3000's- $2,621 | 20 AP teachers were trained in June and July 2015 depending upon course taken and location. | | Title II Funds<br>5200s- $21,920 |
| Scope of service: | High Schools | | Scope of service: | High Schools | |
| _X_ ALL | | | X ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient | | |

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|---|---|---|---|
| __Other Subgroups:(Specify)_____ | | __Other Subgroups:(Specify)_____ | |
| **4b:** All Rialto USD secondary schools and one elementary school will send a team to AVID training through the summer institute.<br><br>All AVID site coordinators will attend the county training which occur at least three times per year. | Title I<br>1100's- $75,990<br>3000's- 11,460<br>5200's- $1,245 | All Rialto USD secondary schools and one elementary school sent a team to AVID training through the summer institute June 16-18, 2015.<br><br>First county training was on September 15, 2015 – Second meeting on October 21, 2015 for High School, and October 28, 2015 for Middle School and final training was held in March 9th and 10th. | Title II Funds<br>5200s- $64,597<br><br>Title III Funds<br>5200s- $5,285 |
| Scope of service: Middle and High Schools and one Elementary School<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: Middle and High Schools and one Elementary School<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **4c:** The District will continue to train all support providers (BTSA) in Formative Assessment for California Teachers (FACT). | Title II<br>5200's- $4,000 | The District trained all support providers (BTSA) in Formative Assessment for California Teachers (FACT) February 21-23, 2016 – New Teacher Center Symposium on Teacher Induction; No Cost - Cluster 6 Meetings – Oct. 29, 2015 and Feb. 17, 2015. Final training was held on February 23, 2016. | Title II<br>5200s- $4,265 |
| Scope of service: All Schools<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: All Schools<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **4d:** The District will continue to provide substitute coverage for participating BTSA teachers to observe classrooms and/or participate in lesson studies. | LCFF Funds<br>1100's- $4,502<br>3000's- $679 | The District provided substitute coverage for participating BTSA teachers to observe classrooms and/or participate in lesson studies. Roving Substitutes provided on Aug. 27, 2015, December 4, 2015 and December 7, 2015. $2,220; Substitutes for Lesson Study for BTSA teachers | LCFF Funds<br>1100's- $656<br>3000's- $101 |

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| Scope of service: All Schools<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | Scope of service: All Schools<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **4e:** The Professional Development Center will provide training to site support instructional support teachers on accountable talk, close and critical reading with evidence, lesson study, model lessons, writing across the curriculum and mathematical practices. | | **No additional cost (cost is below)** | Training provided by Professional Development Center Staff – Aug. 8-14, 21, 28; Sept. 4,11,25; Oct. 2, 9; Nov. 13; Dec. 4, 11; Jan. 22; Feb. 5, 19; $37,873 Conferences/Workshops outside of District:<br>Dan Meyer – Real World Math – Sept. 23, 2015, Ruth Parker – Secondary Number Talks, CMC Math Conference – Nov. 6-7, 2015, Kyleen Beers & Robert Probst – Literacy (Close Reading, Accountable Talk and Other 21st Century Literacy Skills – Jan. 27, 2016, Carol Jago – Rigor in the Common Core: Literacy and Writing - Feb. 24, 2016, Good Teacher Conference on Literacy – Feb. 26, 2016, CA Assoc. for the Gifted Conference (CAG) – Feb. 27-28, 2016, April 8th, 22nd and May 6th. Final trainings will be held on May 20th. | | **Cost included in item 4f** |
| Scope of service: All Schools<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | Scope of service: All Schools<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **4f:** The District will provide a centralized lead team of Instructional Strategists at the Professional Development Center to consist of split funded: one ELA, one Math lead; one CAMSP 50% Grant funded Science lead, four ELD, one Title II Technology lead, and one kindergarten $I^3$ grant funded Coach. | | LCFF<br>1900's-<br>$298,238<br>3000's-<br>$101,157<br><br>Title I<br>1900's-<br>$365,412<br>3000's- | There were 9 teachers that filled the Lead positions as a centralized lead team of Instructional Strategists at the Professional Development Center to consist of split funded: one ELA, one Math lead; one CAMSP 50% Grant funded Science lead, four ELD, one Title II Technology lead, and one kindergarten $I^3$ grant funded Coach. . | | LCFF Funds<br>1900s- $154,944<br>1300s- $114,867<br>2400s- $17,066<br>3000s- $88,012<br><br>Title I Funds<br>1900s- $326,854<br>3000s- $102,630<br>4200s- $21,538 |

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| | | $108,480<br>4300's- $5,000<br>4400's- $20,000<br>5600's- $1,000<br>5700's- $2,000<br>5800's- $84,137<br>5900's- $5,000<br>Title II, Part A<br>1300's- $229,926<br>1900's- $39,451<br>2400's- $44,206<br>3000's- $101,757<br>4200's- $5,000<br>4300's- $18,500<br>4400's- $32,500<br>5200's- $26,000<br>5700's- $1,000<br>5800's- $6,000<br><br>Title II, Part B<br>1900's- $39,451<br>3000's- $12,192<br><br>Title III<br>1900's- $206,947 | | | 4300s- $10,063<br>4400s- $22,321<br>5200s- $36,431<br>5800s- $96,484<br>5900s- $5,475<br><br>Title II, Part A Funds<br>1900s- $29,897<br>1300s- $220,178<br>2400s- $39,820<br>3000s- $91,520<br>4200s- $7,057<br>4300s- $17,754<br>5200s- $66,975<br>5800s- $4,000<br><br>Title II, Part B Funds<br>1900s- $34,406<br>3000s- $12,173<br><br>Title III Funds<br>1900s- $220,603<br>3000s- $66,956 |
| Scope of service: | All Schools | | Scope of service: | All Schools | |
| _X_ALL | | | _X_ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **4g:** The District will provide training to all teachers in the following:<br>Administering the SBAC, Administering the Interim | | No Additional Cost | The District provided training in **SIPPS** -$34,484 Sub Cost – Sept. 3, 4, 17; Oct. 6, 7, 13,14; Nov. 19 and Jan. 13;<br>**DIBELS -** $6,809 Extra-Duty Pay for 81 Teachers over | | **Cost included in item 4f** |

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| Assessments (ICA), STAR Reading, DIBELS, ALEKS, SIPPS, First in Math, PSAT8-9 (Readistep), and Performance Tasks. | | | these 6 dates – Aug. 11, 2015 – K/1; Aug. 13, 2015 – 2/3 and 4/5; Aug. 25, 2015 – K/1, 2/3 and 4/5<br>**First in Math -** $1,598 After School - Extra Duty for 19 teachers – Sept. 15, 2015 (2 hrs.) and Oct. 1, 2015 (2 hrs.);<br>**ALEKS –** No Cost – the training is provided by the Secondary Lead Math Strategist and the Secondary Math Coaches on school sites.<br>**SIPPS – $28,600 contracted consultant fee for 11 training dates**<br>**$1500 for SIPPS** Follow Up and Support held on April 25, 2016. | | |
| Scope of service: | All Schools | | Scope of service: | All Schools | |
| _X_ALL | | | _X_ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **4h:** The District will provide training in the use of Illuminate and School Loop | | No Additional Cost | The District provided training in the use of Illuminate and School Loop Sept. 24, Oct. 1, 6, 13, 20 & 27th, and individual training as needed. | | No Additional Cost |
| Scope of service: | All Schools | | Scope of service: | | |
| _X_ALL | | | _X_ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **4i:** The District will provide training for content teachers at the secondary level in SIOP. | | LCFF Funds<br>1100's- $69,507<br>3000's- $23,153 | 6th and 9th grade teachers completed training in 2014-15. 7th and 10th grade teachers completed SIOP training this school year. **7th Grade** 78 teachers<br>**10th Grade** 65 teachers. | | LCFF Funds<br>1100s- $18,161<br>3000s- $2,728 |
| Scope of service: | Middle and High School | | Scope of service: | Middle and High School | |
| __ALL | | | __ALL | | |

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| OR:<br>__Low Income pupils __X__English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **4j:** The District will provide training for elementary teachers in grades K-5 on Integrated and Designated ELD using the newly adopted REACH materials. | LCFF Funds<br>1100's- $24,002<br>3000's- $3,619 | Reach training occurred for all elementary teachers in the district (Approx. 400) on August 10, 11, 12 and 13. Follow-up trainings were scheduled for designated ELD. Integrated ELD trainings were planned after introducing the ELA/ELD Framework to teachers. Follow Up voluntary teacher trainings after school 10-5-15, 10-21-15, 2-4-16 | No additional cost |
| Scope of service: Elementary<br>__ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth _X_Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: Elementary<br>__ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **4k:** The District will provide training for elementary teachers in grade 3-5 on RFEP ELM/Long term English Learner prevention. | LCFF Funds<br>1100's- $24,002<br>3000's- $3,619 | Initial training on Long Term EL prevention took place in 2014-2015: 9/16/15, 9/23/15, 9/30/15 with 49 teachers . All PD provided to teachers at their site by Instructional Strategists contained a component focused on prevention of Long Term ELs 2015-16: 8/18/15, 9/15/15, 10/12/15, and 11/4/15. | LCFF Funds<br>1100s- $6,223<br>3000s- $1,069 |
| Scope of service: Elementary Schools<br>__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth _X_Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: Elementary Schools<br>__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth _X_Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **4l:** All 7th – 12th grade teachers will be trained annually on the ERWC curriculum. This will involve both the new training and the refreshing training which will be determined for each teacher participating in the program. | LCFF<br>1100's- $17,379<br>3000's- $2,621 | Training was not necessary this year. We have the portion of teachers trained necessary to continue to use the program. Teachers collaborated in their PLC's to assist other teachers with the implementation of ERWC. | No cost |

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| Scope of service: | 7th – 12th grade teachers | | Scope of service: | 7th – 12th grade teachers | |
| __X_ALL | | | X_ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **4m:** The District will provide additional Professional Training to high school grade level leads in APEX. | | LCFF Funds<br>1100's- $24,002<br>3000's- $3,619 | The District provided training in August and September to new teachers. 20 Site Coordinators assisted daily with the implementation of the program. APEX Training from the District was held on September 21, 2015. On call training was available through the webinar series. Coordinators met monthly to collaborate on the program and to discuss what is needed. Meeting April 28th at Milor High School. Next company training will be June 1st for all current teachers and summer school teachers. | | LCFF Funds<br>1100s-<br>$58,320 |
| Scope of service: | High Schools | | Scope of service: | High Schools | |
| _X_ALL | | | _X_ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **4n:** The District will provide ongoing training in the use of Goalbook. | | No Additional Cost | Training held April 6, 2015 and Nov. 16& 17, 2015. 63 teachers trained. | | No Additional Cost |
| Scope of service: | All Schools | | Scope of service: | All Schools | |
| __ALL | | | __ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>_X_Other Subgroups:(Specify)Special Education | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>_X_Other Subgroups:(Specify)___Special Education | | |
| **4o:** The District will provide training to teachers in cohort 1 and 2 regarding PBIS. | | Cohort 1:<br>LCFF Funds | Training Dates occurred for Cohort 1: 9/8, 9/22, 11/12<br>for Cohort 2: 10/1, 10/8, 10/15 | | LCFF Funds<br>1100s- $34,000 |

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| | | 1100's- $43,448<br>3000's- $6,552<br><br>Cohort 2:<br>LCFF Funds<br>1100's- $29,545<br>3000's- $4,455 | Training dates scheduled/occurred for Cohort 1: 12/1, 12/9, 12/10<br>for Cohort 2: 1/21, 1/26, 1/28<br>Training dates occurred for Cohort 1: 3/8, 3/29, 3/31<br>for Cohort 2: 4/1, 4/5, 4/7, 5/12<br>Training dates occurred for Cohort 1: 3/8, 3/29, 3/31<br>for Cohort 2: 4/1, 4/5, 4/7, 5/12 | | 3000s- $5,103 |
| Scope of service: | **Cohort 1** Schools: Bemis, Hughbanks, Kelley, Morgan, Myers, Preston, Jehue, Kolb, Kucera, RMS, CHS, EHS and Milor<br><br>**Cohort 2** Schools: Boyd, Casey, Curtis, Garcia, Henry, Morris, Frisbie, RHS | | Scope of service: | **Cohort 1** Schools: Bemis, Hughbanks, Kelley, Morgan, Myers, Preston, Jehue, Kolb, Kucera, RMS, CHS, EHS and Milor<br><br>**Cohort 2** Schools: Boyd, Casey, Curtis, Garcia, Henry, Morris, Frisbie, RHS | |
| _X_ ALL | | | _X_ ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **4p:** The District will provide extra duty hours to PBIS team members in order to plan for training of site teachers. | | 6 hrs X 10 team members X 21 schools X $40.03<br><br>State Mental Health<br>1100's- $43,828<br>3000's- $6,610 | 6 hours offered/provided to up to 5 teacher per site (21 sites) approx. 200 of the 600 hours were utilized.<br>These funds were used for teams to have planning time to develop PBIS implantation at their sites (i.e. planning professional development, reviewing behavior data, referral process, evidence of implementation for Tiered Fidelity Implementation, etc.) | | LCFF Funds<br>1100s- $7,680<br>3000s- $1,157 |
| Scope of service: | PBIS Cohort 1 and 2 | | Scope of service: | PBIS Cohort 1 and 2 | |
| _X_ ALL | | | _X_ ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |

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| **4q:** The District will provide training to all secondary counselors in areas related to RtI. | No Cost | Counselor trainings were provided twice each quarter. They were provided information how to refer students to APEX which is part of our RtI model at the high school.<br>Met in January with one representative from each site, teacher, counselor, or administrated to assess APEX data and to make adjustments so that more students would be successful in making their credits.<br>Met in April to make further adjustments and to discuss the refinement of APEX so that students could complete coursework in a timely manner. | No Cost |
| Scope of service: Middle and High School<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: Middle and High School<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **4r:** The District will provide master schedule training to all secondary administrators and counselors. | LCFF<br>5800's- $40,000 | Master Schedule training provide by ACSA in Ontario in January 2016. 15 administrators and counselors attended.<br><br>I.T. provided Synergy master schedule training to all counselors and administrators in February 2016 | LCFF Funds<br>5200s- $4,674 |
| Scope of service: High Schools<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: High Schools<br>__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **4s:** The District will provide Professional Learning Community (PLC) training utilizing Solution Tree to a District Guiding Coalition Team for all K-12 schools. | Title II, Part A<br>5200's-<br>$259,700 | Elementary Admin Overview – Aug. 11, 2015; Secondary Admin Overview – Aug. 13, 2015; Both Elem Academies complete - PLC Elem. Acad. A: Sept. 9-10, 2015, Dec. 2-3, 2015, Feb. 3-4, 2016; PLC Elem. Acad. B: Sept. 15-16, 2015, Jan. 19-20, 2016, Feb. 17-18, 2016; PLC Secondary Acad. – Oct. 20-21, 2015, Feb. 10-11, 2016, March 1-2, 2016.<br>March 3, 2016 date used to replace the original August 12, 2015 | Title II, Part A<br>1100s- $37,084<br>3000s- $6,536<br>5800s- $244,500 |

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| | | | date that was not used. It was used to devise a continued plan of support for Middle School PLCs. | |
| Scope of service: All Schools<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | Scope of service: All Schools<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **4t:** The District will provide parent educational trainings with a focus on increasing student achievement and parent participation with staff, materials and other resources to support the Curtis T. Winton Parent Center. | | Title I<br>5800's- $72,000 | Parent Summit – Oct. 24, 2015 – 400 Attendees;<br>Fall Parent University Classes: 9/8/16 College and Career Readiness; 9/9/16 Math Technology Resources; 9/16/15 Understanding the IEP; 9/17/15 Internet Resources; 9/9/17 level IV; 9/22/15 ELA Common Core; 9/23/15 Homework Without Tears; 9/24/15 Math Common Core; 9/29/15 Gang Prevention; 9/30/15 The Effects of Drugs and Alcohol on College Academics; 10/1/15 Anti-Bullying Awareness; 10/29/15 S.T.E.M. Robotics; Oct. 29, 2015; An average of 5 parents attended 12 sessions from Sept 8, 2015 – Oct. 29, 2015. Winter classes are currently ongoing;<br>DADS Night –Aug. 28, 2015 – 53 parents attended; **Winter Parent University Classes:** 1/13/16 SPED – Motivating Your Child to Succeed – 13 parents attended.<br>1/19/16 College/Career Readiness – 5<br>1/20/16 Math Technology Resources – 6<br>1/21/16 District Technology Resources - 5<br>1/26/16 Transcript Analysis and Online Learning (APEX) - 5<br>1/27/16 PTC/ITM/SST – 3<br>1/28/16 Transitions from Middle to High – 3<br>2/2/16 Understanding District and State Student Assessments (CAASPP) - 4<br>2/3/16 Common Core ELA/ELD – 3<br>2/3/16 College and Career Readiness Forum – 19 2/4/16 Common Core Math – 3<br>2/9/16 GATE/AVID/AP/IB - 4<br>2/10/16 Understanding and Improving Your Child's Behavior Pt. 1 - 5<br>2/11/16 Understanding and Improving Your Child's Behavior Pt. 2 - 7<br>2/16/16 Culture at Home-Climate in the Classroom - 1<br>2/17/16 SPED – Understanding the IEP: HW Help for Easier Evenings – 7<br>2/18/16 English Learners – 7<br>2/23/16 Knowledge is Power – 4 | Title I Funds<br>4300s- $ 498<br>5800s- $90,519 |

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| | | | 2/25/16 Math: Yes, We Can – 4<br>2/26/16 Self-Awareness and Appropriate Family Roles - 21<br>3/4/16 Appropriate Expectations of Children – 14 3/8/16 STEM – 1<br>3/10/16 STEM –2<br>3/28/16 Discipline with Dignity – 5<br>3/30/16 SPED – Dealing w/ Challenging Behavior at Home - 1 | |
| Scope of service: All Schools<br>__X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | Scope of service: All Schools<br>X__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **4u:** The District will provide initial training in SIPPS to teachers in grades 4 – 5 ~~(8)~~ as well as provide support training as needed for teachers in grades K – 3. | | Title II, Part A<br>1100s- $17,379<br>3000s- $2,621 | SIPPS - 233 Teachers Trained (4th/5th Gr., New K-3 and 6 Middle School Teachers) – Sept. 3, 4, 17; Oct. 6, 7, 13,14; Nov. 19 and Jan. 13; SIPPS Follow Up Support is provided regularly on school sites by the Instructional Strategists, as supported by the Leads, upon request. Follow Up Support by SIPPS consultant held at one school site, by request, on April 25, 2016. | Title II Funds<br>1100s- 25,468<br>3000s-4,487 |
| Scope of service: Elementary Schools<br>___ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>_X_Other Subgroups:(Specify) Students at risk in reading | | | Scope of service: Elementary Schools<br>__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>_X_Other Subgroups:(Specify) Students at risk in reading | |
| **4v:** The District will hire 19 elementary site based Instructional Support Strategists (1 for each elementary) who will model effective instructional strategies (including Accountable Talk, Close and Critical Reading and ELA/ELD standards) through professional development for all classroom teachers. | | LCFF Funds<br>1100's- $1,005,461<br>3000's- $325,090<br><br>Tile I<br>1100's- $541,405<br>3000's- | Aug. 2015, 19 Instructional Support Strategist were hired and assigned to 19 elementary schools. The Strategists provided on site instructional support and professional development as teachers transition their instruction to implementing the ELA and Math Common Core State Standards, the 8 Standards for Mathematical Practices and the ELD Stasndards. The Strategists also provided Tier 3 Intervention Support to students during part of their day. Instructional support included, but was not limited to, the coaching cycle, demonstration lessons, SIPPS implementation and Lesson Studies. | LCFF Funds<br>1100s- $1,187,317<br>3000s- $306,222<br><br>Title I Funds<br>1100s- $547,992<br>3000s- $152,919 |

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| | | $175,049 | | | |
| Scope of service: | Elementary Schools | | Scope of service: | Elementary Schools | |
| _X_ALL | | | _X_ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **4w:** The District will hire 8 Literacy Coaches at the secondary level to model effective instructional strategies (including Accountable Talk, Close and Critical Reading and ELA/ELD standards) through professional development for all teachers while providing support to identified students in support classes. | | LCFF Funds<br>1100's-<br>$423,348<br>3000's-<br>$227,960<br><br>Tile I<br>1100's-<br>$136,879<br>3000's- $73,705 | August 2015, 8 Literacy Coaches were hired for each of the secondary schools. One for each of the 5 middle schools and one for each of the 3 comprehensive high schools. The Literacy Coaches provided on site instructional support and professional development as teachers transition their instruction to implementing the ELA Common Core State Standards and ELD Standards. Instructional support included, but was not limited to, the coaching cycle, demonstration lessons and Lesson Studies. | | LCFF Funds<br>1100s- $438,728<br>3000s- $139,152<br><br>Title I Funds<br>1100s- $236,238<br>3000s- $74,928 |
| Scope of service: | Secondary Schools | | Scope of service: | Secondary Schools | |
| _X_ALL | | | X__ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **4x:** The District will hire 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. | | LCFF Funds<br>1100's-<br>$423,348<br>3000's-<br>$227,960<br><br>Tile I<br>1100's-<br>$136,879<br>3000's- $73,705 | August 2015, 8 Math Coaches at the secondary level were hired. One for each of the 5 middle schools and one for each of the 3 comprehensive high schools. The Math Coaches provided on site instructional support and professional development as teachers transition their instruction to implementing the Math Common Core State Standards and the 8 Standards for Mathematical Practices. Instructional support included, but was not limited to, the coaching cycle, demonstration lessons and Lesson Studies. | | LCFF Funds<br>1100s- $439,329<br>3000s- $139,243<br><br>Title I Funds<br>1100s- $236,562<br>3000s- $74,977 |

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| Scope of service: | Secondary Schools | | Scope of service: | Secondary Schools | |
| _X_ALL | | | X__ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **4y:** The District will provide necessary start up materials for elementary site based Instructional Support Teachers, Secondary Literacy Strategists, and Secondary Math Strategists | | LCFF<br>4300's- $17,000<br>4400's- $30,000<br>5800's- $5,000 | Start-up materials provided: Laptop computer for each Instructional Support Teacher, computer bags, flash drives, rolling crates, LCD projector per training team, material boxes with supplies for school site trainings, resource books | | LCFF Funds<br>4300s- $6,164<br>4400s- $25,036<br>5800s- $20,315 |
| Scope of service: | All Schools | | Scope of service: | All Schools | |
| _X_ALL | | | _X_ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **4z:** 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). | | No additional Cost | A revised strategic plan with dates and who was responsible was presented to the Rialto Board of Education on Feb 24, 2016.<br>Special Education Director planned professional development opportunities for this summer and during the year for special ed teachers to differentiate ELA and Math standards based instruction for their students. | | No additional Cost |
| Scope of service: | All Schools | | Scope of service: | All Schools | |
| __ALL | | | __ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>_X_Other Subgroups:(Specify) Special Education | | | OR:<br>___Low Income pupils __English Learners<br>___Foster Youth __Redesignated fluent English proficient<br>_X__Other Subgroups:(Specify)_Special Education___ | | |

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| **4aa:** The District will provide annual CELDT Training to approximately 120 teachers by EL Programs. | | | Training dates June 5th, 8th, and 9th, plus various dates in August and September at school sites to 164 teachers for 15-16. | | LCFF Funds<br>1100s- $31,877<br>3000s- $4,787 |
| Scope of service: | All Schools | | Scope of service: | All Schools | |
| __ALL | | | ____ALL | | |
| OR:<br>__Low Income pupils __X__English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **4bb:** 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 | | **LCFF Funds**<br>1100's- $8,690<br>3000's- $1,310 | Workshops were held twice - September and December 2015. The trainings continued in second semester in February and April. The NGSS Plan has been transferred to the Effective Educator Funds. | | No additional cost (leads already hold department head position) |
| Scope of service: | All High Schools and Middle Schools | | Scope of service: | All High Schools and Middle Schools | |
| X__ALL | | | X__ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **4cc:** The District will provide training to teachers in the Dual Language Immersion Program | | Title III<br>1100's-25,200<br>3000's-3,800 | Teachers and Administrators of Dual Language Cohort attended training on June 29th, June 30th and July 1st.<br>8 teachers<br>10 administrators | | LCFF Funds<br>1900s- $18,368<br>3000s- $2757 |
| Scope of service: | 4 elementary schools (Morris, Boyd, Garcia Kelley), 1 middle (Jehue) and 1 high school (RHS) | | Scope of service: | 4 elementary schools (Morris, Boyd, Garcia, Kelley, grades K), 1 middle (Jehue) and 1 high school (RHS) | |
| _X__ALL | | | _X_ALL | | |
| OR:<br>__Low Income pupils __English Learners | | | OR:<br>__Low Income pupils __English Learners | | |

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| __Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | __Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **4dd:** The District will designate four ELA/ELD Lead Strategists to provide professional development and instructional support to elementary and middle schools. | | Title III<br>1100's-$197,854<br>3000's- $63,546<br>Title I<br>1100's-$65,951<br>3000's- $21,182<br>LCFF<br>1100's-$65,951<br>3000's- $21,182 | 4 ELA/ELD Lead Strategists hired August 2015. – 4 ELA/ELD Lead Strategists hired August 2015. 3 designated for elementary, and 1 designated for secondary. | | Cost included in item 4f |
| Scope of service: | All Schools | | Scope of service: | All Schools | |
| __ALL | | | __ALL | | |
| OR:<br>__Low Income pupils __X__English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **4ee:** The District will provide training to all Elementary ELA Instructional Support Teachers, Secondary Literacy Specialists, and Secondary Math Specialists | | Title II<br>1100's- $23,462<br>3000's- $3,538 | (This amount is a repeat of the total for item 4e.)<br>No Additional Cost for training of all strategists and coaches that is provided by Professional Development Center Staff - Aug. 8-14, 21, 28; Sept. 4,11,25; Oct. 2, 9; Nov. 13; Dec. 4, 11; Jan. 22; Feb. 5, 19; $37,873 for Conferences and Workshops outside of District:<br>Dan Meyer – Real World Math – Sept. 23, 2015, Ruth Parker – Secondary Number Talks,<br>CMC Math Conference – Nov. 6-7, 2015, Kyleen Beers & Robert Probst – Literacy (Close Reading, Accountable Talk and Other 21st Century Literacy Skills – Jan. 27, 2016, Carol Jago – Rigor in the Common Core: Literacy and Writing - Feb. 24, 2016,<br>Good Teacher Conference on Literacy – Feb. 26, 2016, CA Assoc. for the Gifted Conference (CAG) – Feb. 27-28, 2016<br>Met: 38 Strategists and Coaches trained by Professional Development Center Staff – Additional Trainings since Winter Update:<br>April 8, 22, May 6, 17, 2016 | | Cost included in 4f |

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| Scope of service: | All Schools | | Scope of service: | All Schools | |
| __ALL | | | __ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __X Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth _X_Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **4ff:** The District will provide training to all Elementary and middle school administrators in the RtI process | | No Additional Cost | Administration Rialto RTI Pyramid training 7/23/15<br>Elementary Revised ITM Form training 10/16/15<br>This needs to be completed for secondary administrators. Currently looking at a model that can be addressed in pathways at the high school. | | No Additional Cost |
| Scope of service: | All Schools | | Scope of service: | All Schools | |
| _X_ALL | | | _X_ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups_____ | | |

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| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | The District and school sites will continue to refine and monitor students in Tier 2 and 3 of the RtI/Multi-Tiered System of Support, therefore the district will be hiring 17 additional bilingual instructional aides and increasing the time for the 21 Instructional Support Strategist to work with ELs and at-risk students for this purpose. The district will also continue to focus on increasing student learning for all students and accelerating student learning for our underserved student (EL, FY, LI).<br>4ff: The RtI model was not created for secondary ELA. It was created for Math. The elementary RtI for Reading was created. The elementary RtI model will be revised and a new secondary RtI/MTSS will be designed to be aligned with the resources available in new ELA/ELD textbook adoption for a K-5, 6-8th, and 9-12 RtI/MTSS implementation. |

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| Original GOAL from prior year LCAP: | **5. School Environment**<br>Rialto USD will create a positive, safe, and engaging learning environment that is student and parent centered. | Related State and/or Local Priorities:<br>1_X_ 2__ 3_X 4__ 5_X_ 6_X 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
| Goal Applies to: | Schools: All Schools<br>Applicable Pupil Subgroups: All Students | |

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| Expected Annual Measurable Outcomes: | 1. The District will maintain the annual Attendance Rate above 96%: The 2014-15 Attendance Rate through January 31, 2015 was 96.58%<br>**State Metric:** Attendance Rate<br><br>2. The District will maintain the annual Chronic Absent Rate below 8%: The 2013-14 Chronic Absenteeism Rate was 7.18%<br>**State Metric:** LCAP Defined Chronic Absenteeism Rate<br><br>3. The District will decrease the annual High School Dropout Rate from 10% to 9% as measured by the 2015-16 cohort data; and maintain or decrease the middle school dropout rate at 0.24% or better (5/2,083).<br>**State Metric:** High School Dropout Rate, Middle School Dropout Rate<br><br>4. The District will increase the Graduation Rate to 83% based upon the 2015-16 data: The 2013-14 Graduation Rate was 80.8%<br>**State Metric:** High School Graduation Rate<br><br>5. The District will decrease the annual Suspension Rate to 8% based upon the 2015-16 data: The 2013-14 Suspension Rate was 8.5%<br>**State Metric:** LCAP Defined Suspension Rate<br><br>6. The District will maintain the annual Expulsion Rate at 0.2%.<br>**State Metric:** LCAP Defined Expulsion Rate | Actual Annual Measurable Outcomes: | 1. The 2014/15 year end Attendance Rate was 96.46%. The 2015/16 Attendance Rate Through 2/26/16 was 96.44%.<br><br>2. The 2014/15 Chronic Absenteeism Rate was 9.02%. The rate for 2015-16 is 11.67%.<br><br>3. Middle School drop-out rate for 2014-15 was 0.5%; High School Drop-out rate was 2014-15 was 10.75%;<br><br>4. The 2014/15 Graduation Rate was 82.7%<br><br>5. 2013-14 District suspension rate was 8.5% 2014-15 was 5.7%; 2015-16 TBD April 2017.<br><br>6. The 2014/15 Expulsion Rate was 0.0%<br>Local: The 2015/16 Expulsion Rate was 0.1% (35/26,000) |

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| | 7. The District will maintain the Teacher Assignment rate above 99%: The 2013-14 Teacher Assignment Rate was 99.8%<br>**State Metric:** Credentialed Teacher Rate; Teacher Misassignment Rate<br><br>8. The District will maintain meeting the Williams Compliance: The 2013-14 Williams Compliance was met<br>**State Metric:** Overall Facility Rating; Student Lacking Copy of Textbook Rate<br><br>9. The District will increase the percentage of parents completing the Parent University Classes and the District-wide Parent Survey (by TBD). Baseline to be established at the end of the 2014/15 school year.<br>**State Metric**: Efforts to seek parent input.<br>**Local Metric:** Parent Survey: The parent survey is in process of being developed.<br><br>10. The District will increase the percentage of students completing the Student Survey by TBD. Baseline to be established at the end of the 2014/15 school year.<br>**Local Metric:** Student Survey: The student survey has been developed and is in process of collecting data. | | 7. The 2014/15 Teacher Assignment Rate was 99.7%.<br><br>8. The 2014/15 Williams Compliance was met with zero findings for Williams Schools. (2015-16 metric will include number of facilities repair request and how many completed).<br><br>9. 2014-15: 68 parents completed the parent University Classes.<br>2015-16: 98 parents completed the Parent University Classes.<br><br>10. 2014-15: 3,992 students completed the end of the year Student Survey.<br>2015-2016: 4,284 students completed the end of the year student survey. This is a 7.3% increase. |

**LCAP Year**: 2015-16

| Planned Actions/Services | | | Actual Actions/Services | | |
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| | | Budgeted Expenditures | | | Estimated Actual Annual Expenditures |
| **5a:** Each high school will implement a school wide mentoring program to support students' engagement with the school environment (i.e.: Linked Crew). | | No Additional Cost | Carter, Eisenhower and Rialto High School implemented the Linked Crew mentoring program. | | LCFF Funds<br>1100's - $254<br>3000's - $42<br>5200's - $650 |
| Scope of service: | High Schools | | Scope of service: | High Schools | |

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| _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **5b:** 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. | No Additional Cost | College Night occurred on January 24 (Rialto High School) and January 26 (Carter High School). Parents from all three high schools and feeder middle schools were invited . 9th grade orientation was conducted by counselors at each feeder middle school. Middle School students got to meet their counselors in spring 2016, and foreign language department heads and filled out their course requests. | No Additional Cost |
| Scope of service: High Schools<br>_X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: High Schools<br>_X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **5c:** The District will hire 1 PBIS to provide support and follow up in the implementation of each cohort at school sites and provide LCAP development support. | LCFF Funds<br>1300's- $52,734<br>3000's- $14,976<br><br>State Mental<br>1300's- $52,734<br>3000's- $14,976 | The District hired 1 PBIS coordinator to provided support and follow up in the implementation of each cohort at school sites. No LCAP Coordinator was hired or combined with the PBIS coordiator position. | LCFF Funds<br>1300s - $81,094<br>3000s - $28,337 |
| Scope of service: LEA<br>_X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA<br>X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **5d:** The District will continue to implement Positive Behavior Interventions and Supports (PBIS) for cohort 1 and 2. | Cohort 1:<br>**LCFF Funds**<br>1100's- $43,448 | Training and PD was provided on 10/1, 10/8 & 10/15. Cohort 2 attended Implementing a Positive Culture on 10/29. Created a PBIS newsletter by Dec. 2015 | Payroll Costs included in item 4o |

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| | | 3000's- $6,552<br><br>Cohort 2:<br>**LCFF Funds**<br>1100's- $29,545<br>3000's- $4,455 | | | Non- Payroll<br>LCFF Funds<br>5800's - $84,000 |
| Scope of service: | **Cohort 1 Schools:** Bemis, Hughbanks, Kelley, Morgan, Myers, Preston, Jehue, Kolb, Kucera, RMS, CHS, EHS and Milor<br><br>**Cohort 2 Schools:** Boyd, Casey, Curtis, Garcia, Henry, Morris, Frisbie, RHS | | Scope of service: | **Cohort 1 Schools:** Bemis, Hughbanks, Kelley, Morgan, Myers, Preston, Jehue, Kolb, Kucera, RMS, CHS, EHS and Milor<br><br>**Cohort 2 Schools:** Boyd, Casey, Curtis, Garcia, Henry, Morris, Frisbie, RHS | |
| _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **5e:** 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. | | Mental Health Funds<br>1200's- $77,532<br>2200's- $59,894<br>3000's- $53,653 | Behavior Aides were hired. The Behavior Specialist was hired in April 2016. The Behavior Specialist was hired in April 2016. The timeframe for assessing an impact from April to June is to be determined in 2016-17 due to the short timeframe of hiring date in April 2016. | | Mental Health Funds<br>1200s- $99,759<br>2200's - $71,186<br>3000's - $80,950 |
| Scope of service: | All Schools | | Scope of service: | All Schools | |
| _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **5f:** The District will continue to retain School Resource Officers for a total of three (3); one at each of the comprehensive high schools. | | LCFF Funds<br>5800's- $160,000 | All contracts were approved July 1, 2015.<br>4 SRO's:<br>3 – Rialto Police Department SROs.<br>1 – Part time San Bernardino Police Department SRO. | | LCFF Funds<br>5800s- 180,000 |

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| Scope of service: | All Schools | | Scope of service: | All Schools | |
| _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **5g:** The District will maintain direct support to decrease the number of students with chronic absenteeism through a District nurse. | | LCFF Funds<br>1100's- $72,417<br>3000's- $24,965 | Nurse hired in the 2014-15 school year.<br>District attendance rate 96.69% as of May 2016<br>Chronic Absenteeism rate 9.29% as of May 2016 | | LCFF Funds<br>1100s- $53,987<br>3000s- $23,560 |
| Scope of service: | All Schools | | Scope of service: | All Schools | |
| _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **5h:** The District will implement a District centralized home visitation team including a District Probation Officer, a District McKinney Vento/Foster Youth Liaison | | LCFF Funds<br>5800's<br>Cost- $30,000<br><br>LCFF Funds<br>2200-$17,000<br>3000's- $15,775 | There were 190 home visits requested for various reasons (attendance, address verification, school to home communication, etc.) of these visits approximately 50% were related to student attendance. The outcome of this 50% reflects that students that remained in Rialto USD 67% (61) of the these students improved their attendance. | | LCFF Funds<br>2200's – $20,944<br>2400's - $32,689<br>3000's - $41,265<br>5800's - $28,122 |
| Scope of service: | District-Wide | | Scope of service: | District-Wide | |
| _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **5i:** The District will provide necessary supplies and or facilities upgrades to the elementary VAPA school. | | LCFF Funds<br>4300's- $20,000 | $20,000 allocated and provided to Henry Elementary August 2015.<br>VAPA materials and music sheets ordered and purchased | | LCFF Funds<br>4300s-$6,314<br>5800s- $13,686 |

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| | | | Sept – Dec. '15 | | |
| Scope of service: | Henry Elementary VAPA School | | Scope of service: | Henry Elementary VAPA School | |
| _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **5j:** The District will provide for School Loop, a web based communication tool, for schools to disseminate information through their school web page. | | Title I<br>5800's- $7,500 | The District provided School Loop. This is an annual contract that is not scheduled for renewal until July 1, 2016. | | LCFF Funds<br>5800s - $2,250<br><br>Title I Funds<br>5800s - $ 5,500 |
| Scope of service: | All Schools | | Scope of service: | All Schools | |
| _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **5k:** Each school within the Rialto USD will provide Parent Education Workshops on how parents can help their child academically improve. | | No Additional Cost | We are currently transitioning to the Family Learning Institute (FLI) to support parental involvement and education at the school and district levels. 4 schools piloted the program in 2016-2017, and are developing plans for FLI implementation 2016-17. There are plans for an additional cohort of 6 school to begin FLI training in June 2016-2017. With the assistance of the District FLI facilitators, and the centralized Parent Center, we will work with all schools to establish or re-establish Parent Centers at each site in 2016-2017 for the purpose of strengthening or building the positive relationships and community collaboration that is needed to support or students. | | Title 1: 5850<br>$21,345<br>Title II: 5850<br>$34,440<br>Title II: 5200<br>$3,942 |
| Scope of service: | All Schools | | Scope of service: | All Schools | |

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| _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **5l:** The District will provide elementary schools with an Elementary Music Program.<br>Retain 5 FTE's.<br>Provide necessary supplies. | LCFF<br>1100's- $438,230<br>3000's- $127,650<br><br>4300's-,$20,000<br>4400's- $6,800 | 5 elementary music teachers hired August 2015, 1 hired September 2015. | LCFF Funds<br>1100s- $390,547<br>3000s- $139,054<br>Supplies:<br>$22,949 |
| Scope of service: Elementary Schools<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: Elementary Schools<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **5m:** The District will hire four elementary (1) VAPA teachers<br>4 FTE's.<br>(2) Provide necessary supplies. | **LCFF Funds**<br>1100's- $379,491<br>3000's- $105,908<br><br>**LCFF Funds**<br>4300's- $45,000<br>4400's- $30,000 | 3 VAPA elementary teachers hired August 2015, one hired Sept. 2015. | **LCFF Funds**<br>1100's- $333,264<br>3000's- $114,914<br><br>Supplies:<br>LCFF $21,355 |
| Scope of service: Elementary Schools<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: Elementary Schools<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **5n:** The District will maintain the Curtis T Winton Parent Center Institute which will provide District and site level | No additional Cost | The total number of parents who attended Fall and Winter Parent University classes in 2015-2016 is 212. Fall Parent classes ended on October 29, 2015. There were 21 parents who attended one or more of the | No additional Cost |

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| parent outreach services for all school sites with a focus of improving parent participation through parent education trainings. | | | 12 sessions. The highest attendance was 10 in a session, and one session had 1 attendee. The average attendance for the 12 sessions was 5. Winter Parent Classes ended on March 30, 2016. The average attendance for the 25 sessions was 6. The highest attendance was 24 in a session, and the lowest was 1 in 3 sessions.<br><br>A New Parent Involvement and Parent Education Survey is being created to support the parent involvement focus for the 2016-2017 school year. | | |
| Scope of service: | All Schools | | Scope of service: | All Schools | |
| _X_ALL | | | _X_ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |

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| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Through the annual update and discussions with the various stakeholders it was determined that the district would integrate the existing 6 goals into 3 District LCAP goals that are more linked to each of the State Priority areas.<br>No LCAP Coordinator was hired or combined with the PBIS Coordinator position. The LCAP is coordinated by the Associate Superintendent, Elementary Instruction.<br>Intentionally building community within schools among different family populations, across differences in families' ethnicity, socioeconomic background, and home language, and being more inclusive of students and their families is a goal for RUSD.<br><br>After school clubs: Provide students with additional resources and support outside of the regular school day to improvement academic achievement and student engagement with a focus on college and career readiness. Provide student with access to tutoring, intervention activities that promote school community and culture. This is in addition to the ASES funding to allow for increased student program enrollment).<br><br>Making it possible for families of all students and cultures to participate, including consistent translation and interpretation; and holding events and meetings at more flexible times or during off hours so working families can participate. Identifying staff at each school with the specific responsibility to lead the school's collaborative family engagement efforts, especially in schools not participating in a cohort for the Family Leadership Institute. Many participants expressed the desire to have a Parent Center at every school; the District is developing cohorts of schools to participate in the Family Leadership Institute training both in Clark County and within the District bringing the training to RUSD. The Parent Center will be reconfigured in personnel and parent workshop and course offerings to attract more parents of various ethnicities to actively participate and be more actively involved.<br>Positive school climate is one of the top priorities for our community, and we have begun the process of implementing training on Family Leadership Institute and will be followed up by participating staff attending over the next three years. In addition, the District will to bring the following trainings to RUSD: Unconscious Bias, Kids and Trauma, Cultural Relevance, School to Prison Pipeline, and Mentoring and Social Skills training to the district for all staff to be trained over |

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| | the next four years; and establish a District AAPAC and provide an African American parents' Town Hall through the Superintendent. |

| Original GOAL from prior year LCAP: | **6. Technology:**<br>Rialto USD will improve and extend teaching and learning through increased technology access and meaningful use of technology developing responsible digital citizens. | Related State and/or Local Priorities:<br>1__ 2_X 3__ 4__ 5__ 6__ 7__ 8_X<br>COE only: 9__ 10__<br>Local : Specify _____ |
|---|---|---|
| Goal Applies to: | Schools: All<br>Applicable Pupil Subgroups: All | |

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| Expected Annual Measurable Outcomes: | 1. 50% of the teachers will complete the Common Core Technology Skills Self-Assessment (CCTSS)<br>**Local Metric:** Completion of the Common Core Technology Skills Self-Assessment (CCTSS)<br><br>2. The percentage of teachers with a classroom computer less than 4 years old will increase to 80%.<br>**Local Metric:** Technology Hardware Inventory<br><br>3. The student to device ratio will increase. Baseline data to be determined at the end of the 2014/15 school year.<br>**Local Metric:** Technology Hardware Inventory compared to student enrollment numbers<br><br>4. The district will develop a new 3 year Technology Plan<br>**Local Metric:** Approved Technology Plan<br><br>5. 50% of the classroom teachers will be trained in technology integration in the classroom.<br>**Local Metric:** Training sign in sheets for specific technology integration training<br><br>6. 50% of students will demonstrate mastery of technology skills by grade span (5, 8 and 11th) as outlined by the technology scope and sequence.<br>**Local Metric:** Technology Scope and Sequence skills analysis to be developed during 2015/16 school year. | Actual Annual Measurable Outcomes: | 1. At the beginning of the year, 320 teachers (approximately 24.4%) completed the survey. At the end of the year 334 teachers (approximately 25.3%) completed the survey. This is a total of 654 surveys submitted (approximately 50%).<br><br>2. There are currently 1,566 teacher computers in the district of which 48% are less than 4 years old. The district is currently working on a 3 year plan to purchase new teacher technology to increase the percentage of computers that are less than 4 years old. This percentage did not include iPads or other devices but only focused on classroom teacher computers.<br><br>3. The district is currently in process of developing a 3 year plan to purchase additional student computers and devices. At the end of the 2015/2016 school year there were 6,200 student computers for a total 26,395 students for a ratio of 1:4.25 This total did not include computer carts or iPads as the current inventory was still being conducted.<br><br>4. The district has not developed a new 3 year Technology Plan. This process is no longer required by the state of California.<br><br>5. The percentage of classroom teachers trained in technology integration in the classroom was 37% (485/1300). 100% of classroom teachers provided digital citizenship lessons from common sense media to their students for CIPA compliance. |

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| | | | 6. The focus for the 2015/16 school year changed to completing the required CIPA (Child Internet Protection Act) lessons. 100% of teachers provided the required lessons to students in grades K-12. For the 2016/17 school year, the Instructional Technology Assistants will be utilized to provide training and identify the percentage of students in each grade level that demonstrate mastery in the designated technology skills as outlined in the technology scope and sequence. |

**LCAP Year**: 2015-16

| Planned Actions/Services | | Budgeted Expenditures | Actual Actions/Services | | Estimated Actual Annual Expenditures |
|---|---|---|---|---|---|
| **6a:** Each high school will utilize the resources in APEX in the CAHSEE Library in ELA and Math to provide activities to 9th and 10th grade students to prepare for the census CAHSEE. | | No additional cost | Administration of the CAHSEE was suspended by the state | | No additional cost |
| Scope of service:<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | 9th and 10th grade | | Scope of service:<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | 9th and 10th grade | |
| **6b:** 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. | | No Additional Cost | Information regarding the CCSS Technology Scope and Sequence was provided at various principal meetings based on Long Beach USD, including January 26, 2016. The scope and sequence that provides specific skills by grade level can be found at http://kec.rialto.k12.ca.us/edtech<br>However no district curriculum was developed within the CCSS or a RUSD scope and sequence provided | | No Additional Cost |

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| | | | for specific skills from Long Beach USD. | | |
| Scope of service: | All Schools | | Scope of service: | All Schools | |
| _X_ALL | | | _X_ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **6c:** The District will utilize Edivate walk through template with all administrators to monitor the CCSS implementation and instructional shifts. Vendor – School Improvement Network | | Title II 5800's- $181,870 | Board approved June 3, 2015. 4,532 classroom observations were completed in 2015-16. The Edivate electronic walk through template provided data to identify school and district-wide instructional patterns, trends and strengths in implementing the Common Core instructional shifts in Math and ELA. Edivate PD360 was also utilized with 1,948 Professional Learning videos viewed by K-12 teachers. | | LCFF Funds 5800s- $52,572<br><br>Title II Funds 5800s- $122,668 |
| Scope of service: | All Schools | | Scope of service: | All Schools | |
| _X_ALL | | | _X_ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **6d:** The District will provide access to all teachers to utilize videos in Edivate. | | No additional cost | Training for teachers provided : Sept 2, 3, 16, 17 and Oct 7 & 8. 1078 of 1449 possible users have viewed a total of 7969 PD videos | | No additional cost |
| Scope of service: | All Schools | | Scope of service: | All Schools | |
| _X_ALL | | | _X_ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |

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| **6e:** The District will provide My Learning Plan to monitor professional development opportunities, lesson studies and staff training. | | Title II<br>5800's- $25,824 | Purchased July 1, 2015 to monitor teacher registration and attendance to professional development such as Lesson Studies, ELA, ELD, Science, Social Studies, P.E. and Math trainings by date, teacher name and by school. | | LCFF Funds<br>5800s- $7,747<br><br>Title I Funds<br>5800s- $18,077 |
| Scope of service: | All Schools | | Scope of service: | All Schools | |
| _X_ALL | | | X_ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **6f:** The District will provide computer lab techs at each school to assist with the implementation of student use of technology. | | LCFF Funds<br>2200's- $501,605<br>3000s- $400,248 | The District hired 23/25 Instructional Technology Assistants to maintain the computer labs, and provide support and training to students and teachers in the use of software and instructional programs, including administration of the CAASPP in the computer labs. Throughout the 2015-16 school year, the position was been flown 4 separate times in an attempt to find qualified individuals to fill the vacancies. As of May 2016 all vacancies are filled at 28 school sites. | | LCFF Funds<br>2200s- $148,820<br>3000s- $110,082 |
| Scope of service: | Elementary, Middle Schools, and Milor Continuation High School | | Scope of service: | Elementary, Middle Schools, and Milor Continuation High School | |
| _X_ALL | | | X_ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **6g:** The District will provide student access to technology to be able to take all identified assessments and the Smarter Balanced Summative Assessment. | | No Additional Cost | The District piloted 3 classrooms utilizing Google Apps for Education (GAFE) and new classroom technology including wireless presentation and student chromebooks. Once the pilot is completed, a decision | | No Additional Cost |

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| | | | will be made regarding next steps. | | |
| Scope of service: | All Schools | | Scope of service: | All Schools | |
| _X_ALL | | | X_ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **6h:** The District will provide a data warehouse program to assist with analyzing various assessments (Illuminate). | | Title I<br>5800's- $150,000 | The District provided for Illuminate which is on an annual contract that is not scheduled to renew until July 1, 2016. At this time, the District is not utilizing the online testing portion of Illuminate. | | LCFF Funds<br>5800s- $43,271<br><br>Title I Funds<br>5800s- $100,996 |
| Scope of service: | All Schools | | Scope of service: | All Schools | |
| _X_ALL | | | _X_ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **6i:** 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 CCDH Center for Education. | | LCFF Funds<br>2200's- $24,594,<br>3000s- $5,693<br>4300's-10,000 | The development of a centralized computer lab with extended hours was not pursued during the 2015/16 school year. The original location was not available. Looking into Milor/ Zupanic campus for 2016-2017 school year. | | $-0- |
| Scope of service: | High Schools | | Scope of service: | High Schools | |
| _X_ALL | | | X_ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |

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| **6j:** The District will continue to purchase Goalbook. | | LCFF Funds<br>5800's- $ 61,098 | Goalbook was implemented. A meeting was scheduled in March with the company to see how it can be further utilized. An expanded plan for goal book has been planned with extra goal book accounts to be added for collaborating regular education teachers who collaborate with RSP teachers. | | Program-<br>LCFF Funds<br>5800s- $64,900<br><br>Training was at no additional cost |
| Scope of service: | All Schools | | Scope of service: | All Schools | |
| __ALL | | | __ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>_X_Other Subgroups:(Specify)Special Education | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>_X_Other Subgroups:(Specify) Special Education | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | • District-wide common K-9 Keyboarding program will be provided and administered to students through the Instructional Technology positions.<br>• A common RUSD K-12 technology skills mastery, and scope and sequence for grades K-12 will be implemented district-wide.<br>• Participants also want to see an increase / improvement of: more consistent use of technology to support learning and instruction, and communication, including more immediate access to student data (including formative assessments) and more consistent use of the Parent Portal by teachers and staff.<br>• If staff is expected to integrate technology, then there needs to be ongoing technology training and coaching. The infrastructure for technology needs to be improved so that it's reliable and consistent. Rialto Unified started the process of upgrading key pieces of technology infrastructure to meet new demands of technology use. Network access will be improved for both wired and wireless access at all of our school sites by August 2016. | | | | |

**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

| Total amount of Supplemental and Concentration grant funds calculated: | **$_____42,077,855_____** |
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Rialto Unified School District offered a variety of programs and support structures specifically for English Learners, low income students and foster youth.

**District-wide:**

- District lead coaches for ELA/ELD (3 elementary and 1 secondary), Math lead coaches (1 elementary and 1 secondary). The District lead coaches will continue to provide instructional support and professional development training to the Continuation High School
- K-5 Instructional Strategist for all 19 elementary schools will continue to provide instruction support and coaching to K-5 teachers and Response to Intervention (RtI) Tier III intervention to English Learners (ELs) and at risk students
- At each of the five middle schools grades 6-8, Instructional Coaches for English Language Arts (ELA) and mathematics with EL and literacy support, providing instructional support/coaching for teachers and assisting with interventions
- At each of the three comprehensive high schools for grades 9-12, Instructional coaches for ELA (3), and mathematics (3), to provide instructional support and coaching, and three EL coaches at each high school to specifically monitor EL students' academic achievement
- Four music specialists for elementary music in grades 4 and 5 for 18/19 elementary schools (one of the 19 elementary schools is designated as a VAPA school and is supported with a full-time music specialist)
- Five VAPA teachers for grades 1-5$^{th}$ for 18 elementary schools (one of the 19 elementary schools is designated as a VAPA school and is supported with a full-time VAPA specialist). This year there is an increase of one additional District VAPA teacher to the Elementary District VAPA team to service the larger grades at the larger elementary schools and special education students (6 VAPA FTEs)
- Eight (8) District Literacy Strategists at the secondary levels to model effective instructional strategies (including Accountable Talk, Close and Critical Reading and ELA/ELD standards) through professional development for all teachers while providing support to identified students in support classes
- Eight (8) Distirct Math Strategists at the secondary levels to model the standards of mathematical practices and content standards through professional development for all teachers while providing support to identified students in support classes
- Instructional Technology Assistants at 19 elementary schools to provide support to students and teachers in the use of instructional

technology and computer adaptive software and programs

- One Behavior Specialist and two behavior aides to improve the use of coordinated behavior plans for both mainstream and special education students
- STAR Early Literacy for all grade K
- STAR Reading for all grades 1-9
- Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) for grades K-5 and 6th grade special education students
- A team from each secondary school and one elementary school will be provided CCSS aligned AVID strategy training in the summer
- The District will develop and provide professional development in K-12 RtI and CCSS aligned with the new ELA/ELD textbook adopted materials and resources; and model lessons with an emphasis on early literacy and foundational skills
- The District will provide professional development in math and Science, model lessons, and mathematical practices
- The District will support the larger elementary schools with a Teacher on Special Assignment (TOSA) to assist with school operations, planning and coordination
- Added African American and Gifted And Talented Education (GATE) students to the Special Population subgroups for targeted montioring and progress in ELA and Math
- Lab Technicians- All sites have a lab technician that assist students with the implementation of technology in the classroom, taking identified online assessments and using various software such as ALEKS, APEX, Goalbook, STAR Reading, etc.
- Decrease in Chronic Absenteeism- A plan of action in place through a district nurse with the attendance rate being 96.22% as of May/2016
- Rialto, Carter and Eisenhower High Schools implement Linked Crew mentoring on their campus

**Targeted:**

- Added 17 bilingual Instructional Aides for a total of 62 in elementary and secondary schools
- SIOP EL Professional learning that addresses research-based instructional strategies that can be applied to all content areas
- The District will implement a Dual Language Immersion Program starting with kindergarten at 4 elementary schools (Boyd, Kelley, Morris, Garcia) that will feed into 1 middle and 1 high school (Jehue Middle, and Rialto High School)
- The District will continue to provide training to teachers in the Dual Language Immersion Program.
- Response to Intervention (RtI 1 & 2) plans and strategies
- K-5 and 6th grade Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)
- K -5 Dynamic Indicators of Basic Early Literacy Skills Next (DIBELS Next) procedures and measures for assessing the acquisition of early literacy skills and intervention
- Identified counselors assigned for Foster Youth
- 3 Positive Behavior Interventions and Support (PBIS)/at risk high school counselors to identify students that are credit deficient and monitor to meet the requirement of Assembly Bill (AB)1802
- ALEKS to inform instruction and student readiness and gaps in mathematics
- APEX for each high school (3 comprehensive, continuation, and independent study for students who are credit deficient)
- Retain School Resource Officers (SRO) for each of the comprehensive high schools
- Maintain a district nurse to decrease the number of students with chronic absenteeism

- Maintain a District Centralized Home Visitation Team which includes a School Resource Officer (SRO), Probation Officer, and a District McKinney Vento Foster Youth Liaison
- Retain one full time Special Education support provider to support Special Education Beginning Teacher Support and Assessment (BTSA) Teachers
- Summer Session for incoming 4th and 5th grade EL students in ELA and Math
- Summer Session for incoming at-risk/low Income and Foster Youth 3rd grade students in literacy

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

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|---|---|
| **20.69** | **%** |

Consistent with the requirements of 5 CCR 15496, the actions and services provided in the LCAP year demonstrate increased and improved services for the unduplicated pupils as described below:

- Added 17 bilingual instructional aides for a total of 62 in elementary and secondary schools
- Increase of two Elementary Instructional Support Strategist to the already existing two largest elementary schools to provide coaching to K-5 teachers and Tier III RtI interventions that promote subgroup success.
- Increase of two Teachers on Special Assignment (TOSAs) to support the two larger elementary schools with school support, coordination, planning and operations
- Improve the implementation of Positive Behavior Interventions and Supoort (PBIS) with the expansion of adding 7 more schools for a total of 28 PBIS trainined schools
- Increase of AVID trainied teachers at the seondary level and one AVID elementary school
- Maintain 8 Literacy Strategists and 8 Math Strategists at the secondary schools to provide coaching and support to teacher in best instructional strategies and practices
- Increase opportunities for college and career readiness ith comprehensive access to AVID, Programs of Study, College Board, 7th and 8th grade PSAT, and 10th grade PSAT
- Maintain PBIS/at-risk hgih school counselors designatied to monitor and support at-risk students
- Training for elementary teachers in grades K-5 on Integrated and Designated ELD

- Training for elementary teachers in grade 3-5 on Redesignated Fluent English Pupils (RFEP) English Language Mainstrream (ELM)/Long term English Learner prevention
- Sheltered Instruction Observation Protocol (SIOP) training completed at selected secondary grade levels
- EL Instructional Strategists hired for each high school. Maintained Forty-six (46) bilingual instructional assistants assigned and supported out of Local Control Formula Funds (LCFF) and adding 17 additional bilingual instructional assistants
- Dual Language research and training provided
- Support classes for ELs' revamped
- Math Intervention –The ALEKS online program incorporated to support struggling mathematics students at secondary
- Math 1A intervention teacher – ED
- A Response to Intervention (RtI) model for secondary mathematics set up using ALEKS
- ELA Intervention **–**The Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) program incorporated for students in grades K-5. One middle school teacher trained on the SIPPS materials for 6th grade special education
- Developed a Response to Intervention (RtI) model in reading for elementary for Tier 1 and Tier 2 students on SIPPS
- **Instructional Support Teachers -** Nineteen (19) support teachers provide targeted Tier 3 intervention in ELA and/or Mathematics; adding two additional support teachers
- EL teachers were trained in Sheltered Instructional Observation Protocol (SIOP)
- **Professional Development for Parents-** Parent Education Workshops/Development through the Parent Center: Instructional Workshops, Parent Summit, DADs Night, and College Nights, etc
- **Mc Kinney Vento/Foster Youth-** The District implements a centralized home visitation team including a district probation officer, and a district McKinney Vento/ Foster Youth liaison
- High School Summer Schools for credit deficient students: ELs, Foster Youth, Low Income students
- Elementary ELA/ELD and Math Summer for incoming 4th and 5th grade EL Students
- Elementary Literacy Summer School for incoming 3rd grade students
- Middle and High School Summer School

## LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, 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 California Code of Regulations, title 5, 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).

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