Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, November 2021

LCFF Budget Overview for Parents

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

CDS Code: 33-67215

School Year: 2022 – 23

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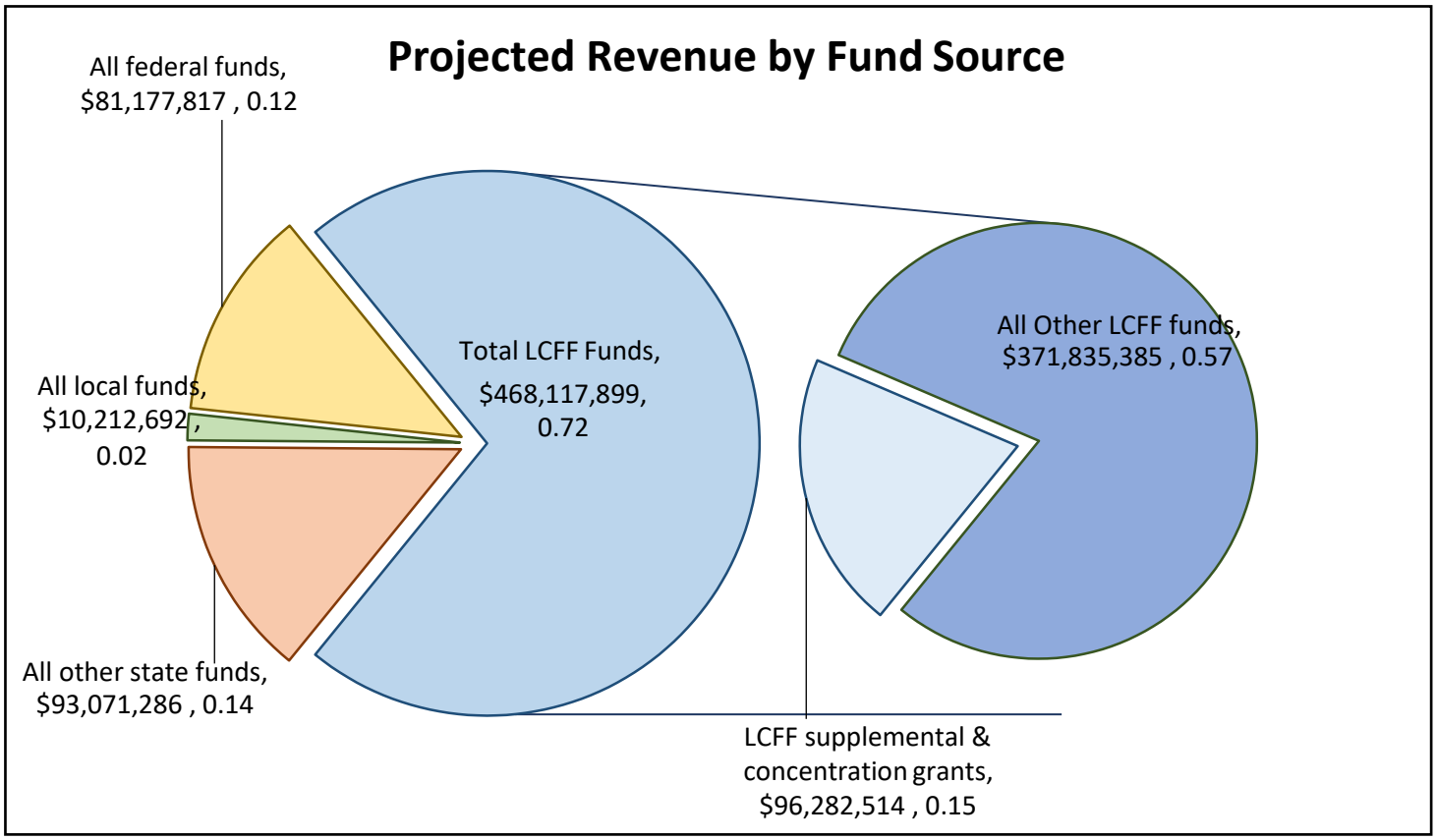
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs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

Budget Overview for the 2022 – 23 School Year

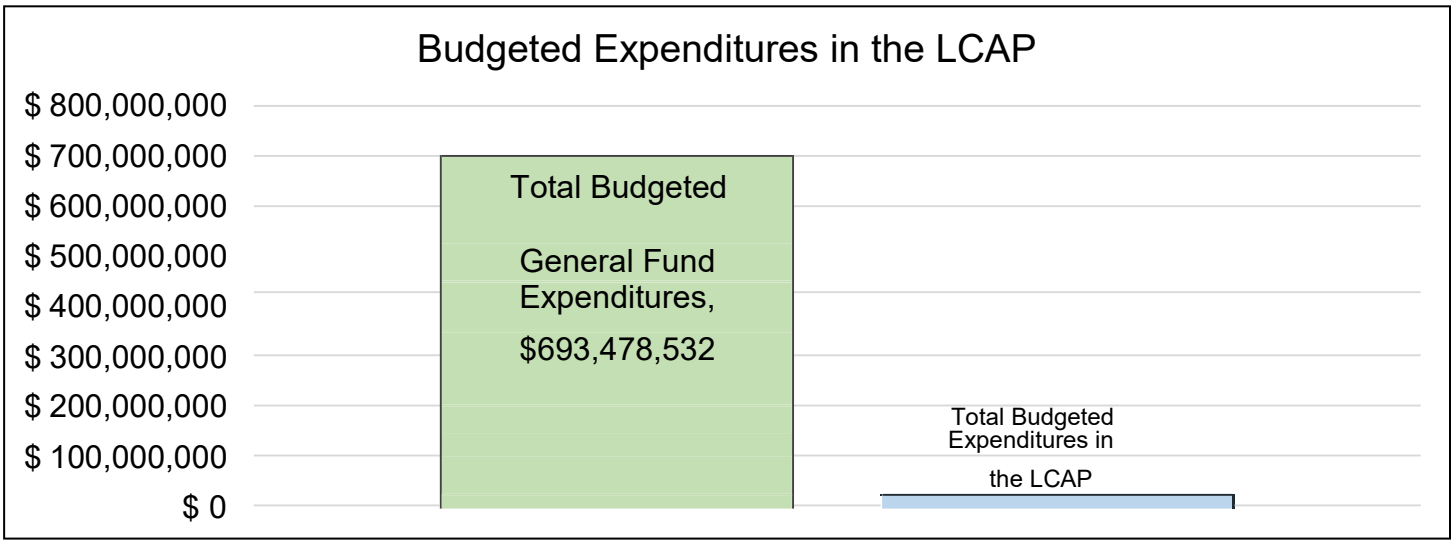


This chart shows the total general purpose revenue Riverside Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Riverside Unified School District is $652,579,694.00, of which $468,117,899.00 is Local Control Funding Formula (LCFF), $93,071,286.00 is other state funds, $10,212,692.00 is local funds, and $81,177,817.00 is federal funds. Of the $468,117,899.00 in LCFF Funds, $96,282,514.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Riverside Unified School District plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Riverside Unified School District plans to spend $693,478,532.00 for the 2022 – 23 school year. Of that amount, $121,577,801.00 is tied to actions/services in the LCAP and $571,900,731.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

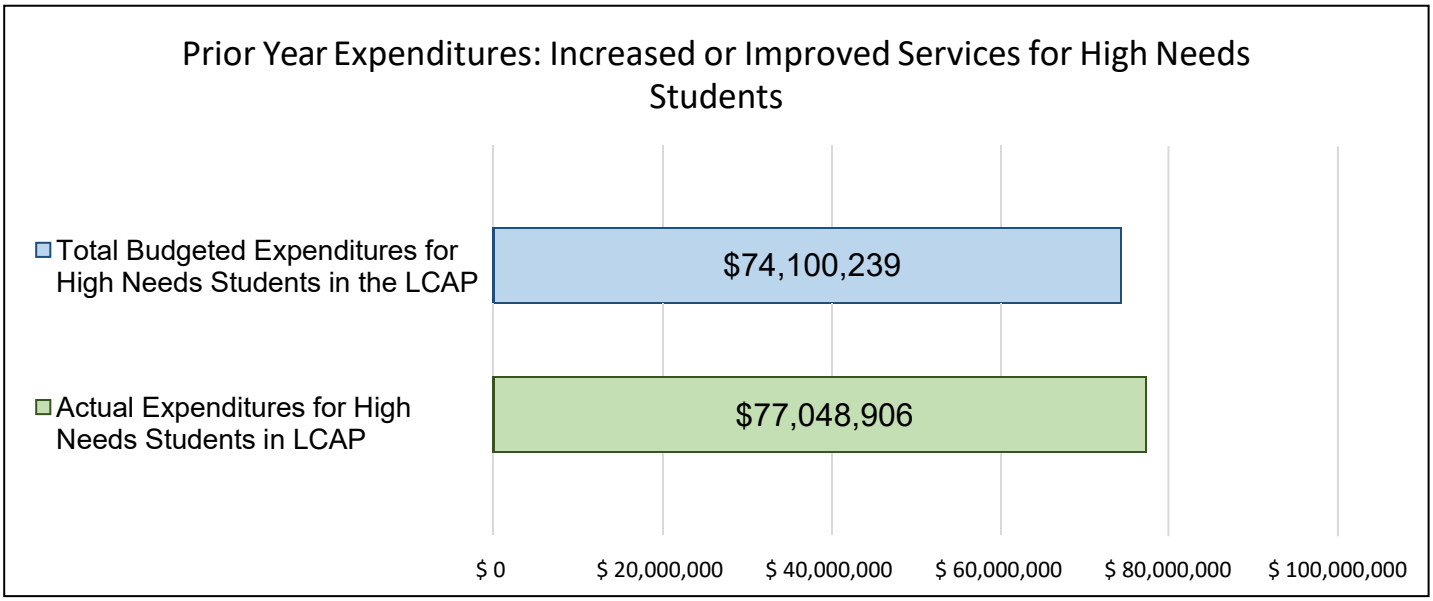
Teacher salaries are paid from our base program, and general administration such as Cabinet-level employees, Curriculum and Instruction, Personnel, Business and Facilities Planning departments; general overhead, transportation, utilities, maintenance and operations, other operational costs, and some restricted State and Federal funding sources not directly related to LCAP goals, actions, and services are not included in the RUSD Local Control and Accountability Plan.

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Riverside Unified School District is projecting it will receive $96,282,514.00 based on the enrollment of foster youth, English learner, and low-income students. Riverside Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Riverside Unified School District plans to spend $110,972,265.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021 – 22



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

The text description of the above chart is as follows: In 2021 – 22, Riverside Unified School District's LCAP budgeted $74,100,239.00 for planned actions to increase or improve services for high needs students. Riverside Unified School District actually spent $77,048,906.00 for actions to increase or improve services for high needs students in 2021 – 22.

Accessibility Information

This workbook contains 3 dynamic charts located in the 'Template' tab. The chart in cell A7 with the title "Projected Revenue by Fund Source", the full text description is located in cell A9. The chart in cell A11 with the title "Budgeted Expenditures in the LCAP", the full text description is located in cell A13. The chart in cell A16 with the title "Prior Year Expenditures: Increased or Improved Services for High Needs Students", the full text description is located in cell A18.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
[Riverside Unified School District]	[Dr. Jacqueline Perez, Assistant Superintendent for Equity, Access and Community Engagement]	[japerez@riversideunified.org 951-788-7135 x80422]

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Expenditures from these non-LCAP funds include: Teacher salaries for our base program, members of the Administrative team such as Cabinet and Director level, Curriculum and Instruction administrators, Human Resources/Personnel, Business, and Facilities and Planning Departments. In addition, general overhead, transportation, utilities, maintenance and operations, other operational costs including some restricted State and Federal funding sources not directly related to LCAP goals, actions and services are also funded by non-LCAP directed dollars. This total also includes American Rescue Plan funds designated for pandemic recovery and return to school efforts.

Because RUSD views the LCAP process as an integrated approach to seeking and receiving feedback from all collaborative partners regarding ALL district funding, the Superintendent and her team engages RUSD's bargaining units: Riverside City Teachers Association, and California State Employees Association (Riverside Chapter); along employees, students, parents, community members, and the School Board Trustees in budget development including both LCAP and Non-LCAP dollars.

On an annual basis, RUSD works with needs-based questions/answers garnered through online surveys conducted for parents, employees and students (May 2021). Additionally, RUSD also holds focus groups at each high school in the district during the fall (2021), and engages in collaborative partner meetings with the District EL Parent Advisory (Dec. 2021), African American Parent Advisory (Nov. 2021), Special Education Parent/Community advisory (Nov. 2021) and the Riverside Parent Teacher Association (May 2021) throughout the year to discuss budget issues and updates. Also, all RUSD School Board input from open meetings, and

public hearings are recorded to identify concerns and priorities of our community collaborators affected by the school district's funding as provided through the Budget Act of 2021. In August of 2021, feedback from three virtual town hall meetings concerning LCAP, Non-LCAP and ESSER dollars was provided by several hundred participants. The feedback data was then analyzed, and coded with the following themes emerging:

More counseling (academic and social emotional) needs to be available to all students

Parent training on technology to help support teachers with virtual learning, and smaller in-person class sizes when school is open

Hire high-quality teachers and provide Cultural Responsiveness professional development for teachers/employees

Additional flexible after school offerings for students should be offered including tutoring and "low-key" athletics for all ages,

Need positive screeners/assessments provided to help determine how much learning loss has occurred with each individual student.

Safe schools.

As a result of the feedback collected, Non LCAP dollars have been directed to ensure both credentialed and classified employees have had appropriate pay increases to keep the district's compensation equal as well as competitive with other districts in the region which ensures we attract and maintain high quality employees. Maintenance and operations were able to address backlogged work on school sites, and implement critical safety measures needed to ensure mandated return to school protocols due to the pandemic. RUSD was also able to increase to one-to-one devices for students during the pandemic which also included multiple professional development offerings for teachers and classified employees to help assist students with virtual and in-person learning. LCAP and American Rescue dollars are being used to address the additional priorities garnered from the collective feedback elicited at the town halls and other collaborative meetings.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Forty-three of the fifty schools in Riverside Unified meet the "greater than 55 percent" enrollment threshold for Low-income, English learners, and Foster Youth. The district will use the additional concentration grant add-on funding to balance the ratio of staff who provide direct services to students on these school campuses via the RUSD Multi-Tiered Systems of Support (MTSS) Initiative. The RUSD MTSS Initiative takes a proactive, integrated approach to identifying students with academic or behavioral needs. Key components of our program include:

Universal screening of all students early in the school year to determine greatest need for academic and behavioral support.

Additional tiers of interventions that can be amplified in response to levels of need which may include clinical therapy provided on campuses, increased behavioral strategies, and more inclusive practices.

Ongoing data collection and continual assessment to ensure progress monitoring that results in appropriate, and proven interventions implemented in classrooms and supplemental programs.

Schoolwide approach to expectations and supports for behavior, attendance and social emotional health for students.

Parent involvement both in the home and at school sites to support individualized needs of students.

LCAP Supplemental Concentration dollars will be used to fund the additional staffing needed to carry out the district wide roll-out of MTSS in Riverside Unified. Currently, the RUSD 2021-24 LCAP includes the following actions:

1.3e – Develop sustainable, district-wide equity embedded MTSS framework by providing integrated training to staff in the elements of universal design for learning and culturally responsive teaching, restorative practices, Social Emotional Learning (SEL), Positive Behavior Intervention Supports (PBIS), and trauma-informed practices with clear connections to how these positively impact academic learning, culture, climate and the well-being of students.

1.3f – Develop sustainable, site level, equity embedded MTSS frameworks by providing school site training and coaching focused on assisting site leadership teams with establishing the foundational structures of an equity embedded MTSS framework while building capacity to (1) analyze data, (2) identify root causes, (3) develop plans and (4) evaluate progress.

1.3g – Provide teachers and administrators with professional development and ongoing support in the implementation of Multi-tiered Systems of Support (MTSS), including universal screening, progress monitoring, and how to respond to the corresponding data.

These LCAP actions have laid the groundwork for the MTSS Initiative in Riverside Unified by providing substitute pay and meeting supplies and materials for all credentialed employees (2000+) to participate in intensive training sessions on MTSS/Universal Design and delivering Best First Instruction. (8 full day sessions completed in 2021)

In order to fully implement the MTSS plan across the district equitably, RUSD identified the following positions needed at our school sites. These positions support the balanced ratios needed to increase and/or sustain the number of staff who provide direct services to students on campuses with an enrollment of Low-income, English Learners, and/or Foster Youth students greater than 55 percent. (43 schools) All of the new positions are placed in LCAP Goal One – Action 1.3e

23 FTE MTSS liaisons – employees who work at school sites for attendance outreach, conducting universal screeners, and academic and social emotional learning support.

25.5 FTE MTSS counselors positioned at elementary sites to support goals/data/metrics for student academic success by monitoring individual progress and determining appropriate tiered interventions.

10 FTE MTSS counselors positioned at secondary sites to support goals/data/metrics for student academic success by monitoring individua progress and determining appropriate tiered intervention.

42 FTE Student Assistance Program Counselors who are licensed clinicians working in schools to provide clinical therapy for high need students and families.

11.25 FTE Student Assistant Program Prevention Assistants who work with behavioral issues with students, conduct restorative practices in schools, teach mindfulness exercises, and help school sites with Positive Behavioral Interventions and Supports.

5 Clinical Psychologists to assist with Tier 2 and Tier 3 issues that arise during the year or at screening.

6 Inclusive Practices Specialists to assist with Students with Disabilities to ensure equitable programing as school sites and assist with conducting IEPs with an equity lens.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Riverside Unified School District's educational partners were engaged in a variety of ways concerning the one-time federal funds received by Riverside Unified School District in 2020 and 2021. These funds included ESSER I, II, III; Expand Learning Opportunities (ELO), GEER, Learning Loss Mitigation, In-Person Instruction, SB117 Educator Effectiveness, and all others designated for distinct purposes. Engagement opportunities that encouraged our collaborative partners to weigh in on the appropriate use of funding included five Town Hall meetings conducted in April 2021, which coincided with the roll out of the Expanded Learning Opportunities and ESSER funding. Prior to the April town hall meetings, parent, student and employee surveys were sent out electronically to garner feedback on return to school issues and learning loss mitigation.

Obtaining meaningful feedback from collaborative partners for ESSER III also included our review and analysis of prior information garnered during the 2020-21 school year from RUSD's Local Control Accountability Plan (LCAP) advisory committee. This committee consists of parents, community/business members, RUSD teachers, administrators, classified employees and students who meet quarterly to provide input on the LCAP process and content. In 2020-21 this committee elevated the following six priorities to help direct the district's plan: 1) Continued support for devices, reliable internet, and technology access for all students; 2) District-wide tutoring; 3) Support for English learners; 4) support for families from the Family Resource Center; 5) Learning loss mitigation; and, 6) Social emotional health for all students. This input helped shape the Actions and Services in all three LCAP goals and also gave direction for the ESSER III Expenditure Plan and the RUSD Expanded Learning Opportunities Grant.

Parent Feedback: The Parent Satisfaction Survey conducted in April/May of 2021 provided insight into parents' concerns around interventions needed to address learning loss mitigation and social emotional support for students. 2567 parents responded to the questionnaire that asked parents about their satisfaction with RUSD's LCAP goals, as well as the seven purposes for the Expanded Learning Opportunities grant. When asked if their student (s) would participate in extended instructional time before and/or after school and during the summer, 50% stated they would be more/most likely to do so. Well over 60% of parents surveyed agreed that they would have their student(s) participate in one-on-one or small group tutoring as well. Providing social emotional learning for students was also important to parents as the survey showed 80% were most likely to support this effort. 50% or more of parents also shared they would desire credit recovery, learning hubs, and additional snacks and meals to be provided for their students. Finally, 70% of parents expressed approval for more training for teachers, administrators and adult school employees such as campus supervisors, paraprofessionals and office personnel in social-emotional learning, and additional progress monitoring for students. In addition to the parent survey, RUSD parents have expressed deepening concern regarding our Native American students and their disproportionate suspension rates and related Civil Rights issues. RUSD is responding by applying for Title VI funding and will be creating an "Indian Parent Committee" as per the Title VI guidelines.

Student Feedback: A student satisfaction survey for grades 7-12 was conducted this spring and was based on the three LCAP goals. Over 900 responses were collected overall, and yielded the following results for Goal One: 90.3% of students stated that their school expected them to achieve their best, and 84.0% responded that their teachers demonstrated equity for students in the classroom. Results for Goal Two revealed: 72% of students stating that their school adequately prepares them for college and career and 99.0% responding that their teachers cared about their learning, and that being in their respective teachers' classes mattered. Finally, the responses to Goal Three questions showed: 85% of students polled felt teachers respected their individual backgrounds and cultures, and 71% of students believed they could find help for mental and emotional health at school. In Fall of 2021 4 focus groups with RUSD high school students (all unduplicated) were conducted to seek additional information on return-to-school and COVID related learning loss. The themes that arose from these meetings included an overall feeling that teachers were moving too fast across the curricula in order to have students "catch up." In addition, students asked for more time with their academic counselor and more social emotional support for "non-crisis" events, but rather for teenage-type daily concerns. Finally, students did mention that tutoring was highly available and accessible, and teachers seemed concerned for their well-fare but there were too many absences because of COVID and this made school more unpredictable.

Teacher/Certificated Employee Feedback: In an effort to practice inclusion among all RUSD Certificated and Classified employees, all members of the RUSD staff (teachers, classified, administrators) were offered the opportunity to respond to a survey in Spring 2021 that asked for feedback on unduplicated student programs. The results showed that 75% or more of teachers and classified staff were most likely to fully support the following interventions/actions: Credit recovery, expanding summer school offerings, before and after school programs, community Learning Hubs, one-to-one tutoring for all students, added support from paraprofessionals for English Learners and Students with Disabilities, and increased social emotional services for students and families overall. Other concerns that were brought up was school safety after COVID and school program choice that impacted employee positions at school sites/and or for virtual learning. Teacher input from certificated members of the LCAP advisory committee also demonstrated support for implementation of the Multi-Tiered system of support infrastructure in 2021, most notably the universal screeners.

Classified Employee Feedback: All RUSD staff members, including certificated and classified. were offered the opportunity to engage in a survey in spring 2021 that asked for feedback on unduplicated student programs and supports to be implemented in LCAP. From 668 responses, the results showed that 75% or more of staff were most likely to fully support the following interventions/actions: Credit recovery, expanding summer school offerings, before and after school programs, community Learning Hubs, one-to-one tutoring for all students, added support from paraprofessionals for English Learners and Students with Disabilities, and increased social emotional services for students and families overall. Other concerns that were brought up was school safety after COVID and school program choice that impacted employee positions at school sites/and or for virtual learning. ESSER III funds will address several HVAC issues at RUSD school sites, as well as other health and safety issues directly impacting teachers and students. Classified employees also demonstrated support for increasing translators and the Family Resource Center.

The District English Learner Advisory Committee Feedback: DELAC met monthly in a virtual environment, and came to consensus on the following LCAP, ESSER and Expanded Learning Opportunities grant priorities: Continuing the Family Resource Center (FRC) which helps all RUSD families with referral information to services, and parent trainings with a focus on bilingual supports was this highest priority. The FRC is now funded by 2021-2024 LCAP, which also includes over $1million in funding for additional interpreters and translators for the district. Funds for special parent programs are also available in the ESSER III plan. Members of DELAC also

represent the Riverside Latino Network and update RUSD on Civil Rights issues pertaining to our LatinX community via this collaborative. Priorities including social emotional support, summer learning, tutoring, learning hubs and distance learning are being implemented with both ESSER III funding and Expanded Learning Opportunities funding, and the Multi-Tiered Systems of Support Initiative has called for an increase in counselors, school psychologists, behavior specialists and inclusion specialists.

The African American Parent Advisory Council Feedback: AAPAC meet monthly in a virtual environment as well, and have developed the following four priorities for the district: 1) Ensuring the retention of student Chromebooks and internet connectivity for both virtual and in person learning be maintained and/or increased, 2) Creating additional focused resources for Black students as ongoing work, 3) Providing strong Restorative Practices/Justice programs to support social emotional learning throughout the district, and 4) Repairing disproportionate suspensions at all grade levels. Members from the Riverside Chapter of the NAACP participate on this Council and RUSD is updated on local and national Civil Rights issues via the AAPAC collaborative. The RUSD LCAP is addressing targeted, direct support for our Black and other underserved student groups, as well as creating more Restorative Practices/Justice training for teachers, administrators, and classified employees (particularly campus supervisors and instructional aids). The Expanded Learning Opportunities (ELO) grant, and ESSER III will provide funds for additional social emotional learning and technology in the coming years.

Riverside Parent Teacher Association Feedback: The Riverside Unified PTA placed more individualized tutoring at the top of their priority list, with social-emotional learning second. RPTA also expressed the need for assurances that technology devices and internet connectivity remain a priority even upon the return to in person learning. Finally, related issues to learning loss mitigation such as credit recovery, and extended learning were also on the top five priority list for the Parent Teacher Association. Both ELO, LCAP and ESSER III will address these priorities as well.

Gate District Advisory Committee Feedback: The Gate parents in Riverside Unified collectively met in an online forum to relay the following priorities they believe should be included in LCAP and ELO funding. Continuing the issuance of Chromebooks and internet connectivity for all families was top on the list, with high quality online learning and highly trained educators next. Having a strong Visual and Performing Arts (VAPA) was also important, along with the need for more college counseling, work internships and additional enrichment programs. The district LCAP will provide funding for robust VAPA programs, additional subject matter and technology training for educators. The ELO grant will fund more social emotional support for students, enriched curriculum and universal screeners to monitor student progress.

Virtual Town Hall meetings - Community Feedback: Three virtual Town Hall meetings were conducted by RUSD in August of 2021. After reviewing the notes and feedback from each meeting, the themes that arose across all sites were parents' concerns and priorities for ensuring safe schools, hiring highly qualified and caring teachers, sanitized and clean schools, and providing social-emotional and academic supports for students, as well as family support from the Family Resource Center, continuous updates on COVID-related issues and the guarantee of more Career Technical Education, Arts and STEM opportunities for all students.

Special Education Local Plan Area (SELPA) Feedback: The Riverside Unified School District SELPA Director served on the LCAP and ESSER III team and provided feedback related to support for students with disabilities. The district is engaged in the implementation of inclusive practices to ensure students are placed in the least restrictive environment. The feedback from SELPA's

collaborative partners indicate there continues to be a need to focus on the implementation of inclusive practices. The LCAP, ELO and ESSER III include actions related to the development of an integrated Multi-tiered System of Support (MTSS) framework and the addition of Inclusive Practices Specialists to support the success of students with disabilities in the general education environment.

School site administrators were provided opportunities for input during principal meetings throughout the year. The site administrators were grouped by feeder patterns and read through and commented and made suggested edits to the actions and services. The ESSER III team also fielded Q and A from the group. The meeting resulted in the following feedback: “Ensure all actions are addressing all unduplicated pupils,” “Make sure the language is more parent/community friendly,” and there was a call for a simple repository website to be set up for ongoing site data to be captured and saved for future updates and reports. Administrators are also actively creating a new, more relevant measurement tool to collect data/outcomes on the work of their Assistant Principals which are funded out of LCAP and ESSER

Riverside City Teachers Association (RCTA) and California School Employees Association (CSEA) Chapter 506 are the bargaining units representing both certificated and classified employees. Their elected leaders participate on the RUSD LCAP Advisory Committee and their interests are represented on the ESSER III team. Both organizations are given the opportunity to serve in all of the various funding streams coming for COVID relief, including ESSER III and Expanded Learning Opportunities Grant (ELO). The priority for hiring current classroom aides and campus supervisors for “extra hours” to assist in the mitigation of learning loss was included in the Expanded Learning Opportunities Grant and ESSER III. Laura Boling, president of the RCTA has contributed the feedback that RCTA Members have expressed strong interest in prioritizing attracting and maintaining highly qualified teachers and administrators. In addition, it was expressed that a priority should be on maintaining base and supplemental programs that support student learning and well-being including schools+2 and athletics which are also included in LCAP.

California Healthy Kids Survey Feedback: (Answers are averaged from student, parent and credentialed/classified/administrator responses) There were over 1900 responses to the CA Healthy Kids Survey this year conducted by RUSD and WestEd this year. When respondents were asked about academic motivation for students, on average, 71% of RUSD’s collaborative partners responded they Agreed or Strongly Agreed that RUSD students are motivated to do well academically. When asked about high expectations for all students, on average, 81% of RUSD’s community members responded that they Agreed or Strongly Agreed that the adults in RUSD hold high expectations for all students. When asked about support for student learning at our schools, on average, 70% of RUSD stakeholders responded they Agreed or Strongly Agreed that RUSD schools provide support for student learning. When asked about non-pandemic, systemic social emotional/behavioral supports, on average, 80% of RUSD’s collaborative partners responded they Agreed or Strongly Agreed that RUSD schools provide these supports. When asked about parent involvement opportunities, on average, 69% of RUSD’s collaborators responded they Agreed or Strongly Agreed that parents have the opportunity and are encouraged to be involved in school. When asked about perceived school safety, on average, 83% of RUSD’s community partners responded that they Agreed or Strongly Agreed that RUSD schools are safe places for students, teachers, administrators and classified employees.

By the fall of 2021, an overwhelming majority of the feedback from RUSD’s collaborative partners participating in the Town Halls and surveys and meeting polls focused on safe return-to-school practices, building back positive student-teacher relationships, and credit recovery/learning loss. In addition, Riverside Unified has robust public input at School Board meetings which was and continues to

always be recorded and reviewed by the Superintendent and her team to help guide decision making for pandemic related costs and programs to serve our students and families. Our School Board Trustees also provide their expertise in determining the most productive use of the federal dollars. While the one-time federal recovery funds are not considered LCAP dollars, every consideration on spending is first aligned with LCAP and all of the potential metrics by which the expenditures and actions can be measured. Actions and services in the RUSD ESSER Expenditure Plan and the ELO grant, all have short-and long-term metrics and are fully aligned to LCAP actions and services. The RUSD LCAP Advisory has had oversight on this alignment process to ensure that the LCAP goals are fully met and that the district maintains a cohesive plan for spending funds equitably and in a student-centric manner.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The challenges of implementing the federal American Rescue Plan (ARP) Act and the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan has been the ever-changing rules/regulations and protocols due to the constraints of the COVID-19 virus itself. Initial successes included executing rapid plans for remote learning including the purchase and distribution of 40,000+ Chromebooks was the initial focus of spending immediately when school closures began in 2020. This was a monumental undertaking by Riverside Unified, and was successfully implemented by our Innovation and Learner Engagement department. With the distribution of the Chromebooks for district-wide remote learning, the district also used ARP funding to hire additional personnel to assist families with establishing school learning devices in their homes and connecting to hotspots and the internet. Successes here include RUSD's ability to provide hotspots for internet connectivity to all homes within the district in need of internet. The district also established help desk phone lines to assist parents with the challenges of creating a "school at home" scenario for their children.

Scheduling and preparing for back to school in-person instruction began in spring of 2021 after each school site had undergone thorough cleaning and inspections for safety, and had all mandatory precautions put into place in order to avoid the spread of disease. Initially, Learning Continuity and Attendance Plan dollars along with In Person Instruction monies were used to prepare teachers and classrooms for the return to school. This included signage, posters, disinfecting materials, screening equipment, technology training creating safety plans, extra hours for campus supervisors, professional development for teachers, software and additional devices for students along with hotspots, and technology assistants/help desk and the installation of personal protective equipment installed in every classroom and office across the district. (50 schools and all admin. buildings (district offices, warehouses, corporation yard, nutrition services etc.…were also equipped for return to in person work). Ensuring the safety of over 40,000 students and 4000 employees required a massive scale approach by the district, and was successfully completed within all compliance mandates by Maintenance & Operations and Risk Management.

For the 2021-2-22 school year Elementary and Secondary School Emergency Relief (ESSER III) dollars in the category "Strategies for Continuous and Safe In-Person Learning" are being used to continue the upgrades to HVAC systems in older buildings across the district (some RUSD schools are over 100 years old), and MERV 13 Filter replacements have been installed at all sites. In addition, mobile and fixed emergency operation centers are being implemented to keep the district prepared for any and all emergency situations. For ESSER III category, "Addressing the Impact of Lost Instructional Time" which also aligns with RUSD's

Expanded Learning Opportunities (ELO) funding, and LCAP Actions under Goal 3, both ESSER III and ELO grant funds were used to provide high quality, longer summer school sessions in 2021 and will provide additional resources for summer sessions 2022 and 2023 to help mitigate learning loss from school closures. One-to-one Tutoring programs and Learning Centers for Credit Recovery are also vital expenditures from both ESSER fund and ELO that are being used currently to provide support for students behind in their secondary credits and/or behind in their grade level equivalency as per district benchmark assessments. One of the biggest challenges for this area has been finding enough certificated personnel to stay after school for tutoring and/or hiring paraprofessionals for this work has been a challenge. There is currently a shortage of qualified paraprofessionals to help carry out a large portion of this work.

American Rescue plan funding has also supported our mental health programs for our students in a robust way. To address the social emotional health of our students, Riverside Unified has invested in expanding our Student Assistance Program which provides Licensed Clinicians at each school site to conduct outpatient therapy on campus for high need students. In addition, ARP dollars have been initially used to build out our Multi-Tiered Systems of Support across the district providing for teacher and administrative training on the implementation of this inclusive strategy that provides universal design instruction and additional tier 2 and 3 supports for students K-12. A challenge for this professional development with MTSS and with all other planned professional development has been the lack of available substitutes to work in our schools so our teachers can engage in the off-site training. In addition, RUSD has balanced staff to student ratios by creating a large roll out of the MTSS program, but hiring highly-qualified staff for these positions also remains a challenge.

ESSER III ``Use of Remaining" funds are being used to provide custom diagnostic interim assessments in English Language Arts and math to provide data for teachers and extend learning, translation software to support district translators especially for IEP meetings, additional intelligence software to facilitate productive solution-finding for student data reports and district dashboards, as well as additional hours for translators and IEP facilitators to help make up for mandatory meetings that did not happen due to school closures in 2020. The successes RUSD has experienced in this area have been the expansion of the translator/interpreter personnel to address the backlog of IEPs caused by school closures. Challenges, however, include the difficulty of finding highly qualified employees for the translator/interpreter positions, and the ongoing COVID spread which keeps students out of school due to potential exposure to the virus.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Riverside Unified School District uses fiscal resources received for the 2021-22 school to provide actions and services in response to the following LCAP goals which are principally focused on Foster Youth, English learners, and Low-Income Youth. Other large one-time rescue funding sources with applicable plans include Elementary and Secondary School Emergency Relief (ESSER II and III), and the Expanded Learning Opportunity (ELO) funds.

All fiscal resources are aligned to the following RUSD LCAP goals.

1) Engage students in high-quality learning by a diverse, highly qualified staff

2) Provide student with choices that prepare them for college and career pathways

3) Involve the whole family and community in student learning and well-being

Goal 1

Actions and Services for Goal One include the district's focus utilizing LCAP dollars for recruiting diverse, high-quality staff to implement universal design instruction that is inclusive and engaging for all students. In addition, this goal ensures that RUSD teachers are provide with adequate planning time, assistant principals to support students learning and wellbeing for underserved pupils, professional development through our Professional Growth Systems program, Cultural proficiency, Multi-Tiered Systems of support and a variety of research-based resources that support the implementation of the Common Core State Standards. Support for Career Technical Education, the development of Ethnic Studies coursework, digital equity, promoting college and career experiences and maintaining safety and upgrades for our facilities are all accounted for in Goal one to ensure that high quality learning can take place at all school sites.

Goal 2

Actions and Services for Goal Two include universal screeners for TK-12 in order to determine student individual needs in English Language Arts, Math and Social Emotional/behavioral learning. In addition, this goal ensures high-quality STEM opportunities to serve all students, NGSS training and curriculum for teachers, increased support for English learners to increase language proficiency and academic performance, Arts instruction (music, band, visual and theater, Dual Enrollment courses, Dual Language Instruction, AVID, decreasing the opportunity gap for African American and LatinX students, Spanish preschool and site allocations to increase support of specific learning and well-being actions that serve Foster Youth, English learners and Low Income students.

Goal 3

Actions and Services for Goal Three include the focus on student well-being as central to the connection and engagement students and families have to school. Implementing distance learning revealed the social emotional toll on students and families. The TK-12 Wellness Initiative in the district has been the catalyst that helped the district resolve difficulties around addressing mental health, while simultaneously creating and improving social emotional learning. We now have a positive, preventative approach to school discipline, and we are developing leaders who will be able to move the district forward with a more holistic approach to educating the whole child.

The total budgeted expenditures in the RUSD LCAP for 2021-2022 is $84,506,124 which includes $75,709,598 budgeted from in LCFF supplemental and concentration grants devoted for increasing and improving services for unduplicated students. Additional funding in the current LCAP is from ESSER III, ELO and Title monies designated to supplement not supplant current actions.

One-time Rescue funds, Title I, II, III, IV program dollars, along with LCAP monies are meticulously planned to serve the 63 Actions and Services that make up the Riverside Unified School District Local Control Accountability Plan.

Fiscal resources are being used to carry out LCAP Goal One in the following manner: Attracting and developing highly qualified, ethnically diverse employees providing additional planning time for teachers, additional assistant principals to support student learning and well-being, professional learning for culturally responsive leadership in the district, professional coaching for new teachers and principals, a foundational infrastructure for Multi-Tiered Systems of Support across the district, professional

development to build teacher capacity around the implementation of the Common Core State Standards, professional development to support English Learners, increased safety protocols for all students and employees on district campuses, internet safety, equitable digital integration in the instructional setting, demographic and assessment data management systems, grant writing and mechanisms for keeping schools in safe repair. ESSER II and III also fund additional assistant principals, expanding the Professional Growth Systems to address classified employees, expanding the development of Ethnic Studies and school safety. The ELO funds support student wellness centers, tutoring to mitigate learning loss, and additional paraprofessionals to assist with inclusive practices.

Fiscal resources are being used to carry out LCAP Goal Two in the following manner: Providing universal screeners for TK-6 phasing into secondary, textbook adoptions, Ethnic Studies planning and curriculum development, high quality STEM programs for TK-12, Next Generation science training opportunities, software support for English learners, district-wide Arts plan, IB program for 10th – 12th grade students, Dual Enrollment courses, Career Technical Education Programs, Expanded Learning in the form of afterschool and summer school programs, AVID courses at elementary, middle and high school, Advanced Placement courses for unduplicated students, targeted academic and career guidance support for African American students, case management for Foster Youth, Spanish preschool, and training for staff who support unduplicated student in Special Education. ESSER II and III funds are aligned to this goal support additional software to support learning loss by creating asynchronous courses as needed for virtual school, ELPAC mirror assessments to support English Learners, STEM programing at the elementary level, band/music support for Arts programs, and targeted assistance for homeless and foster youth who are credit deficient and struggling with absenteeism due to school closures.

Fiscal resources are being used to carry out LCAP Goal Three in the following manner: Support for the RUSD Family Resource Center, strategic communications to increase community engagement, translation and interpretation services, implementation of a comprehensive culture and climate tool to measure students, staff and families, districtwide Social Emotional Learning Curriculum, Wellness opportunities for employees, Child Welfare and Attendance support to promote student engagement, support for co-curriculum and extracurricular activities as part of RUSD's School + 2 Initiative, funding for licensed clinicians in our Student Assistant Program, support to remove barriers for Foster and Homeless youth in their path to graduation. ESSER II and III funds support this goal by providing for additional Student Assistant Plan counselors to address mental health and social emotional learning via a district-wide MTSS plan. ELO funds provide extended learning time afterschool and during the summer to help minimize learning loss and increase positive behavior for students struggling with school expectations.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Riverside Unified School District	Dr. Jacqueline Perez, Assistant Superintendent	japerez@riversideunified.org (951)788-7135

Plan Summary [2022-2023]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Riverside Unified School District (RUSD) has earned the reputation of being a highly diverse and equitable organization for all students and staff. We encourage our students and staff to strive for excellence and be extraordinary every day. RUSD is located in the City of Riverside, which is known as the city of Arts and Innovation. As the sixteenth largest district in the state, RUSD is also well known throughout the Inland Empire region of California which is distinguished for its geographical area including famous deserts, chaparral vegetation, and stunning mountain peaks. Our school district serves a large portion of the City of Riverside as well as unincorporated areas of Highgrove and Woodcrest in Riverside County. RUSD currently serves over 39,500 students in grades preschool through twelfth along with a large number of adult students through the popular Riverside Adult School. There are 50 schools in the district: 29 Elementary Schools, 7 middle schools, 5 comprehensive high schools, 8 alternative/specialty schools, a STEM academy school, and a large preschool program that offers a variety of options at varying elementary schools under the umbrella of our Early Childhood Department. The Riverside student population continues to grow more diverse each year with the ethnic distribution breakdown as follows: 67.2% Hispanic, 17.9% White, 6.1% African American, 3.6% Asian, 2.0% Two or More Races/Other, 1.2% Filipino and .04% Native American/Alaska Native. Approximately 71.5% are socio economically disadvantaged and 15.6% of students in the district are identified as English learners, and 0.4% are Foster Youth. Over 90% of the district's English learner population speaks Spanish, however, there are over 45 different languages represented among the English Learner students in RUSD. Over the past five years, the district has enrolled over 450 Newcomer students mostly from Guatemala. This has posed an excellent opportunity for sites as they strive to provide a quality education to students who may never have been to school and speak neither English or Spanish. RUSD has also experienced a decline in enrollment over the past three years due to families moving out of the area, and low birth rates which has changed some of the master schedules and staffing configurations across all schools. Recovering from the COVID pandemic and returning to in-person schooling has been the biggest challenge for 2021-22, but the dedication of the district employees, administrators, educational partners, families, and students has been remarkable. Despite the rapid changes in health notifications, the winter surge of illness, and the life altering events for some, our school doors remained open, and the children came in.

Riverside Unified School District's employees, a total of 4273, (2012 Certificated, 1935 Classified, and 213 Managers) all strive to excel at serving our diverse student population, affirming that each student is guaranteed an excellent and equitable education that ensures readiness for college, career, and the world. Our district continues to focus on high levels of academic achievement especially this year as we experienced the return to in-person schooling and the slow road to COVID recovery. Both student learning and well-being, and the well-being of our employees directly affects the success of our District, and this has been paramount throughout 2021-2022, and as we move on into 2022-23.

Our district's *Guide for Instructional Direction* creates coherence throughout the entire organization by delineating and clarifying high expectations for our students, and providing processes and protocols for use throughout our instructional program. The Guide provides the "what and how" of learning in our District. We also utilize Shared Leadership Systems to articulate the District-wide direction and focus through the following four steps: 1) Clearly define mastery of guaranteed learning; 2) Deepen learning through an effective instructional program, which leverages high-quality, best first-instruction; 3) Build capacity through focused collaboration guided by informative inquiry (assessments); and 4) Provide strategic whole-system engagement strategies and support. These four steps are embedded in the actions and services of our Local Control and Accountability Plan (LCAP). Annually, we use student, staff, parent, and community feedback along with student outcomes from the previous actions and services to revise our LCAP to better meet the needs of all students, including unduplicated student groups. We monitor specific Success Indicators to raise the level of our work and provide focus for our system in building capacity through outcomes. This work is always done with guidance from students, teachers, parents, community, and LCAP parent advisory groups. Student equity and readiness are primary themes in the LCAP, which serves as our District Strategic Plan. The LCAP outlines a broad, yet cohesive array of actions and services centered around three overarching research-based goals that we believe will lead to improved student outcomes and performance:

Our 2022-2023 LCAP Goals:
Goal 1: Engage Students in High Quality Learning by a Diverse, Highly Qualified Staff
Goal 2: Provide Students Choices that Prepare them for College and Career Pathways
Goal 3: Involve the Whole Family and Community in Student Learning and Well-Being

Our District Mission: "Riverside Unified School District provides engaging, innovative, and equitable learning experiences for all students"

Our Motto: "Be Extraordinary"

Our Core Values:
Community: We work diligently to build bridges between our schools and community in order to create rich learning experiences and opportunities for all. Strategic connections with our partners are core to the success of our District.

Engagement: RUSD is committed to creating an engaging learning environment that promotes curriculum, programs, physical spaces, and the development of relationships that enable students to feel welcome, connected and inspired.

Equity: We are committed to implementing inclusive practices and policies that honor the rich diversity of our district and the greater region. With a focus on positive outcomes for all, we will work diligently to ensure all students have their needs met, strengths fostered, and graduates prepared for success.

Excellence: We value lifelong learning, personal integrity, achievement and accomplishment. We seek to inspire and empower students to reach their highest potential.

Innovation: RUSD is future-oriented in the design of its schools and educational programs. Personalization, creativity, and technology are central to the District's approach to preparing students for an increasingly fast-paced world.

Well-being: We cultivate graduates who succeed academically, are physically and mentally healthy, and are active and engaged citizens. The District strives to create safe and multidimensional educational environments that support students' development as they become well-rounded individuals.

Reflections: Successes

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

Based on a review of performance from state and local indicators included in the California School Dashboard (when available), progress toward LCAP goals, local self-assessment tools including universal screeners, and educational/collaborative partner input, Riverside Unified School District is incredibly proud of our high graduation rate at 96.2%, and subsequently low dropout rates across all ethnicities and unduplicated pupils. Riverside Unified School District will continue to maintain and build upon this success by sustaining and increasing our programs such as Puente, Heritage, and Legacy to provide direct support services to our students of color, dual enrollment options, Career Technical Education, Arts, Designated and Integrated English Language Development, and credit recovery programs at all high schools, along with college and career planning at the middle school level. District case management for Foster Youth, home visits and the RUSD Family Resource Center have all provided better communication and access to support programs for our English learners, and our low-income students; and we have made excellent strides in our AVID programs, before/after school tutoring, clubs and athletics, and an expanded summer school. All of these interventions will continue into the new 2022-23 LCAP cycle along with continuing our programs for mitigating learning loss due to COVID school closures. Elementary and Secondary School Emergency Relief funding, the Expanded Opportunities Learning Grant/Plan and the A-G Completion Grant are all aligned to our LCAP actions and services and will support their progress with additional funding as well.

Another exciting outcome of our long-term planning is the district-wide implementation of the Multi-Tiered System of Supports (MTSS) which has also become the framework for our 2021-2024 LCAP Actions and Services. We are basing our intervention protocols on Tier 1: high-quality, universal core curriculum focusing on best first-instruction and social-emotional learning for all students. Our Tier 2 level includes: targeted support in academics for struggling learners in the form of differentiated instruction, credit recovery, before/after school tutoring and

enhanced summer school experiences, along with opportunities for clinical therapy provided by our licensed clinicians (Student Assistant Program Counselors) on campus. Finally, our Tier 3 level provides the highest level of services including referrals to County Mental Health for social-emotional crises, one-on-one tutoring, home visits, psychological services on campus, and continuation or specialty school options for academics (MTSS-focused LCAP Actions 1.3e, 1.3f and 1.3g).

RUSD has made intentional efforts to implement Multi-Tiered System of Supports (MTSS) throughout 2021-2022 and will continue this effort into 2022-23. The supplemental concentration “add-on” funds RUSD received this year in February were primarily devoted to (Action 1.3e) which is dedication to developing sustainable, district-wide equity embedded MTSS. Five rounds of training were held with site leadership teams and administrators covering MTSS structures and systems, social-emotional learning, universal design for learning, behavior supports, and data-based decision making. Approximately 485 staff attended the trainings, with the cumulative results of the MTSS training satisfaction surveys stating that 94% of participants agreed or strongly agreed the objective for the training was met, 81% have a plan to implement what they learned, and 76% described their knowledge as stronger after each professional learning session. The Universal Screener (FastBridge-mySAEBRS) implemented this year as a foundational part of the MTSS initiative included the following: RUSD teams/teachers screening over 32,000 students in Social Emotional Learning (SEL) K-12, 18,000 in reading and 17,000 in math (elementary only). The Social Emotional Learning (SEL) screener outcomes revealed that 75% of RUSD students scored in the “Low Risk/on track for SEL.” The district target for all students is 80%, and the 75% score from the winter screening is a 2% increase from 1st screening last fall. Reading scores from the FastBridge screener showed an aggregate score of 49% of elementary students at “Low Risk” (41st to 85th percentile) which is the same as the 1st round of screening. Math scores demonstrated that 51% of elementary students are “Low Risk,” (41st to 85th percentile) which is a 1% increase since fall 2021. The MTSS Initiative was expanded to also increase our Students Assistance Program (SAP) - Licensed Clinicians from 27 to 40 this year. This allowed a SAP counselor, either full or part time at each school (including preschool). These counselors are assigned by site-based need. Approximately 1000 students attended individual counseling appointments this year and over 1100 students participated in group counseling regularly. (Actions 3.4a, 3.4b) Because 75% of our Students with Disabilities are low income, it is important to note that since the implementation of MTSS, 66% of Students with Disabilities in elementary are participating in the general education classroom 80% or more of the school day. This represents an 8% increase from the previous year. Both general education and special education teachers report feeling more confident in developing and implementing supports for students to be successful in general education. Additionally, 40 of our Students with Disabilities who are in the English Learner Mod/Severe program have met the requirements for reclassification which is a district record.

In order to fully carry out the work of the Multi-Tiered System of Supports initiative, additional staff was brought on this year to build an infrastructure of services necessary for a robust, inclusive program across all 50 schools in the district. Full implementation of MTSS required RUSD to identify the following positions as vital team members to be embedded in the overall plan which includes funding from the 2022-23 LCAP and the supplemental Concentration add-on. These positions also support the balanced ratios needed to increase and/or sustain the number of staff who provide direct services to students on our campuses with an enrollment of Low-income, English Learners, and/or Foster Youth students greater than 55 percent. (43 schools) All positions are funded in LCAP Action 1.3e.

23 FTE MTSS liaisons – employees who work at school sites for attendance outreach, conducting universal screeners, and academic and social emotional learning support.

25.5 FTE MTSS counselors positioned at elementary sites to support goals/data/metrics for student academic success by monitoring individual progress and determining appropriate tiered interventions.

10 FTE MTSS counselors positioned at secondary sites to support goals/data/metrics for student academic success by monitoring individual progress and determining appropriate tiered interventions.

42 FTE Student Assistance Program Counselors who are licensed clinicians working in schools to provide clinical therapy for high need students and families.

11.25 FTE Student Assistant Program Prevention Assistants who work with behavioral issues with students, conduct restorative practices in schools, teach mindfulness exercises, and help school sites with Positive Behavioral Interventions and Supports.

5 Clinical Psychologists to assist with Tier 2 and Tier 3 issues that arise during the year or at screening.

6 Inclusive Practices Specialists to assist with Students with Disabilities to ensure equitable programing as school sites and assist with conducting IEPs with an equity lens.

Another notable highlight for RUSD is the establishment of the Equity Task Force made up of teachers, managers, community members, union leadership, and parents. This group came back together this school year, 2021-22, after a pause during the pandemic/school closures. The task force took immediate action to restructure and reframe the RUSD Board Policy for Equity, created a preliminary District Equity Framework, and began work on an Equity Actions Continuum for the classroom. The RUSD equity team made up of employees meets monthly (internally) with designated staff representatives, and then also monthly (externally) with the full Equity Task Force committee. The Equity Actions Continuum is a new tool that will provide a common language to help teachers and administrators understand the definition of equity and how it is to be represented and thrive in the classroom and workplace. The intention for the Equity Continuum is to provide a structure for discussions and reflection as well as provide a positive presumption path to ensure our students are in classrooms and school sites that are equitable for all. In addition, there were several trainings for teachers and staff that resumed this year (2021-22) in partnership with EPOCH Education that focused on working through sensitive issues and how to create a culture of equity and belonging in Riverside Unified. The Equity Learning Series for district staff and principals worked through a series of exercises on implicit bias (36 participants in small cohorts). At our comprehensive high schools, the Equity Learning Series and Compassionate Dialogue training were offered to staff at North HS (56 participants), Arlington HS (12 participants), Poly HS (15 participants) and Equity Coaching/Coherence Coaching took place at Martin Luther King HS (15 participants). (Action 1.3i)

We are also proud of the Professional Growth Systems (PGS) in our district which has provided induction services and evaluation protocols for our new teachers, as well as coaching and professional development for our teachers and administrators in need of support. The PGS team supported a record 215 first and second-year teachers this year. Of the 215, there were 24 interns, and 106 brand new teacher inductees. RUSD has posted a record 98.18% retention rate for this new teacher cohort. Despite position vacancies, the PGS team was

successful in their efforts and will be able to increase personnel for increased coaching opportunities in 2022-23 to meet the needs of over 124 anticipated new hires. Twenty new principals received coaching as well this past year, and all of these administrators will be retained for 2022-23. Planning for PGS systems to include classified staff will continue in this next LCAP cycle (actions 1.3b, 1.3c, and 1.3d). The planning committee is currently underway to create the new support platform for classified employees. This team will strategize to implement new, up-to-date onboarding protocols for staff which will also be in response to LCAP survey feedback.

Vital programs and activities initiated in 2021-22 that will be continued on into 2022-23 include:

The dissemination of 41,000 Chromebooks to students and 2000 hotspots out to families needing stronger internet connection will continue for 2022-23 (Action 1.5c). The large Chromebook count has led to the installation of an RUSD based “tech repair shop” which is able to expedite the turnaround time for students who need to switch out a Chromebook that is failing. Performing in-house repairs offers the district a huge cost savings in parts and labor. In addition, this year for the first time, the Innovation and Learner Engagement (ILE) department at the district has created a series of training videos for employees as well as asynchronous courses for teacher professional development. Another highlight from the ILE department is the expansion of the STEM program which has developed and delivered large-scale STEM kits to TK-6 schools. The team also provided model lessons to use with the equipment from the kits including Lego Engineering, Spheros, Micro Bits, Ozo Bots, and other hands-on lessons for the elementary sites to use as enrichment for current math and science programs.

Our American Indian Parent Advisory and Student Listening Sessions are the foundation for the newly established American Indian Initiative in RUSD. We continue to make progress in building connections with our local American Indian community to increase the resources to support Native American history, culture and connections for our RUSD community. This initiative has multiple components, including: leadership, policies, laws, and practices including Land Acknowledgments, review of Tribal Sovereignty, and other issues impacting students, staff and families with Indigenous ancestry. In addition, professional development to address cultural competence and anti-bias practices along with the implementation of culturally responsive Curriculum and teacher Instructional materials are underway in RUSD. This initiative under the guidance of the American Indian Parent Advisory will re-establish expectations, interrupt situations that do not represent our values, promote our Board Policy 4119.21, and increase student learning and well-being. Local Tribal Leaders from the San Manuel Band of Indians, Cahuilla, Gabrieleno-Tongva, and Pechanga tribes have been consulted regularly since the fall of 2021. RUSD held four initial parent advisory meetings for parents of American Indian students. Responses were gathered around key questions, What is working for the student learning and well-being of Native American students in RUSD? What needs improvement in our services for Native American students? What should we aspire to for our Native American students for RUSD? How would you like to be involved in these efforts? In April of 2022, student listening sessions were conducted for American Indian students at each high school, and a subsequent parent advisory meeting is scheduled for Spring to review next steps and build upon this new initiative.

Establishing Ethnic Studies curriculum - In consideration of our American Indian Initiative, ongoing equity work, requests from our District African American Parent Advisory Committee, and District English Learner Advisory Committee, RUSD expert staff are working on an update of the 3rd grade local history curriculum that will vastly improve how local California Indians are represented, and a revised set of US History courses with integrated Ethnic Studies components to be implemented in school year 2022-23. This is an important accomplishment for the

district as it meets the feedback requests from both teachers and parents. Additionally, a district repository for supplemental resources and updated library media showcasing diverse authors, diverse characters, and viewpoints from a variety of cultures has been established this year to provide teachers and administrators with newer curriculum options that have not been available previously for RUSD educators (Actions 1.4d, 2.1c).

In response to the COVID protocols still in place for 2021-22 school year, RUSD continued to offer Program Choice (home-based, virtual, and in-person) as part of the District's COVID Recovery Plan. The Riverside Virtual School underwent an expansion process and increased staffing by creating a TK-8 section and High School Section. Its initial enrollment at the start of the year included over 3000 students. For in-person schooling, safety procedures were and are still in place at all schools and district sites including PPE for students and employees, thermometers, upgraded security, and new air filters and HVAC systems at schools were implemented and are maintained ongoing (Action 1.5g, and ESSER). School campus improvements with our Measure O bond funds are in full swing with upgrade projects completed at Harrison Elem, Highgrove Elem, Madison Elem, Jefferson Elem. Adams Elem, Magnolia Elem. Sierra Middle School and Sunshine Preschool.

RUSD also upgraded its Communications department this year with plans to continue and expand into 2022-23 (Action 3.1c). A new team is now on board including a seasoned director, who has implemented a strong "project system" which includes a uniform process for taking on new projects across the organization. Newsletters to families and employees are disseminated every two weeks through School Messenger - all schools have access to submit items. Media releases for local media are sent out regularly and a new webpage for district news is currently happening, based on feedback from a large-scale survey that went out to employees and parents. With the website refresh - there will also be a uniform template for all schools linked to the district website. The Communications strategic plan is complete, and training for best practices for social media, web content, and School Messenger for staff at school sites and district offices will take place in 2022-23. The new team also has put the logo and branding guidelines in place, and has ongoing work creating short videos for district needs. Crisis communication and issues management has been highly successful this year regarding mask mandates, vaccines, COVID tests, teacher incidents and subsequent protests. Board meeting management has also been successful every 3 weeks, which requires substantial work on the back end for the communications team. Social media has brought on increasing shares with the school sites, tapping into what's happening on school sites and sharing it out broadly. Analytics include: FB- 3.5k link clicks, 563k total impressions, 186 posts,14.9 total fans IG- 11.4 link clicks, 831 total impressions, 124 posts, 7.53k total followers, T- 1.04 link clicks, 278k total impressions, 3.42k total followers bit.ly clicks, 12k+ last 30 days, and 329k District website sessions last 90 days. Since November 2022, the communications team has organized 14 live broadcast board meetings and counting, redesigned and released over 20 family and employee newsletters and special communications. The department has produced over 12 videos. Since implementing the Asana tool in October, there have been over 1,204 work requests and have completed close to 900 projects.

Reflections: Identified Need

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

In addressing this reflection, we note that SB 98 and AB 130 suspended the reporting of performance indicators in the CA Dashboard for 2020-21 and 2021-22 respectively. Therefore using indicators such as available district Interim Benchmark Assessments, English Learner Proficiency Assessments for California (ELPAC), Universal Screener- FastBridge mySAEBRS, and student/parent/staff survey feedback, Riverside Unified has determined that our highest areas of need are 1) mathematics for all, 2) English language arts, 3) English learner progress, 4) social emotional/behavioral well-being of our students in a post-pandemic era, and 5) getting back on track with professional development that stalled out this year due to substitute shortages, a COVID surge, and numerous position vacancies.

English language arts (ELA) is an area of concern as our students' scores show high numbers of students registering at below standard. The **ELA Interim Benchmark Assessments** are conducted 3 times a year, and assess students' reading for information, reading literature skills, and language standards. The new Interim Benchmark assessments were piloted this year as a formative assessment and are being used to gather baseline data. Current results (2nd Interim) include outcomes for 3rd thru 11th grade students (see below) also demonstrate how are English learners and other student groups are not making "expected" gains at this time:

3rd grade scores: 9.1% above standard, 18.5% at or near standard, 72.4% below standard
Average % Correct by ethnicity: Am. Indian: 47.7%; Asian: 57.9%; African Am: 39.8%; Hispanic: 42.1%; Pac.Islander: 42.1%; Two Races: 57.4%; White: 54.1%; SPED: 30.5%; Low Inc: 44.6%; Eng only: 47.5%; EL: 30.8%; Redesig EL: 58.5%

4th grade scores: 2.5% above standard, 18.4% at or near standard, 79.1% below standard
Average % Correct by ethnicity: Am. Indian: 24.1%; Asian: 55.3%; African Am: 33.6%; Hispanic: 37.8%; Pac.Islander: 38.9%; Two Races: 52.9%; White: 49.3%; SPED: 29.6%; Low Inc: 40.1%; Eng only: 42.5%; EL: 28.9%; Redesig EL: 47.5%

5th grade scores: 0.8% above standard, 7.4% at or near standard, 91.8% below standard
Average % Correct by ethnicity: Am. Indian: 34.6%; Asian: 48.3%; African Am: 37.8%; Hispanic: 37.6%; Pac.Islander: 45.6%; Two Races: 39.9%; White: 42.6%; SPED: 30.3%; Low Inc: 38.6%; Eng only: 40.3%; EL: 30%; Redesig EL: 42.3%

6th grade scores: 7.4% above standard, 22.9% at or near standard, 69.7% below standard
Average % Correct by ethnicity: Am. Indian: 39.1%; Asian: 61.8%; African Am: 44.4%; Hispanic: 43.9%; Pac.Islander: 437.8%; Two Races: 58.1%; White: 54.2%; SPED: 29%; Low Inc: 45.8%; Eng only: 49.1%; EL: 28.1%; Redesig EL: 51.6%

7th grade scores: 0.5% above standard, 10.7% at or near standard, 88.8% below standard
Average % Correct by ethnicity: Am. Indian: 40%; Asian: 52%; African Am: 40%; Hispanic: 38%; Pac.Islander: 43%; Two Races: 46.6%; White: 47%; SPED: 29.2%; Low Inc: 39.5%; Eng only: 42.2%; EL: 30%; Redesig EL: 41.8%

8th grade scores: 5.3% above standard, 34.6% at or near standard, 60.1% below standard
Average % Correct by ethnicity: Am. Indian: 50%; Asian: 65.2%; African Am: 56.2%; Hispanic: 54.5%; Pac.Islander: 57.1%; Two Races: 63.2%; White: 61.2%; SPED: 42.5%; Low Inc: 55.4%; Eng only: 58.1%; EL: 40.8; Redesig EL: 57.7%

9th grade scores: 3.3% above standard, 21.4% at or near standard, 75.3% below standard
Average % Correct by ethnicity: Am. Indian: 38%; Asian: 57.4%; African Am: 46.5%; Hispanic: 44.8%; Pac.Islander: 51.7%; Two Races: 53.6%; White: 53.4%; SPED: 28.7%; Low Inc: 45.5%; Eng only: 49.7%; EL: 27.4%; Redesig EL: 48.2%

10th grade scores: 14.8% above standard, 42.9% at or near standard, 42.3% below standard
Average % Correct by ethnicity: Am. Indian: 60%; Asian: 74%; African Am: 62.8%; Hispanic: 61.7%; Pac.Islander: 71.9%; Two Races: 73.8%; White: 68.7%; SPED: 46.7%; Low Inc: 62.4%; Eng only: 66.1%; EL: 40.3%; Redesig EL: 63.7%

11th grade scores: 7.9% above standard, 33.2% at or near standard, 59% below standard
Average % Correct by ethnicity: Am. Indian: 55%; Asian: 63.4%; African Am: 54.4%; Hispanic: 53%; Pac.Islander: 58.4%; Two Races: 63.8%; White: 62.4%; SPED: 40.3%; Low Inc: 53.7%; Eng only: 58.7%; EL: 36.1%; Redesig EL: 54%

This information is disseminated out regularly to staff and administrators with analysis reports for each grade level from the RUSD Research, Assessment and Evaluation team. Identifying that a large majority of our students tested below standard in the middle of the year benchmark assessment produced the following recommendations: English language arts across all grade levels should include engaging students in Close Reading protocols, providing students with opportunities to engage reasoning in order to respond to the depth of questions, and utilizing the MTSS Framework to intentionally plan whole and small group instruction for students whenever possible using the supplemental intervention resources on the district's ELA/ELD websites. In addition, regular Designated and Integrated ELD should be prevalent in every classroom with multiple opportunities for students to practice academic language, explain their thinking and build on ideas with other students.

Interim Benchmark Assessments for mathematics are conducted 3 times a year in RUSD and assess students' mathematical skills based on grade level and course requirements, and state standards. The new Interim Benchmark assessments were piloted this year as a formative assessment and are being used to gather baseline data. RUSD's scores have made slow progress over the past several years and therefore math is a top priority for our administrators, curriculum and instruction team, and classroom teachers going forward.

Math TK scores: 85% above standard, 8.4% at or near standard, 5.7% below standard
Average % Correct by ethnicity: Am. Indian: N/A%; Asian: 96.7%; African Am: 89.3%; Hispanic 84.2%; Pac.Islander: 100%; Two Races 84.2%; White: 85.2%; SPED: 75.4%; Low Inc: 85.1%; Eng only: 87.2%; EL: 78.5%; Redesig EL: N/A%

Math Kinder scores: 78.3% above standard, 16.6% at or near standard, 5.1% below standard
Average % Correct by ethnicity: Am. Indian: 69.4%; Asian: 81.4%; African Am: 78.1%; Hispanic 74.1%; Pac.Islander: 81.3%; Two Races 83.6%; White: 84.5%; SPED: 64.3%; Low Inc: 76.1%; Eng only: 78.1%; EL: 69.8%; Redesig EL: 95.8%

Math 1st grade scores: 66.5% above standard, 26.2% at or near standard, 16.2% below standard
Average % Correct by ethnicity: Am. Indian: 78.8%; Asian: 80.2%; African Am: 69.4%; Hispanic 70.7%; Pac.Islander: 53.8%; Two Races 74.5%; White: 77.1%; SPED: 60.8%; Low Inc: 71.8%; Eng only: 73.5%; EL: 66.2%; Redesig EL: 81.4%

Math 2nd grade scores: 58.3% above standard, 23.8% at or near standard, 18% below standard
Average % Correct by ethnicity: Am. Indian: 54.4%; Asian: 86.4%; African Am: 59.1%; Hispanic 65.8%; Pac.Islander: 89.1%; Two Races 79.6%; White: 78.6%; SPED: 57.1%; Low Inc: 67.3%; Eng only: 69.9%; EL: 59.9%; Redesig EL: 83.8%

Math 3rd grade scores: 11.6% above standard, 33.2 at or near standard, 55.2% below standard
Average % Correct by ethnicity: Am. Indian: 44%; Asian: 90.1%; African Am: 49.4%; Hispanic 52.5%; Pac.Islander: 45%; Two Races 68%; White: 63.1%; SPED: 41.9%; Low Inc: 54.9%; Eng only: 56.8%; EL: 44.9%; Redesig EL: 66.3%

Math 4th grade scores: 18.6% above standard, 23.6% at or near standard, 58.7% below standard
Average % Correct by ethnicity: Am. Indian: 55.6%; Asian: 75.3%; African Am: 44.5%; Hispanic 51.2%; Pac.Islander: 52.4%; Two Races 71%; White: 67.8%; SPED: 37.8%; Low Inc: 54.3%; Eng only: 58.1%; EL: 37.5%; Redesig EL: 64%

Math 5th grade scores: 5.8% above standard, 18.5% at or near standard, 75.7% below standard
Average % Correct by ethnicity: Am. Indian: 35.6%; Asian: 64.7%; African Am: 41.4%; Hispanic 41.4%; Pac.Islander: 61%; Two Races 51.2%; White: 53.2%; SPED: 30.5%; Low Inc: 44%; Eng only: 46.9%; EL: 31.1%; Redesig EL: 50.2%

Math 6th grade scores: 5.0% above standard, 22.1% at or near standard, 72.8% below standard
Average % Correct by ethnicity: Am. Indian: 52.2%; Asian: 62.7%; African Am: 45.3%; Hispanic 46.2%; Pac.Islander: 45.2%; Two Races 58.7%; White: 56.4%; SPED: 34.4%; Low Inc: 48.2%; Eng only: 50.9%; EL: 36.1%; Redesig EL: 51.3%

Math 7 scores: 6.8% above standard, 21.2% at or near standard, 72.1% below standard
Average % Correct by ethnicity: Am. Indian: 33.3%; Asian: 63.5%; African Am: 51%; Hispanic 52%; Pac.Islander: 55.6%; Two Races 60.9%; White: 59.1%; SPED: 44.6%; Low Inc: 52.7%; Eng only: 55.2%; EL: 40.3%; Redesig EL: 55.6%

Acc. Math 7 scores: 38.1% above standard, 34.5% at or near standard, 27.4% below standard
Average % Correct by ethnicity: Am. Indian: N/A%; Asian: 83.4%; African Am: 70.4%; Hispanic 69.7%; Pac.Islander: 80%; Two Races 77.5%; White: 82.7%; SPED: 72.3%; Low Inc: 72.5%; Eng only: 76.5%; EL: 80.3%; Redesig EL: 69.4%

Math 8 scores: 8.4% above standard, 15.5% at or near standard, 76% below standard
Average % Correct by ethnicity: Am. Indian: 30%; Asian: 64.1%; African Am: 45.5%; Hispanic 47.1%; Pac.Islander: 38.9%; Two Races 48.7%; White: 54.9%; SPED: 37.1%; Low Inc: 47.6%; Eng only: 49.9%; EL: 37.1%; Redesig EL: 52.4%

Acc. Math 8 scores: 53.1% above standard, 26.7% at or near standard, 20.1% below standard
Average % Correct by ethnicity: Am. Indian: 95%; Asian: 89.4%; African Am: 78%; Hispanic 78.5%; Pac.Islander: 75%; Two Races 87.8%; White: 83.4%; SPED: 73.3%; Low Inc: 79.4%; Eng only: 82.2%; EL: 50%; Redesig EL: 77.6%

HS Math 1 scores: 11.3% above standard, 28.4% at or near standard, 60.4% below standard
Average % Correct by ethnicity: Am. Indian: 33.1%; Asian: 63.5%; African Am: 51%; Hispanic 52%; Pac.Islander: 55.6%; Two Races 60.9%; White: 59.1%; SPED: 44.6%; Low Inc: 52.7%; Eng only: 55.2%; EL: 40.3%; Redesig EL: 55.6%

SDC Math 1 S1 scores: 0% above standard, 0.6% at or near standard, 99.4% below standard
Average % Correct by ethnicity: Am. Indian: 33.3%; Asian: 44.4%; African Am: 23.5%; Hispanic 19.9%; Pac.Islander: 22.2%; Two Races 14.3%; White: 17.9%; SPED: 20.3%; Low Inc: 20.3%; Eng only: 20.2%; EL: 20.6%; Redesig EL: 23.2%

SDC Math 1 S2 scores: 14.8% above standard, 11% at or near standard, 74.3% below standard
Average % Correct by ethnicity: Am. Indian: 33.3%; Asian: 41.7%; African Am: 37.9%; Hispanic 40.8%; Pac.Islander: 83.3%; Two Races 55.6%; White: 44.3%; SPED: 41.8%; Low Inc: 41%; Eng only: 43.7%; EL: 36.1%; Redesig EL: 54.8%

SDC Math 2 S1 scores: 3.2% above standard, 3.2% at or near standard, 93.6% below standard
Average % Correct by ethnicity: Am. Indian: 9.1%; Asian: 39.4%; African Am: 23.4%; Hispanic 26.8%; Pac.Islander: N/A%; Two Races N/A%; White: 19.9%; SPED: N/A%; Low Inc: 25.1%; Eng only: 22.8%; EL: 31.6%; Redesig EL: 21.8%

HS Math 2 scores: 13.4% above standard, 15.5% at or near standard, 71.2% below standard
Average % Correct by ethnicity: Am. Indian: 47.7%; Asian: 61.2%; African Am: 40.7%; Hispanic 43.7%; Pac.Islander: 34.1%; Two Races 48.7%; White: 49.8%; SPED: 37.7%; Low Inc: 44%; Eng only: 46.9%; EL: 38.6%; Redesig EL: 43.9%

HS Acc Math 2 scores: 28.2% above standard, 19.5% at or near standard, 52.4% below standard
Average % Correct by ethnicity: Am. Indian: 63.6%; Asian: 74.8%; African Am: 53.4%; Hispanic 50.7%; Pac.Islander: 84.9%; Two Races 72.2%; White: 64.3%; SPED: 44.7%; Low Inc: 54.1%; Eng only: 58.8%; EL: 26.6%; Redesig EL: 54.2%

HS Math 3 scores: 11.1% above standard, 19.7% at or near standard, 69.2% below standard
Average % Correct by ethnicity: Am. Indian: 47.5%; Asian: 64.6%; African Am: 50.7%; Hispanic 46.8%; Pac.Islander: 43.3%; Two Races 61.6%; White: 55.4%; SPED: 37.4%; Low Inc: 47%; Eng only: 53.1%; EL: 35.1%; Redesig EL: 45.3%

HS Acc Math 3 scores: 40.6% above standard, 23.2% at or near standard, 36.2% below standard
Average % Correct by ethnicity: Am. Indian: 80%; Asian: 82.6%; African Am: 60.8%; Hispanic 61.8%; Pac.Islander: 86.7%; Two Races 79.6%; White: 79.3%; SPED: 64%; Low Inc: 63.2%; Eng only: 72.9%; EL: 8.9%; Redesig EL: 63.8%

This information is disseminated out to teachers and administrators regularly with a full analysis of the scores for each grade level and high school section. The results that show a large majority of students from fourth grade on - scoring below standard on the interim benchmark assessment is certainly cause for concern. Overarching recommendations for mathematics instruction across all grade levels throughout the

district include: Ensure students can make meaningful connections in mathematics by identifying the important mathematical ideas behind facts and procedures, highlighting connections between skills and concepts, and relating concepts to each other; Engage students in making sense of mathematics by providing opportunities for them to grapple with difficult concepts, not just simply received knowledge; Provide opportunities for students to participate in meaningful math learning that is engaging and accessible by using language supports and visual representations; Allow students to explaining their ideas, change their minds, and build upon the ideas of others.

Next Steps for Math and English Language Arts: Deep analysis and review has been done by the RUSD Research, Assessment and Evaluation team regarding the Interim Benchmark Assessment results, and four main issues have surfaced that require immediate attention: 1) Continue the strong focus on Tier 1 best first-instruction, 2) Provide all students increased experiences and support with rigorous questioning and practice testing, 3) Continue to refine our local assessments ensuring their reliability and structure is aligned with instruction, and 4) Equip our teachers with in-service training, and better tools and resources to prepare our students for high stakes testing. These efforts are also being made in response to parent/student, educational partner feedback which requests that teacher instructions be better designed to increase achievement.

Social Emotional Learning (SEL): This year as part of our Multi-Tiered System of Supports Initiative universal screeners (FastBridge mySAEBRS) were deployed to identify students in need of more intensive support (Tier 2, and Tier 3). In addition, the Social, Academic and Emotional Risk Screeners also identified K-12 students who are at-risk for academic, social, and/or emotional behaviors. The FastBridge screener was also used to determine which class, grade, or schools may need more support to help students be successful. This year as of March, 2022, RUSD conducted 2 screening sessions. The middle of the year results includes: Screenings of over 32,000 in SEL K-12, with 74% of students scoring in the band representing “Low risk/on track SEL”. The RUSD target for this first year is 80%, and the middle of the year score of 75% represents a 2% increase from 1st screening in the fall (Action 2.1a). Results by student demographics are as follows:

Am. Ind/Al. Nat.	High Risk 4.35%	Some Risk 21.74%	Low Risk 73.91%
Asian	High Risk 2.43%	Some Risk 17.90%	Low Risk 81.89%
Black/Af. Am	High Risk 3.40%	Some Risk 22.81%	Low Risk 73.78%
Hispanic	High Risk 3.98%	Some Risk 25.32%	Low Risk 70.69%
Pac. Island	High Risk 1.20	Some Risk 28.92%	Low Risk 69.88%
Two Races	High Risk 4.02%	Some Risk 18.67%	Low Risk 77.31%
White	High Risk 2.94%	Some Risk 21.27%	Low Risk 75.78%
SWD	High Risk 5.41%	Some Risk 30.99%	Low Risk 63.60%
Low Inc.	High Risk 3.92%	Some Risk 24.88%	Low Risk 71.19%
EL	High Risk 5.13%	Some Risk 31.99%	Low Risk 62.87%

The majority of students in RUSD scored in the Low-Risk category for Social Emotional Learning which can be reflected as a positive step in the district’s Multi-Tiered System of Supports initiative. The universal screener application three times a year helps teachers and administrators stay in touch with the mental health needs of our students and allows us to identify students in need of risk assessments and referrals to clinical therapy. The Social Emotional Learning screener also address parent/family, student, educational partner feedback which expressed more availability for mental health awareness and mental health services for students.

Professional Development/ Teacher Training (PD): Twenty of our LCAP Actions and Services were written and designed to provide professional development this year. This includes PD for our new teachers in the Professional Growth Systems, several PD sessions for Multi-Tiered System of Supports Initiative, Cultural Competence for teachers PD, College and Career Counseling PD for staff and parents, Career Technical Education teacher PD, Dual Language Immersion PD, Integrated and Designated ELD, Leadership Academy, Literacy PD; workshops for STEM, Mathematics, Wellness, and additional training for Campus Supervisors. While many of these sessions were scheduled for 2021-22, several were canceled or held in a virtual environment. In some actions, this caused a large discrepancy in expenditures and resulted in the large carry over of funds for this year's LCAP. The biggest reason for the cancellations, or a change to virtual PD was because of the severe drought in RUSD's substitute pool. The lack of substitutes did not allow teachers to leave the classroom for training. Also, RUSD had to declare a moratorium on PD by November as many managers were called out regularly to support school sites that were experiencing large numbers of absences during the winter surge of COVID. With Managers working at sites, and teachers not being allowed to ask for substitutes, the planned professional development came to a startling halt by winter break. Plans to resume back to "normal " professional development modules are on track for school year 2022-23 with several PD sessions planned for summer of 2022. A large-scale effort to increase professional development for teachers and administrators in Cultural Competence and anti-bias training will also happen in 2022-23 in response to parent/teacher, student and educational partner feedback. An organizational sign up and evaluation (Kick-up) system is also now in place, and will capture satisfaction survey data for all events (LCAP and Educator Effectiveness Grant joint funding).

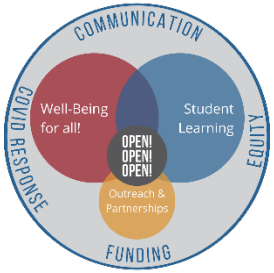
English learner (EL) progress stagnated during the past LCAP cycle. RUSD is committed to moving the needle for our English learners, allowing them to reclassify at a faster pace and ultimately become eligible for the Seal of Biliteracy. Our new intensive EL intervention begins with (Action 2.1f) which is to ensure English learners are daily experiencing Designated and Integrated English Language Development (ELD) in all grades, including additional support at the high school level to increase language proficiency and academic performance. In the 21-22 school year, over 6,000 students took the English Language Proficiency Assessment for California (ELPAC). Of those 6,000 students, 476 students received a 4, which is the first criteria for reclassification. Of the 476 students, 320 students have met the additional requirements for reclassification. The remaining 156 students will be monitored through the end of the school year to see if they meet the other requirements for reclassification. These numbers are too low, and do not meet our target of reclassifying a minimum of 10% of English learners each year. This year, teachers have been trained to use the Ellevation platform to monitor the reclassification progress of English learners, and monitor the progress of Redesignated Fluent English Proficient students which will increase efficiency in reporting assessment results. It is also vital that we continue to increase teacher proficiency in this area particularly regarding instruction and therefore the LCAP committee created (Action 1.4c) which is to provide professional learning and support to teachers, English learner contacts and site administrators on Designated and Integrated English Language Development, goal setting, and progress monitoring to ensure English learners are making growth in their language proficiency in the four domains of language: reading, writing, listening and speaking. ESSER funding and Expanded Learning Opportunity grant funds will also be utilized to provide before, after and summer programs for EL students to help mitigate learning loss due to previous school closures, to address the high needs of Newcomers, and to close achievement and opportunity gaps for all English learners.

LCAP Highlights

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

Key features of the 2021-2024 Riverside Unified School District's LCAP include our journey from the realities of living through a pandemic, to ensuring that we provide learning recovery opportunities for all students, and eventually return to our "normal" processes of education. The full restoration and ongoing improvement of schooling in Riverside Unified School District is aligned to the School Board priorities for 2020-2022 are:

COVID Response
Equity
Communication
Well-being for All
Student Learning
Outreach and Partnerships



COVID Response: RUSD has had student safety at the forefront of all actions and services since the pandemic began in 2020. We have installed Personal Protective Equipment in all district schools and offices, and County Health and State regulations have been followed meticulously to ensure confidence in our families, children and employees upon the return to work and the full time reopening of schools this past fall. During the school year, all district responses regarding vaccinations, testing, masking, and Covid tracing were updated weekly and/or daily as necessary. Cabinet level directives were sent out immediately after changes occurred at the State and County public health levels. To ensure all students were able to access school work and stay on track with lessons and activities RUSD disseminated 41,000 Chromebooks and 2000 hot spots to our students and families across the district, as well as provided a technical services hotline, and Chromebook repair shop to eliminate any disparities in access to technology for all teachers and students.

Equity: The district's commitment to identifying and overcoming intentional and unintentional barriers for our students led to the development of the Equity, Access and Community Engagement Division which is home to the LCAP and Community Engagement Department. Riverside Unified is dedicated to ensuring all programs and services are planned and prepared using an equity lens. Highlights include a large response by our RUSD employees, parents and educational partners for the need to normalize equitable programs across all schools by providing access and opportunities in daily efforts such as district messaging, dress code protocols, curriculum building, attendance policies and discipline procedures. For teachers and classified staff, equity must also be at the forefront of our professional development and community outreach to ensure we are closing both academic learning gaps, and opportunity gaps for all students.

Communication: The LCAP and Communications Departments are part of the Equity team as student information, school site and district program plans, and funding sources need to be explained and distributed in an inclusive and equitable manner to staff, students and families.

Therefore, our Communications Department was reorganized and a new director was hired to ensure that the there are no gaps or inequities in messaging, and that there is also ongoing consistency in the form of email, phone calls, texts, social media posts, and superintendent videos throughout the year to keep parents and family members in the loop regarding all of the rapid changes that were taking place due to COVID. Parents and family members are welcome to reach out to administrators at the site and district level, and are encouraged to work with the Resolution Officer and Pupil Services to find answers and solutions to their concerns regarding their children's schooling.

Well-being for All: This priority takes root in our Multi-Tiered System of Supports (MTSS) which includes our TK-12 Wellness Initiative. The RUSD Pupil Services Department is home to our Student Assistance Plan (SAP) counselors who conduct risk assessments and provide licensed clinical therapy to our students. MTSS and our district well-being efforts also include the work of our School Psychologists and Behavior Interventionists. In addition, partnerships with local health agencies and hospitals including Care Solace, Riverside University Health Systems and Kaiser Permanente are also integral to our district-wide wellness plan and our Tier 3 support for MTSS. A highly engaging Employee Wellness project also evolved out of COVID school closures and now provides both classified and certificated staff with a website of wellness resources, wellness activities before and after work, community check-ins with a licensed wellness coach, and ongoing advocacy for mental health for teachers and students by our Director for Wellness and Community engagement.

Student Learning: Advancing student learning has now become more diverse than ever. Fortunately, RUSD has a robust Innovation and Learning Engagement Department that was immediately able to initiate training, device disbursement and technical assistance to teachers and families in RUSD during the pandemic, and as a result the district will continue to have a 1:1 student/device ratio in perpetuity. During the pandemic school closures of 2020-21 RUSD also found that students struggled to stay engaged and many fell behind in their grade-level learning, and/or credits for graduation. Therefore, the Student Learning priority is paramount to all of our work in RUSD. Recovery from learning loss must take place in all three domains of academic, behavior and social emotional learning, there for our Multi-Tiered System of Supports initiative has been integral to all of our strategies, at all grade levels, to help students get back on track in their schooling, and to close learning and opportunity gaps, especially for our unduplicated students. Increases in our LCAP funding for additional high-quality tutoring including one-to-one tutoring by certificated personnel for English learners and all students in need, increases in universal screening for math, English language arts and social emotional health are now fully implemented. Funding increases in the Arts, STEM and Career Technical Education will take place in 2022-23, and LCAP actions directly addressing teacher/staff professional development will be fully operational in the fall now that the substitute pool in RUSD is back up to normal levels. Virtual options for professional development have been improved upon and incentivized in the district this year as well, which will impact student learning by providing best first-instruction.

Outreach and Partnerships: Community members such as the City of Riverside, local churches, Path of Life Homeless Shelter, Bourns Engineering, Big Brothers Big Sisters, Dutton Motors, California Air Resources Board, the Riverside Chapter of the NAACP, the Latino Network, UC Riverside, and the Riverside County Office of Education have been invaluable in supporting school safety and caring for our families in need. In addition, our parent leadership groups such as: District African American Parent Advisory Committee, English Learner Parent Advisory Committee, Riverside Council Parent Teacher Association, 50 School Site Councils etc.… have been invaluable educational collaborators and are the strength of the district. RUSD has also established a 501 c (3) Foundation to assist with student scholarships and funding opportunities for special projects in the future.

Expanded learning offerings: Continuing before/after school interventions, and providing robust summer school options with both LCAP funding, and utilizing Expanded Learning Opportunities Grant program fund allows RUSD to increase programmatic efforts to mitigate learning loss and address social emotional learning for unduplicated students. This will include additional one-to-one tutoring up to three times a week for students who are behind in grade level work or high school credits, and enhanced efforts for homeless and foster youth who need additional support including more transportation, home visits and housing. Elementary and Secondary School Emergency Relief (ESSER) funding from the Federal government will also be used to address school safety, create more academic and social emotional learning services to help students recover from the trauma of living and schooling during a pandemic, and provide Students with Disabilities with increased access to tutoring, devices and specialized materials.

Key Features of the 2022-23 LCAP: For the upcoming LCAP year we are excited to expand the funding amounts in many of our Actions/Services due to additional funding through the one-time supplemental Concentration grant add-on, the increase in unduplicated student count, and re-designated LCAP carryover from 2021-22. There are two new actions under Goal Two: Actions 2.3b and 2.3c. (Action 2.3b) will support an increase in Library Media Assistant (LMA) positions at the elementary and secondary level: “LMAs communicate the information from supplemental and textbook resources to teachers; manage and disseminate the 1:1 Chromebook ratio at each school site; define and endorse library policies, digital citizenship, and advocate for the library media program within the site Single Plan for Student Achievement.” (Action 2.3c) supports class size reduction: “Reducing the number of combination classes at the elementary level and maintaining lower class sizes.” Riverside Unified is a strong advocate for providing students with the opportunity to engage in the Arts, STEM, Career Technical Education (CTE), co-curricular activities and athletics in order to resume their social outlets, and engage in opportunities for relationship building to strengthen their emotional stability. Therefore, RUSD will provide additional funding for program efforts in Science, Technology, Engineering and Math, Arts education, CTE, clubs and athletics across all schools and grade levels in the 2022-2023 LCAP. With the supplemental Concentration grant add-on funds, we are also fully implementing our Multi-Tiered System of Supports Initiative by adding positions at school sites to ensure equilibrium of adult to student ratios, principally targeting our unduplicated students with best first instruction, and providing a superior education to all.

Comprehensive Support and Improvement

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

Schools Identified

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

The Riverside Unified School District Opportunity Program, Raincross Continuation School and Chemawa Middle School have been identified for Comprehensive Support and Improvement for Mathematics and English Language Arts.

Support for Identified Schools

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

Two of the three schools identified for Comprehensive Support and Improvement (CSI) in RUSD (Opportunity and Raincross) share a campus named the Educational Options Center (EOC). Students typically choose to attend EOC to take part in a program that meets their learning styles. The EOC campus provides students a variety of options for their educational path. The mission of Raincross High School is to provide small classroom instruction on an individualized basis with rigorous expectations, yet in a supportive environment. Raincross Continuation High School serves high school students in grades 10-12 (16 years old). Students have generally fallen behind in credits at the comprehensive site. The RUSD Opportunity Program provides a flexible standards-based alternative for a wide variety of secondary students and serves students from all attendance areas. Schoolwide Learner Outcomes (SLOs) for EOC describe the basic qualities that each student should possess when leaving high school. The SLOs listed below help guide the creation of curriculum and instruction. All schools in the Educational Options division share the same SLOs. In addition to achieving mastery of grade-level and/or Common Core State Standards, RUSD holds the expectation that every student will become: 1) An effective communicator, 2) A skilled problem solver, 3) A proficient technology user, 4) An informed career planner, and, 5) An engaged community member. Through the RUSD Shared Leadership System, the leadership teams at both Raincross and Opportunity worked with district staff (secondary education, counseling, research and assessment, student wellness) to determine the root causes of the deficiency in graduation rates and identify resource inequities. In depth root cause discussions conducted at the schools centered on data analysis and reflections on practices across the district and site to identify resource inequities. Because both schools share the same campus and often interchange students, discussions around equity and access for both specialty schools were facilitated by the Director of Secondary Education to ensure that interventions helped students overcome obstacles to their learning. The team reflected on the paths of students at Raincross and Opportunity with the purpose of identifying systemic barriers and resource inequities that caused the deficiencies in graduation requirements, which was a top priority. The team also analyzed site achievement and social emotional data, as well as student and family voice. Counselor vacancies at this site (EOC), also caused many referrals to not be addressed in a timely manner, which set back some of the discipline reform that is planned. By nature of the programs offered at Raincross and Opportunity, many students enroll in these schools because they are struggling with various social/emotional and mental health issues. Student interview data shows that students often leave their comprehensive high school campuses due to credit deficiency or behavioral situations: as a result of various social/emotional and mental health challenges including anxiety, depression, bullying and other social issues, family dynamics, abuse, trauma, teen pregnancy, anger, and grappling with sexual identity/orientation that is not or cannot be addressed as well at a comprehensive campus. A resource inequity identified through this process was in staffing of social emotional/mental health support. Increased and intentional targeting of this support can help identify and support students before the deficiencies occur. The team identified one of the root causes of low graduation rate as a failure to properly support the emotional needs of students.

Both prior to COVID 19 and now in the midst of “COVID recovery”, evidence suggested that many of our young people experiencing depression or anxiety disorders are not completing secondary school (Bowman, McKinstry & McGorry, 2017). Current data has not been published as of yet as to the long-term effects of living through a pandemic while in high school, but our own student focus groups/interviews provided us with real time responses from students that aligned with the research especially regarding anxiety, and an overwhelming feeling that finishing school on time was not going to happen. As a result of the already high rates of depression and anxiety, not accounting for the

pandemic, the leadership team at EOC determined that increased access and avenues for students to obtain consistent mental health counseling and/or resources will provide support needed to help students attend to studies to positively affect graduation rate, and lessen or eliminate the resource inequities. Evidence suggests that school-based mental health services have the highest likelihood of reaching youth in need (Kern, et. al, 2017). One of the actions of this plan is to mitigate resource inequities by providing increased Student Assistant Plan (SAP) Counselor support to increase services and timeliness of support to students. Services include clinical interviews, crisis intervention, individual counseling, Consultation services to teachers, parents, and administrators and the development and implementation of professional development in areas such as Positive Behavior Intervention and Support (PBIS). The EOC team also identified another root cause related to resource inequity which included the need for cleaner and more accurate data entry. Due to the nature of the alternative programs offered through these two programs at EOC, additional steps are required for data entry. As a result, the team identified the need for additional training for staff at EOC who are entering registration and transcript data. Also, the district has added two data technicians to support training and data entry which is part of the 21-24 LCAP. In an effort to provide equitable support and resources, EOC will be a priority for the Research, Assessment and Evaluation department as they implement the Clean and Accurate Data Initiative. These site-based actions are not noted in LCAP actions for each year 21-24. As the continuous improvement process continues, definitive plans will be determined and documented through the sites' School Plans for Student Achievement. Chemawa Middle School is one of seven middle schools in the Riverside Unified School District serving 7th and 8th grade students. The academic progress of every student is the number one focus of Chemawa. Chemawa is proud of its Professional Learning Communities where teachers and staff join together to build learning bridges and connect with students, parents, and the local community on a continuous basis. RUSD has provided opportunities to utilize the data from state and local assessments to be used each fall to determine school goals for each grade level in all academic subjects. Teachers meet in department groups weekly and interdisciplinary teams monthly to do the following with both site and state assessment data: analyze scores by subgroup, determine distance from standard (3) priorities for the year for English Language Arts and Math, determine evaluation goals to close the distance from standard (3), determine target students for intervention, discuss best teaching practices. Together, teachers gather materials for those best practices, determine assessment tools for each evaluation goal, schedule follow up meetings to discuss assessment data and modify instruction, develop a pacing tool to ensure that quality instruction and assessment in each target area takes place prior to the next state testing period. Data from local assessments in English Language Arts and Math, including Interim Assessment Blocks (IABs), and “mirror” ELPACs are used to determine resource inequities across the school and for various student groups. Follow up data in regards to each of the Chemawa’s evaluation goals found in their Single Plan for School Achievement is used to modify instruction and identify students for intervention groups and/or enrichment groups. Teachers also meet regularly to discuss data from common assessment, targeted student progress, instructional strategies, and to determine modification of instruction needed to intentionally reduce resource inequities. Chemawa provides release time for departments to disaggregate data, identify strengths and opportunities for growth and plan instructional response via targeted strategies and interventions that support literacy in English Language Arts and Mathematics and English Learners (school year & summer planning). Data for both English Language Arts and Mathematics is taken from Ellevation to analyze the growth of our EL students. Based on the most recent scores from the Interim Benchmark Assessments, Chemawa’s aggregate scores demonstrate that students are 72% below standard in math and 76% below standard in Language Arts. English Learners are scoring at the same average only slightly lower. To mitigate and provide more equitable resources in this area, Chemawa determined that the following strategies must be intentionally implemented: 1) Ongoing progress monitoring conducted in short cycle (common) assessments which helps to determine needed interventions and support for mathematics, 2) Differentiated lessons/instruction based on use of the Cycle

of Inquiry are also used to scaffold concepts to make content in English Language Arts accessible to all learners, 3) Increased writing opportunities across all content areas using ACE (Answer, Cite & Explain) or CER (Claim, Evidence & Reasoning) with targeted support for English Learners and struggling readers/writers. The Teacher on Special Assignment (TOSA) at the school provides Intervention/Instructional Support for EL Students in vocabulary development, English proficiency and all content areas. For 2022-23 high-quality ongoing professional development will be provided to all teachers on Designated and Integrated English Language Development. With over 170 identified English Learners (ELs) at Chemawa the focus will continue to meet their needs and better equip them to qualify for re-designation which is currently below the district target. Over the course of the last year, the school launched several initiatives aimed at providing our ELs with increased learning opportunities as part of the process to eliminate resource inequities. Our designated TOSA works with faculty to target and implement reading and language interventions on a regular basis. Parents are provided with opportunities to give input regarding the learning plan for their students and regular updates are provided to parents at monthly educational partner meetings. Further, teachers are routinely queried about any additional materials needed to support students. Their input is used to facilitate the use of effective research-based learning tools. Additionally, several Edtech tools have been made available to teachers in order to enhance student engagement. Resources have also been allocated toward providing solutions aimed at addressing mental health, relationship building and positive behavior interventions. Ongoing student surveys serve as the impetus for reflection and adaptation. Chemawa is proud to use student voices as a catalyst for program implementation, and the request by students and parents for more access to Student Assistant Program counselors was heard loud and clear. Because the teachers share a common planning period daily and collaborate by grade level weekly, they are able conduct a Cycle of Inquiry based on student achievement and behavior consistently in order to meet students' needs. Teachers also meet in interdisciplinary teams to collaborate a minimum of once a month to review and local assessment data. At RUSD we strive to provide our diverse student population with meaningful learning, interventions and enrichment opportunities. Among these are college preparation classes, a variety of school clubs and differentiated learning opportunities in content classes which also help to eliminate and resource inequities in extracurricular efforts. Chemawa staff is well trained in addressing the various needs of the community and continually seeks professional development to enhance the repertoire of skills needed to work with students not fulfilling their potential in the high need areas of math, English language arts, and English Language Development for ELs. In 20-21 many professional development opportunities we cancelled due to COVID, however Chemawa continued to build partnerships with parents, students and community members throughout the year, and all staff seeks to increase student engagement. The School Site Council meetings and English Language Advisory Committee meetings are held regularly to inform parents about school related issues and to seek input in supporting academic achievement. As a result, a collective approach for identifying opportunities, and eliminating resource inequities is a source of pride for the school.

Monitoring and Evaluating Effectiveness

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

The Local Education Agency (Riverside Unified School District) will monitor and evaluate the implementation and effectiveness of the CSI plan by leveraging and aligning resources to provide assistance to Raincross, Opportunity and Chemawa. Through the use of the Shared Leadership System (Action 1.2a), district staff (secondary education directors, research and assessment director, and the student wellness director) will meet with site leadership teams formally three times a year to review progress monitoring data and design instruction and

intervention in response to student needs. Metrics identified for this CSI plan include student performance on common formative assessments, interim benchmark assessments, universal screeners, California Assessment of Student Performance and Progress (CAASPP when available), credits earned, engagement, attendance, suspension, Student Assistance Program (SAP) referral, counseling session attendance, and student feedback. The district Secondary Director will meet the principal who oversees each site monthly to discuss the site monitoring system and any adjustments that are made in response to data. The district Wellness Director provides training and guidance for the SAP counselor monthly to ensure that the site has access to all needed resources. Increased graduation rate will be the main indicator to determine if the plan is effective. Student feedback, increases in student attendance, increases in credits earned, progress on formative assessments and universal screeners will also be interim measures of effectiveness to be monitored by the principal and assistant principal directly. The sites' plans will be developed in conjunction with stakeholders through the School Site Council and will be documented in their School Plans for Student Achievement. Chemawa will engage in Universal Design Learning/Leadership training through RUSD's Multi-Tiered System of Supports initiative to build capacity on how to take inventory of their instructional practices and how they impact student learning and engagement. Professional development will be in coordination with district staff to ensure additional support and resources are used to assist the sites in their root cause analysis which will include: Student Wellness and Engagement, Designated and Integrated English Language Development, mathematics and English language arts strategies and interventions. All three sites will also be engaged in robust data analysis training so that the staff are able to do deep data dives that will reveal root causes along with other data trends that need to be mitigated and to develop an action plan so resource inequities can be eliminated. Additionally, staff will attend conferences that build staff capacity on cultural proficiency, restorative practices, best first-instruction, and data analysis protocol that is embedded into their Professional Learning Communities.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The Educational Partner Engagement process in Riverside Unified is a highly inclusive process and consists of two main objectives:

1) Inform collaborative/educational partners of progress toward meeting the three LCAP goals and, 2) Determine changes or additions needed to meet said goals. The process itself provided a broad group of collaborative/educational partners (meeting virtually for 2021-2022) with the opportunity to be part of reviewing the LCAP progress, providing input, and supporting implementation of actions through meaningful feedback. Representations from significant collaborative/educational partner groups including our LCAP Advisory Committee have all provided input in the development and monitoring of the RUSD LCAP.

A summary of the feedback provided by specific educational partners.

The equitable processes used by the Riverside Unified School District to develop our plan brought together a variety of novel ideas provided by parents, teachers, students, school/district classified employee groups and community/educational partners. Feedback was garnered using the following strategies: surveys, virtual site meetings, parent/partnership committees, consensus building and virtual community Town hall gatherings.

During the 2021-22 school year, the RUSD **(LCAP) Parent Advisory Committee** composed of 25 parent representatives across a range of schools met every 8 weeks in 2021-22 (September, December, March, April, & May) to provide input on the LCAP process, content, and progress monitoring of current programs. After a variety of department presentations, discussions, and a review of survey documentation throughout the year, this committee elevated the following priorities to help direct the district's LCAP for 2022-23: 1) Tutoring before and after school for all students; 2) Students wellness (drug addiction/vape and mental health; 3) Positive student-teacher relationships/reevaluating school discipline; 4) Cultural proficiency training for teachers/students; 5) More frequent access to counselors; 6) Campus safety and modernization of campuses and, 7) Parent involvement in schools. This input helped shape the Actions and Services in all three LCAP goals and also gave direction for ESSER, Expanded Learning Opportunities Grant/Plan funding, A-G Completion, and Educator Effectiveness grants. This committee also brought forth a list of 20 questions for the superintendent regarding the LCAP which will be answered and posted to the district website.

Educational Partner Feedback: The Parent Satisfaction Survey conducted at the end of each Parent Leader Group/Educational partner meeting this year provided insight into RUSD parents' concerns regarding various interventions needed to address learning loss mitigation, social emotional support for students, and student/teacher relationships. Questions posed on the survey asked if parents feel welcome on campuses; like/dislike school messaging; feel like they have a voice in decision making; like/dislike parent education/involvement activities; see/don't see respect for diversity at schools; believe/don't believe there is well-rounded curriculum (Arts & STEM); satisfied/dissatisfied with school safety; and satisfied/dissatisfied with the social-emotional support available to students. Approximately 130 surveys were conducted among the following Leadership Groups:

The District English Learner Advisory Committee Feedback: DELAC met all year in a virtual environment, and invited the LCAP Director to present at their December 2021 meeting where the group came to consensus on the following LCAP priorities: 1) Continuing the Family Resource Center (FRC) which helps all RUSD families with referral information to services including a Facebook Live meeting each week with over 750 participants. This meeting covers the district newsletter in Spanish and a Q and A session on school/student topics of interest. 2) Providing high quality tutoring for students to address learning loss, language acquisition and credit recovery 3) Requesting more parent training with a focus on bilingual support for families, and 4) Ongoing access to technology. It must be noted that this parent leadership group as a whole, scored only 44% satisfaction when asked if they felt welcome at their child's school, and 33% satisfaction when asked if they felt like their voice counted in district decision-making. Concerns were also expressed regarding school safety and security. Fortunately, the FRC will be funded by 2021-2024 LCAP. Increases through the districtwide Multi-Tiered System of Supports Initiative has significantly increased social emotional learning and counseling opportunities, summer learning for credit recovery, and tutoring for this past year, with plans to increase/maintain for 2022-23. ESSER II funding and Expanded Learning Opportunities funding and A-G completion funding will also support our English Learner program ongoing. The LCAP Director presents the 2022-23 LCAP for review at the May DELAC meeting.

The District African American Parent Advisory Committee Feedback: DAAPAC met with the LCAP Director in a virtual environment in November of 2021. This educational partner group put forth the following priorities for the district. 1) Creating additional and targeted resources for Black/African American students as ongoing work, 2) Providing strong Restorative Practices/Justice programs to support social emotional learning throughout the district, and 3) Ensuring RUSD staff is provided with Diversity/Cultural Competence Training, and implements that training every day in the classrooms. While the satisfaction survey reported the majority of DAAPAC parents felt welcome on school campuses, and that access to technology is equitable, there is still concern as to whether or not teacher expectations are high enough for Black students, and if the district is moving fast enough to implement curriculum that is culturally aware, and appropriately celebrates Black contributions to society.

Riverside Parent Teacher Association Feedback: The Riverside Unified PTA placed ongoing individualized tutoring for students, and social-emotional learning/counseling for children as top priorities this year when surveyed in February of 2022. RPTA parents also expressed satisfaction with feeling welcome on school campuses, but would like to see more communication between teacher/students and teacher/families. PTA parents also scored lower on the satisfaction scale regarding having a voice in district/school decision-making. This may be due in part to the fact that parents and volunteers were not allowed on school campuses until late April of this year, and only at limited times. This leadership group did demonstrate high satisfaction rates for schools providing high expectations for students and school safety as well as maintaining Arts and STEM options upon the return to in-person schooling. Finally, related issues to learning loss mitigation and school discipline did surface in the open comment section of the survey, with parents requesting the district conduct an evaluation/revamp of both areas before the next school year. The 2022-23 LCAP, and the Expanded Learning Grant/Plan will address these priorities via the Multi-Tiered System of Supports Initiative.

Gifted and Talented District Advisory Committee Feedback: The GATE parents in Riverside Unified collectively met in an online forum with the LCAP Director in January of 2022 to relay their priorities for consideration in LCAP such as: including more challenging options for GATE students especially at elementary schools, and ensuring that the district provides highly trained educators to address the needs of GATE identified students. Having a strong Visual and Performing Arts (VAPA) was also deemed important by this parent group, along with

the need for more college counseling, work internships and additional enrichment programs beyond what is currently offered. GATE parents did report that they feel welcome at their students' school, but did not feel they had a voice in district/school decision making. This group also expressed satisfaction with schools respecting diversity and setting high expectations, but expressed some dissatisfaction with the amount of social emotional support available at school sites. Robust VAPA programs, additional counselors, an expansion of Career Technical Education into the middle schools, and an increase in STEM programs across K-12 will be implemented in 2022-23 with Expanded Learning Opportunities funding and 2022-23 LCAP.

Community Advisory Committee (Students with Disabilities): This committee (CAC) expressed strong satisfaction with the support for Students with Disabilities currently in place in RUSD. The LCAP Director presented on LCAP, and LCAP progress monitoring at the CAC meeting in December of 2022. There was high satisfaction expressed for feeling welcome at the school sites, schools respecting diversity and the school providing a well-rounded curriculum. Major strides in conducting the IEP meetings that had been postponed last year due to school closures took place in 2021-22, with over 400 already completed. In fact, high satisfaction rates are due in part to the fact that 66% of students with disabilities in elementary school are participating in the general education classroom 80% or more of the school day. This represents an 8% increase from the previous year. Both general education and special education teachers report feeling more confident in developing and implementing supports for students to be successful in general education because of MTESS training. Additionally, 40 English learners in Moderate/Severe programs reclassified this year, a district record.

Native American/American Indian Listening Groups: On February 2nd, 3rd, 10th and 28th of 2022 the LCAP Director along with the Assistant Superintendent of Equity Access and Community Engagement conducted public meetings for parents/guardians of American Indian students. This was in response to an incident with an RUSD demonstrating disrespectful and unacceptable behavior towards Native Americans in her classroom and school. The parents were receptive to the invitation with over 40 attending across the different days. We heard that students who are American Indian want to be acknowledged and understood for their cultural assets, and have clubs and activities on campuses to celebrate their heritage and ancestry. Participants also requested that LCAP funding be used for more cultural awareness/competence training for teachers, and a complete overall of the 3rd grade curriculum on local indigenous tribes in our region RUSD along with additional up-to-date curriculum to be inserted into the ethnic studies and American history courses. American Indian high school students responded to the listening sessions stating that the RUSD schools and district should "get students more engaged and inspired with their academics, offer Native American history courses, Offer Native American language courses, Offer Native American art courses, bring in guest speakers from outside organizations such as AISES, provide more support with college applications and create Native American student unions," Similar to what the parent of American Indian students said, there was general concern that there should be a revamp of the history curriculum to accurately portray Native American experience because information in textbooks is not accurate and the schools should educate all students on campus about indigenous traditions, regalia, foods so they do not make fun of them. In terms of social emotional support, it was suggested that schools create therapy groups for students and parents to share about the trauma they have experienced, create solutions to lower American Indian suspensions and absenteeism issues, and designate a Native American counselor (point person) who will be knowledgeable about all resources for Native American/American Indian students and is willing to build relationships with students and families. Students attending the Native American listening sessions in April, 2022 at each of the comprehensive and specialty high schools ranked the following as the top priorities for the district to consider: 1) Educate students on in-depth Native American culture, history, and language (preferably by someone who is Native American). 2) Ensure Native American students

feel seen on campus by bringing awareness of Native American culture and current events in indigenous communities, 3) Create Native American clubs for students, 4) Reform history classes to provide an accurate account of Native American history, 5) Engage Native American students and motivate them to be at school more often, and 6) Provide additional support from teachers, counselors, and administrators.

Additional Parent Feedback: The satisfaction survey that was conducted with Parent Leadership groups was also offered to all parents via the district newsletter and website in April, 2022. The results from this batch of surveys was split almost evenly with 50% of responders replying as agree/satisfied with the questions and 50% of responders replying as disagree/not satisfied particularly to the questions about feeling welcome on school campuses, the desire for more parent education/involvement, respect or diversity, setting high expectations, school safety, and well-rounded curriculum. This is important feedback as RUSD further develops its work with site principals on school climate and culture issues in 2022-23, It is also essential that the district office create more intentional support and access for parent voice and feedback to guide our programs and outreach efforts.

Student Feedback: A student satisfaction survey for grades 9-12 was provided to all students who participated in the LCAP student focus groups conducted at all high schools including all of our comprehensive and specialty campuses in December 2021 through January of 2022. Student groups interviewed were intentionally culturally diverse, and included Foster Youth, Low Income students, English learners, GATE, students, Students on school leadership teams, & Students with Disabilities. The top priorities from the students were: 1) More accessible counselors and frequent check-ins, 2) Ongoing mental health support for teachers and students, 3) More tutoring opportunities, 4) More campus security and campus cleanliness, 5) Modernized campuses and updated restrooms, 6) More English Learner support and translators, and 7) Culturally relevant involvement at school. Students also expressed a desire for more up-to-date literature in their English classes, more support for all English learners (particularly newcomers), more practical math classes like personal finance along with a slower pace for college prep math, and a return to normal practices for music, athletics, and clubs. The majority of students also reported that they felt supported when first coming to campus as a freshman, and they believe their teachers care about their education and well-being.

Teacher Feedback: Teacher/Certificated Employee Feedback: In an effort to practice inclusion among all RUSD employees (Certificated) were offered the opportunity to respond to a survey that asked for feedback on unduplicated student programs. The results showed that 75% or more of teachers and classified staff were most likely to fully support the following interventions/actions: Credit recovery, expanding summer school offerings, before and after school programs, community Learning Hubs, one-to-one tutoring for all students, added support from paraprofessionals for English Learners and Students with Disabilities, and increased social emotional services for students and families overall. Other concerns that were brought up was school safety after COVID, school program choice that impacted employee positions at school sites and the moratorium on professional development due to the lack of substitutes. Teacher input also demonstrated support for implementation of the Multi-Tiered System of Supports infrastructure in 2021, most notably the universal screeners for social emotional learning.

Classified Employee Feedback: In fall of 2021, all RUSD staff members, (Classified) were offered the opportunity to engage in a survey that asked for feedback on unduplicated student programs and supports to be implemented in LCAP. From 668 responses, the results showed that 73% or more of staff were most likely to fully support the following interventions/actions: Credit recovery, expanding summer school offerings, before and after school programs, community Learning Hubs, one-to-one tutoring for all students, added support from

paraprofessionals for English Learners and Students with Disabilities, and increased social emotional services for students and families overall. Classified employees also demonstrated strong support for increasing the hours for school site translators, the need for additional campus supervisors and the work being done by the Family Resource Center.

Virtual Town Hall meetings: Community Feedback: Two virtual Town Hall meetings were conducted virtually this year on April 18th and 19th. There was a total of 311 participants. The event was open to all RUSD families. (116 Requesting Spanish Speaking Breakout room). The responses were collected from just over 300 participants attending and participating in smaller breakout groups facilitated by RUSD managers, principals and directors. All responses were coded and themed by question with the following results: Parent participants began the evening by weighing in on the question, “What is a safe environment for students?” which garnered a majority of answers such as: outdoors/hands on kinds of lessons; clean campuses (particularly bathrooms); positive, high-quality teachers; smaller class sizes; up-to-date technology; comfortable spaces for students, and more places for the Arts to flourish on campuses. The second question, “What are the characteristics of staff that will help students excel?” elicited the following answers: engaging creative teaching/highly qualified teachers; ongoing communication between school and home; stronger awareness of student needs/the fact that all children learn differently; teachers should provide fair and neutral instruction, and the need for more patience and understanding of students’ mental health concerns. Comments were also made regarding counseling for wellness, and the desire for parents/students to experience ongoing college/career guidance which should be readily available. Additionally, more strides towards having volunteers/parents and family nights back at schools should be made as we enter into the post-COVID era. “What helps students learn best?” was the next question on the parent discussion list with the greatest number of answers surfacing to include: ensuring student engagement; teachers adapting instruction to individual student learning styles; positive teacher/student relationships; strong ongoing communication from teachers to parents; hands on learning/Career Technical Education options for students; more student choice for classes; and more overall parent involvement opportunities. When asked, “What subjects help students reach their aspirations?” participants in the Town Halls responded with: Career Technical Education; stronger reading and writing; Arts education (including Music and Theater); mathematics/personal finance; strengths/passion for learning among students; life skills/safety and core virtues; and health and mindfulness. Answers to the question, “What has contributed to the well-being of students?” revealed top themes stating that access to Arts/Music was crucial along with more counseling/social emotional support for students; after school programs; teaching life/foundational skills; being back in-person at school; and the fact that nutrition services provided meals the entire time during COVID school closures and beyond. In addition, respondents were grateful for school district flexibility during COVID for different deadlines and due dates, and the continued school to parent communication. Responses for “What is the best outreach for parents?” revealed that texts were the preferred form of communication along with emails and hard copy notices and flyers. Parents felt the “robo calls” were not as necessary, but requested that the social media and web page sponsored by the district be consistently updated; Also, in-person workshops for parents are still highly valued both in-person and on Zoom. The final question, “What supports help your students’ and family well-being?” garnered responses such as: The Family Resource Center and all of the information they disseminate out to parents, along with the need to keep office online hours for students to work with their teachers one-to-one. More parent workshops and principal meetings at schools are important along with having the opportunity to access recorded sessions of school/district meetings. The continuation and/or increase in parent classes online would be greatly appreciated by parents, and there is concern that tutoring should only be provided by highly qualified tutors. Diversity training for parents/teachers/staff and students was also a high priority from the respondents along with having ample Social Emotional Learning available to students. Additional SAP counselors were requested to

provide more support for young people overall, and the district was encouraged to have more athletic competitions, clubs for students, and volunteer opportunities for the parents/community members to help schools finally get back to “normal.”

Special Education Local Plan Area (SELPA) Feedback: The Riverside Unified School District SELPA Director served on the LCAP team and provided feedback related to support for Students with Disabilities. In April of 2022, the LCAP Director met with the SELPA director and her team to discuss how the district is engaged in the implementation of inclusive practices to ensure students are placed in the least restrictive environment, and how LCAP can support these practices. The feedback from SELPA Educational Partners indicates there continues to be a need to focus on the implementation of inclusive practices. While improvements in inclusion into the regular classroom have been made at the elementary school, more work is to be done at secondary. The LCAP includes actions related to the development of an integrated Multi-Tiered System of Supports (MTSS) framework and the addition of Inclusive Practices Specialists to support the success of students with disabilities in the general education environment. The district has also met far beyond its current goal for reclassifying English learners with disabilities. In addition, the district is engaged in the Compliance and Improvement Monitoring (CIM) process for special education programs. This includes gathering and analyzing data, as well as developing a plan which will be aligned to RUSD's LCAP actions and supports for students with disabilities.

School Site Administrators Feedback: Principals and Assistant Principals were provided opportunities for input during TK-12 principal meetings throughout the year. During September through April, updates were given on LCAP progress monitoring and Principals/Assistant Principals were asked to provide local/site data as available to guide the district needs assessment. Local data such as Interim Benchmark Assessment results, FastBridge Universal Screener data, and Las Links information for English Learners was also reviewed at the Principal meetings to determine tiered services for universal, targeted and intensive intervention across all schools and district wide to be included in LCAP funding. At the March 2022 TK-12 Principals/Assistant Principal meeting the 2022-2023 LCAP goals and actions were presented for review. The site administrators worked together in their feeder patterns to review progress and ongoing needs for the next school year. The LCAP director fielded Q and A from the group at each meeting throughout the year to assist with questions regarding LCAP expenditures and allowable use.

Riverside City Teachers Association Union (RCTA) Feedback: The RUSD LCAP director presented at the March 15th, 2022 RCTA union members’ meeting on LCAP and the progress monitoring process for LCAP actions and services. The president of RCTA, Laura Boling, is also a member of the LCAP Advisory Committee, and the district Equity Task Force with the LCAP director. After the LCAP presentation and Q and A, the RCTA Members were given an employee/staff focused satisfaction survey which garnered the following results: The majority of certificated employees stated that they feel welcome at their school or district department and are satisfied with information from the district along with technology, site security and a respect for diversity in the workplace. They also scored high percentages on “believing that certificated and classified staff together can have a meaningful impact on student achievement.” RCTA members also placed student discipline procedures, support for Students with Disabilities, more employee voice on district decision making, and more Student Assistance Plan counselors on school sites as top priorities for the district to consider for the LCAP.

Classified Employee Union (CSEA) Feedback: The Riverside Unified School District California School Employee Association (CSEA) Chapter 506 is led by president Joy Hurst who is also a member of the RUSD LCAP Advisory Committee. The RUSD LCAP Director presented on LCAP, and the LCAP progress monitoring process on February 16th, 2022. The CSEA Union Members were asked to fill out

the staff survey after the meeting, and the results showed that the Classified employees agreed/were satisfied with feeling welcome at their workplace, school site security, respect for diversity and were also satisfied with the technology provided by the employer. However, this group was substantially dissatisfied with feeling like their voice/input mattered in school/district decision making. The CSEA members prioritized more paraprofessionals for English Learners and Students with Disabilities, increased social emotional services for students and families, better employee onboarding and employee workload considerations as top issues to be considered for the LCAP. The group also demonstrated support for increasing translators and the Family Resource Center.

Community Collaborative Group (NAACP): Dr. Carolyn Murray, the designated representative from the NAACP who sits on the RUSD LCAP Advisory Committee was interviewed in April of 2022 and asked to weigh in on what should be top priorities for LCAP funding. The Riverside Chapter of the NAACP has had a long-standing partnership with RUSD and this is a point of pride for both organizations. Dr. Murray shared the plans for a STEM Academy to be conducted by the NAACP with sponsorship from RUSD to provide additional support to our underrepresented students and to also support the implementation of the new RUSD district-wide STEM plan. The NAACP also supports conducting focus groups with our African American students (Action 2.2e) regarding college and career readiness, A-G completion and to help build up awareness in these areas so interested students can sign up for college courses while in high school. Working with Black ministers in the community to recruit students for activities such as Farm Bots, YouthBuild and other food sourcing programs is also part of the recommended list for RUSD to consider for implementation through different LCAP actions.

CalSCHLS Surveys Results: (California School Climate, Health, and Leaning Survey System) The focus of the three surveys conducted in February 14-25, 2022 was to gather information on RUSD's Culture and Climate. The total responders included 14,461 students, 6568 parents, and 1437 staff members. There were six shared constructs asked across the three surveys. 1) When asked about academic motivation for students, on average, 74% of RUSD partners responded they Agreed or Strongly Agreed that RUSD students are motivated to do well academically. This response to these questions speaks to our students' resilience coming out of the trauma of the COVID pandemic. One of the survey items asked students, "When you get a bad grade, do you try even harder the next time?" Eighty-eight percent (88%) of students responded most/all of the time they try harder. Additionally, these results suggest that RUSD schools have systems in place to reconnect and re-engage students with learning when they initially do not obtain the results they desire. Programs such as AVID, Heritage, Legacy, Schools +2, VAPA and athletics all provide students with external motivating factors that help them push on in school when things get difficult. Teacher actions like small group instruction, skills re-engagement, test retakes, tutoring, and academic review sessions all positively contribute to student success and motivation. 2) When asked about high expectations for all students, on average 80% of RUSD responders identified that they Agreed or Strongly Agreed that the adults in RUSD hold high expectations for all students. Within this section of questions there is one that asks students if there is a teacher or other adult at school who tells them they do a good job. For our elementary and middle grades students this was the lowest positively scoring item. These results suggest there is work to be done building Positive Behavior Systems within our schools. This will be the work schools will engage in during Year 2 of the RUSD Multi-Tiered System of Supports/Inclusive Practice (MTSS/IP) implementation in 2022-23. 3) When asked about support for student learning at our school, on average, 76% of RUSD students/teachers/staff responded that they Agreed or Strongly Agreed that RUSD schools provide support for student learning. In this section of questions there was one grouping that was low for all student groups. The grouping is called "Meaningful Participation at School." This section of items asks students the degree to which they have the opportunity to participate in the decision and rulemaking at their school and if they have the opportunity to do things that they feel 'make a difference.' Among all student groups the

highest percentage of positive answers was only 38% for elementary grades children. Secondary grades students were no higher than 26% of positive answers for this subsection. These results highlight the students' desire to have a meaningful voice in their school community. Riverside Unified has taken steps in recent years to increase student voice in their education. RUSD will continue to move forward and opportunities to increase student voice should be sought by our schools. 4) When asked about system social emotional/behavioral supports, on average 75% of RUSD responders stated they Agreed or strongly Agreed that RUSD schools provide these types of supports. This section had the highest Strongly Agree/Agree response rate of the sections within this report. It should not be lost that three out of four partners surveyed agreed that RUSD provides Social Emotional/Behavioral support within our system. Among our parent partners the positive response rate increased from last year, telling us that the resources that are provided are impacting more families than last year. The decline in positive responses from our students and staff may be explained by the noted increase in negative or maladaptive behaviors that were seen across all RUSD campuses as this year started. It has been documented through the educational community that students returned back to in-person instruction needing significant support in the areas of Social Emotional/Behavior domains. As a part of the District's MTSS implementation, all schools have received increases in staffing support and training to deal with student needs. The MTSS work will continue into the 2022-23 school year, providing additional support and training to all RUSD schools with the expressed purpose of positively impacting the Social Emotional and Behavioral health of students and staff. 5) When asked about parent involvement opportunities, on average 65% of RUSD students/teachers/staff stated they Agreed or Strongly Agreed that parents have the opportunity and are encouraged to be involved in school. Returning to school in the midst of a global pandemic presented many challenges for all school districts - RUSD is no different from other large, urban school districts. One of the persistent challenges RUSD experienced this year was balancing the health and safety precautions made necessary because of the COVID-19 virus. Some of those precautions lead to the temporary closing of campuses to all non-school personnel. This type of precaution allowed the District to more confidently keep our students and staff safer from virus transmission, but also kept families away from school. Typical, in-person, parental involvement activities were done virtually, which resulted in a dramatic decrease in participation. During the survey administration window RUSD schools were still limiting in-person parent involvement. This fact, along with general COVID fatigue, most likely were contributing factors leading to our partners expressing fewer involvement opportunities this school year. Our District will need to be purposeful and creative in the years to come with bringing our parents and community back to be involved in our schools. 6)When asked about perceived school safety, on average, 75% of RUSD responders stated they Agreed or Strongly Agreed that RUSD schools are safe places for students and staff. The results clearly show all our partners have experienced a decrease in a feeling of safety associated with school. This fact should somewhat be expected as a vestige of the pandemic. One limitation of the CalSCHLS surveys is that there are no additional items linked to perceptions of safety. That is, with these results alone it is difficult to gain a deeper knowledge of specific areas in which our partners feel less safe than last year. Additional perception research will be required to find out more about this topic and the opportunities to increase the feeling of safety at RUSD schools.

Our valued educational partner collaborators met regularly to provide input that influenced the creation of the 2021-2024 LCAP.

Schedule of Educational Partner Meetings

August 9, 2021 – LCAP Budget Meeting

September 2, 2021 – LCAP Advisory Committee Meeting

September 20, 2021 – LCAP Budget Meeting

October 18, 2021 – LCAP Budget Meeting

November 9, 2021 – LCAP Student Focus Group - Ramona High School

November 9, 2021 – LCAP Presentation at District African American Parent Advisory Council (DAAPAC)

November 10, 2021 – LCAP Student Focus Group - Martin Luther King High School

November 10, 2021 – LCAP Student Focus Group - Riverside Virtual School (RVS) 9-12

November 15, 2021 – LCAP Student Focus Group - Educational Options Center (EOC)

November 15, 2021 – LCAP Budget Meeting

December 2, 2021 – LCAP Advisory Committee Meeting

December 2, 2021 – LCAP Student Focus Group - John W. North High School

December 9, 2021 – LCAP Community Advisory Committee (CAC)

December 13, 2021 – LCAP Budget Meeting

December 15, 2021 – LCAP District English Learner Advisory Committee (DELAC)

January 7, 2022 – LCAP Student Focus Group - Abraham Lincoln High School

January 13, 2022 – LCAP Student Focus Group - Poly High School

January 24, 2022 – LCAP Student Focus Group - Arlington High School

January 25, 2022 – LCAP GATE District Advisory Committee (GDAC)

February 2, 2022 – Native American Parent Advisory Meeting

February 3, 2022 – Native American Parent Advisory Meeting

February 7, 2022 – LCAP Budget Meeting

February 10, 2022 – Native American Parent Advisory Meeting

February 16, 2022 – LCAP California School Employees Association (CSEA)

February 17, 2022 – LCAP Student Focus Group - Riverside STEM High School

February 24, 2022 – Board Meeting Presentation

February 28, 2022 – Native American Parent Advisory Meeting

March 14, 2022 – LCAP Budget Meeting

March 15, 2022 – LCAP Riverside City Teachers Association (RCTA)

March 17, 2022 – LCAP Advisory Committee Meeting

April 7, 2022 – Board Meeting Presentation

April 11, 2022 – LCAP Budget Meeting

April 14, 2022 – Eastside Community Meeting Presentation

April 15, 2022 – Native American Student Listening Session - Ramona High School

April 18, 2022 – LCAP Virtual Town Hall

April 19, 2022 – LCAP Virtual Town Hall

April 19, 2022 – LCAP Advisory Committee Meeting

April 20, 2022 – Native American Student Listening Session - EOC

April 21, 2022 – Native American Student Listening Session - Arlington High School

April 25, 2022 – Native American Student Listening Session - Martin Luther King High School

April 25, 2022 – Meeting with NAACP Representative

April 27, 2022 – Native American Student Listening Session - Riverside Virtual School (RVS) 9-12

April 28, 2022 – Native American Student Listening Session - Poly High School

April 29, 2022 – Native American Student Listening Session - John W. North High School

May 6, 2022 – LCAP Fastpass Submission to RCOE

May 9, 2022 – LCAP Budget Meeting

May 11, 2022 – DELAC Meeting Review of 2022-23 LCAP

May 17, 2022 – LCAP Public Hearing Board Meeting

May 18, 2022 – LCAP Parent Teacher Association (PTA)

May 19, 2022 – LCAP Advisory Committee Meeting

June 13, 2022 – LCAP Budget Meeting

June 16, 2022 – LCAP Board Adoption

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Determination of challenges and successes in the implementation of actions, and revisions and additions to the 2021-2024 LCAP were made based on the themes and priorities from the wide scope of 1) virtual community town hall meetings, 2) virtual educational collaborative engagement sessions, (which included employee groups/bargaining units representatives, parent leader groups and students), 3) district student achievement data (note the absence the State Dashboard data) and 4) in-depth quarterly monitoring process monitoring and financial review of all LCAP services led by the LCAP director and action leads. In addition, a continued focus on Foster Youth, Low income students, and English learners' progress also influenced our plan. For 2021-2024, Mathematics, English language arts, English learner progress, social emotional health of our students and district-wide employee professional development in a variety of areas are top areas of need that we believe can be addressed, and in turn best serve our unduplicated students.

The three main LCAP goals were created by the RUSD Board of Trustees to ensure high quality staff, rich college and career curriculum options for students, and equity, access and community engagement for all students and families.

<u>Prioritized themes from feedback data collected led to the following continued and enhanced Actions and Services:</u>

1. Continue to attract and recruit ethnically diverse and highly qualified teachers and staff. (Include additional metrics on diversity)
2. Conduct professional learning to develop culturally responsive leadership skills and assets for teachers and all staff. (Increase in professional development utilizing Educator Effectiveness Block Grant funding)
3. Continue and expand the sustainable district wide equity embedded Multi-Tiered System of Supports Framework. (New metrics on Social Emotional Learning)
4. Provide professional learning and support to teachers, English Learner contacts, and site administrators on Integrated and Designated English Language Development. (Increased professional development to increase reclassification for English learner students)
5. Fully implement a comprehensive Ethnic Studies plan including professional development for teachers and staff. (Increase professional development to ensure equitable and authentic representation of all cultures and ethnicities, and eliminate implicit bias in curriculum and instruction)
6. Close learning gaps for unduplicated and at-promise students by building foundational skills and literacy in mathematics and English language arts. (Continue ongoing supplemental curriculum, interim benchmark assessments and universal screeners to monitor student growth and achievement)
7. Continue Tier 2 Strategic and Tier 3 Intensive intervention at secondary schools to close the achievement gap and provide credit recovery for students to stay on track for graduation (Continue robust summer school at secondary, credit recovery intervention, and tutoring for all students)
8. Expand Arts and STEM education to support the learning and well-being for unduplicated students to reach their creative potential and college and career goals. (Expanding programs in both areas with a focus on middle school)

9. Further develop the district strategic communications plan to increase community engagement and two-way communication to staff, students, parents and the RUSD community with a focused effort on disadvantaged and underserved students and their families. (Continue newly established parent and staff newsletter, pursue district website revamp and uniform presence for all schools)
10. Continue to deploy a comprehensive culture and climate tool to measure student resiliency and connectedness, family involvement, and staff morale and wellness. (Explore other schools aside from Cal Schools/Healthy Schools surveys to address parentfeedback)
11. Provide child welfare and attendance support to students, families, and staff to promote student engagement through community circles, restorative practices, positive behavior interventions and supports, Aeries analytics, and a district wide wellness initiative. (Aggressively address the chronic absenteeism rates for in-person school post-pandemic - focus on TK-3)
12. Increase hours for Library Media Assistants to assist with technology and media dissemination/repair, and textbook distribution. (Implement new procedures and organization for all media and Chromebook procedures as the new normal)
13. Ensure additional combination class reduction at elementary school sites. (Address parent feedback for small class size and less combo classes at the elementary level)
14. Implement a district wide Social Emotional Learning Curriculum and continue to expand the Student Assistant Program to provide licensed clinicians at all school sites in the district. (Continue expansion of Social Emotional curriculum, MTSS strategies, behavioral prevention counseling and preschool counselors)
15. Continue to implement co-curricular and extracurricular activities for students to connect to schools and increase positive school climate. (Expand clubs and unique/nontraditional sports options for all students to engage in and increase the school + 2program)
16. Provide ongoing services to families through the Family Resource Center. (Expand educational options for parents, increase community liaisons to work with families in need of translation services, newcomer resources and connection to school programs)
17. Continue the effective in-depth monitoring discussions implemented this year to guide decisions about changes and modifications in the LCAP. This process will continue for the 2022-24 LCAP cycle.

Goals and Actions

Goal 1

Goal #	Description
Goal 1	Engage Students in High Quality Learning by a Diverse Highly Qualified Staff State Priorities: Priority 1 - Basic for Conditions of Learning; Priority 2 - State Standards for Conditions of Learning

An explanation of why the LEA has developed this goal.

Goal One: “Engaging students in high quality learning by a diverse, highly qualified staff is essential to student success.” Riverside Unified School District developed this goal due to the fact that students’ well-being and engagement in school is contingent upon the relationships they develop with peers, teachers, administrators, and staff on campus. Students who are engaged in learning need teachers who are creating high quality learning experiences that leverage technology, relevant curriculum, culturally sustaining pedagogy, and layers of support, scaffolding, and differentiation.

The following Actions were developed in support of Goal One: Engage students in high quality learning by a diverse highly qualified staff

1.1 Tier 1 Staff - Recruit, hire and retain a diverse group of staff to support high-quality tier 1 instruction including teachers, administration and support staff.
1.2 Tier 2 and 3 Staff - Hire and strategically deploy certificated and classified staff to provide academic support for underperforming and disadvantaged students including English learners, socioeconomically disadvantaged, and homeless/foster students.
1.3 Professional Development - Provide professional development to support Tier 1, 2 and 3 pedagogy and program implementation.
1.4 Provide Professional Development to support Tier 1, 2, and 3 content knowledge and program implementation.
1.5 Provide Tier 1 non-instructional basic services to all sites, through support to the department operating budget.

The Actions/Services and Metrics grouped together for this goal, will achieve the goal by specifically addressing the targeted needs of unduplicated students, and all students by recruiting and hiring high quality teachers, providing RUSD students with highly trained teachers and classified staff who have extensive opportunities for professional development, offering high quality teachers/classified staff with leadership training opportunities, shared leadership at school sites, cultural competence coaching, and sustained support through our Professional Growth Systems. In addition, this goal includes the expansion of the Multi-Tiered System of Supports that will train teachers to use Universal Screeners, implement best first-instruction and progress monitor all achievement data to align with teaching and behavioral strategies. Goal one was developed to monitor achievement metrics including teacher professional development participation, teacher/staff

implementation of professional development, teacher credentialing, implementation of standards based textbooks and materials, and schools in good repair. The 4000 employees at Riverside Unified School district will be provided with a district infrastructure, and ongoing learning opportunities all year in order to develop their own professional practice, allowing them perform their best service to our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average % of teachers implementing strategies learned at professional development	Level 3 - Initial Implementation (LCAP Local Indicator Rubric) - 50% of Teachers	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers			Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers
Average % of teachers implementing the academic content and performance standards adopted by the state board	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers			Level 5 - Full Implementation & Sustainability (LCAP Local Indicator Rubric) - at least 90% of Teachers
Average % of teachers implementing the Integrated and Designated ELD standards-based lessons	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	Level 3 - Initial Implementation (LCAP Local Indicator Rubric) - 50% of Teachers			Level 5 - Full Implementation & Sustainability (LCAP Local Indicator Rubric) - at least 90% of Teachers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students with access to standards aligned instructional Books and Supplies	Level 5 - Full Implementation & Sustainability (LCAP Local Indicator Rubric) - 100% of Teachers	Level 5 - Full Implementation & Sustainability (LCAP Local Indicator Rubric) - 100% of Teach			Level 5 - Full Implementation & Sustainability (LCAP Local Indicator Rubric) - 100% of Teachers
% of teachers appropriately assigned and fully credentialed.	100% (SARC Reports)	100% (SARC Reports)			100% (SARC Reports)
% of Facilities in “Good Repair” rating	95% of RUSD facilities rated “Good” or better on annual FIT reports	95.5% of RUSD facilities rated “Good” or better on annual FIT reports (RUSD, 2021)			100% of RUSD facilities rated “Good” or better on annual FIT reports

Actions

Action #	Title	Description	Total Funds	Contributing
1.1a	Attract Quality Educators	Attract, recruit, and develop highly qualified, highly effective, and ethnically diverse employees and monitor credentials and certificates to ensure hired staff is properly qualified and able to provide high-quality services to all students. (LCFF)	$50,000	Y
1.2a	Additional 30 min. for teacher planning	Continue to provide additional time for teachers to plan supports focused on student learning and well-being for underperforming and disadvantaged (unduplicated) students. (LCFF)	$12,723,884	Y

Action #	Title	Description	Total Funds	Contributing
1.2b	Assistant Principals	Provide Assistant Principals to increase support focused on student learning and well-being for underperforming and disadvantaged (unduplicated) students. (LCFF)	$11,009,509	Y
1.3a	Professional Learning for Culturally Responsive leading	Conduct professional learning to develop culturally responsive leadership skills and assets for managers and provide Leadership Academy sessions to aspiring leaders in the district (certificated and classified). (LCFF)	$30,000	Y
1.3b	Professional Growth Systems (PGS) Teachers	Provide high-quality coaching and professional learning through Professional Growth Systems (PGS) for certificated teaching staff new to the profession or new to RUSD to support equitable, high-quality teaching and learning environments for all students focused on providing all students access to the core curriculum (Tier 1) and providing additional support for identified students (Tier 2 and 3). (LCFF/Title II)	$2,225,826	Y
1.3c	Professional Growth Systems (PGS) Principals	Provide high quality coaching through Professional Growth Systems (PGS) for principals new to the position and new to RUSD to support equitable leadership, based upon the RUSD Equity Tenets, The Guide for Instructional Direction, and the California Administrator Performance Expectations (CAPEs). (LCFF/Title II)	$211,361	Y
1.3d	PGS Classified Staff	Continue the design work for support staff (classified) professional growth system (PGS) for implementation in 2022-2023. (LCFF)	$250,796	Y
1.3e	Multi-Tiered System of Supports - Staff Training	Develop a sustainable, district wide equity embedded MTSS framework by providing integrated training to staff in the elements of universal design for learning and culturally responsive teaching, restorative practices, Social Emotional Learning (SEL), Positive Behavior Intervention Supports (PBIS), and trauma informed practices with clear connections to how these positively impact academic learning, culture, climate and the well-being of students, and add MTSS positions to meet appropriate staff ratios and serve unduplicated students. (LCFF)	$8,045,786	Y

Action #	Title	Description	Total Funds	Contributing
1.3f	Multi-Tiered System of Supports - Site Training	Develop sustainable, site level, equity embedded MTSS frameworks by providing school site training and coaching focused on assisting site leadership teams with establishing the foundational structures of an equity embedded MTSS framework while building capacity to (1) analyze data, (2) identify root causes, (3) develop plans and (4) evaluate progress. (ESSER II)	$556,298	N
1.3g	Multi-Tiered System of Supports - Admin. Training	Provide teachers and administrators with professional development and ongoing support in the implementation of Multi-Tiered System of Supports (MTSS), including universal screening, progress monitoring, and how to respond to the corresponding data. (LCFF/ELO Grant)	$182,986	N
1.3h	Preschool Professional Development	Provide support and professional development to early childhood staff to strengthen academic and social-emotional foundations. (Title I)	$179,162	N
1.3i	Cultural Proficiency Coaching and PD	Expand cultural proficiency by providing coaching and professional learning for school leadership teams, teachers, non-school based staff, as well as families and students. (LCFF)	$826,049	Y
1.3j	Cultural Proficiency Training - Substitute Teachers	Provide professional learning for classified staff and substitute teachers to support student learning and well-being including content in culturally responsive practices. (LCFF)	$21,247	Y

Action #	Title	Description	Total Funds	Contributing
1.4a	Common Core State Standards PD	Provide professional learning to build teacher capacity around the implementation of Common Core State Standards, to include: ● Use of publisher-created tools to support the engagement of all learners (i.e. Wonders, WonderWorks, Eureka, StudySync, CPM, Amplify). ● Implementation of Essential/Priority Standards Curriculum Maps for each core content area ● Utilization of research-proven instructional strategies that support all learners ● Increasing early numeracy skills, content knowledge and conceptual understanding in mathematics ● Timely feedback to students focused on narrative grading ● Utilization of Document Based Questions (DBQ) System to support building student mastery in content knowledge, vocabulary and reading comprehension skills. ● Teaching foundational reading skills through the Gateway Program to increase teacher knowledge in phonemic awareness, alphabetic principle, phonics, and fluency. (LCFF/ Title I)	$1,630,944	Y

Action #	Title	Description	Total Funds	Contributing
1.4b	Technology Professional Development	Provide professional learning to increase the integration of technology into daily teaching and learning to include: ● Utilization of research-proven instructional strategies that support all learners ● Cultivation of Digital Literacy and Digital Citizenship among RUSD students ● Increased awareness and opportunities for teachers to learn CS Coding among RUSD students ● Software platform(s) for efficient design, creation, delivery and evaluation of professional learning (LCFF / ESSER II)	$1,131,091	Y
1.4c	English Learner Professional Development	Provide professional learning and support to teachers, English learner contacts and site administrators on Integrated and Designated English Language Development, goal setting and progress monitoring to ensure English learners are making growth in their language proficiency in the four domains of language: reading, writing, listening and speaking. (Title I / Title III)	$398,863	N
1.4d	Ethnic Studies	Provide ongoing professional learning opportunities to develop a comprehensive Ethnic Studies Plan. (LCFF)	$125,918	Y
1.4e	PD for Counselors on College and Career	Provide professional learning for counselors to increase knowledge of the College and Career Index and provide robust support for students. (LCFF/Title I/ Title IV)	$245,467	Y
1.4f	PD for Career Tech Education	Provide professional learning in support of the RUSD Career Technical Education Plan. (LCFF)	$123,884	Y

Action #	Title	Description	Total Funds	Contributing
1.5a	Safe Learning Environments	Increase safety and security for all students and employees on district campuses. (LCFF/ Title IV)	$709,312	N
1.5b	Internet Safety	Increase the Internet Safety and Disaster Recovery of the RUSD computer network. (LCFF)	$275,000	N
1.5c	Digital Inclusion	Increase equitable digital integration in the instructional setting for unduplicated students by ensuring reliable infrastructure including internet connectivity, digital devices, and content management. (LCFF/ESSER II)	$4,709,976	Y
1.5d	Student Demographic and College Readiness	Improve the accuracy and quality of student demographic and assessment information in district data management systems to facilitate data-driven decisions to increase student outcomes leading to college, career and world readiness. (LCFF)	$1,014,165	Y
1.5e	Grant Writer	Secure additional funding for programs such as McKinney Vento, 21st Century Learning Communities, Career Technical Education, National Science Foundation, Visual and Performing Arts, English learners and other subject matter areas of need and train site personnel on how to apply for localized grants for specific neighborhoods and schools. (LCFF)	$311,855	Y
1.5f	Preventive Maintenance for Classrooms	Provide preventative maintenance of classroom display equipment (LCFF)	$98,831	N
1.5g	Maintain and Support Facilities	Maintain school and supporting facilities in good repair. (LCFF)	$3,619,017	N
1.5h	Caps and Gowns for Graduates	Continue to promote college and career expectations, dropout prevention, and ensure an equitable graduation experience for unduplicated students. (LCFF)	$195,154	Y

Goal Analysis for [2022-2023]

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

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

1.1 a - Attract Quality Educators

Challenges in Implementation: Using Title 2 funding has been the biggest challenge. Requests to purchase swag and professional printing for recruitment materials has been denied, along with IPADs for the EDJOIN virtual fair process due to restrictions of "above and beyond" with the Title II money. All recruitment fairs have been virtual this year, therefore the money was not spent on travel, and booth fees for on line fairs was considerably less than in-person which is another reason for the high uncommitted balance. While the work was fully implemented, there was cost saving.

Successes in Implementation: RUSD online recruitment fair this year was highly successful due to contracting with an expert company to set up the virtual experience. The event ran perfectly with a high attendance rate of potential candidates from diverse backgrounds.

1.2 a - Additional 30 min for teacher planning

Challenges in Implementation: Teachers have autonomy with the extra 30 minutes which can be difficult for administrators to monitor work being done.

Successes in Implementation: Additional time for teachers each day provides opportunities to engage in the Cycle of Inquiry with grade levels and departments, complete data collection, and review time for processing universal screener results for elementary, and secondary A-G rates and graduation prep.

1.2 b - Assistant Principals

Challenges in Implementation: Initial satisfaction data from principals and other school site personnel is that Assistant Principals are integral to school sites. However currently there is no evaluation metric to determine effectiveness of APs other than performance reviews by the principal; therefore, RUSD is currently working with external evaluators to create a reflection/measurement tool for APs to be piloted in the fall of 2022.

Successes in Implementation: Potential self-evaluation measurement tool coming online for 2022-23, more robust monitoring of suspension and chronic absenteeism data by APs, more home visits and parent communication coming through office of AP, along with Restorative Practices training/implementation on campuses, and discipline procedures revamp by Assistant Principals across the district happening in response to staff/student/parent feedback.

1.3 a - Professional Learning for Culturally Responsive leading

Challenges in Implementation: Leadership Academy was smaller this year due to COVID restrictions and return to in-person schooling - it existed in an all virtual environment, but consisted of both certificated and classified staff members. Participation was accessible only by quality of application.

Successes in Implementation: Fifteen participants engaging in leadership skill development - “Building, Learning and Growing as a Transformational Leader” was the theme for the year; meetings and activities included a curriculum that blended theory and practice, as well as opportunities for professional readings on culturally responsive leading, reflection time, and discussion. Academy members explored the following leadership strands: Personal Development, Building Teams and Building People, Change Leadership, Decision Making, and Values. Each session also devoted time for participants to reflect on personal leadership styles and strengths.

1.3b - Professional Growth Systems (PGS) Teachers

Challenges in Implementation: PGS was not able to give the full, robust coaching as in the past because of COVID protocols which did not allow coaches on campuses to provide a one-to-one mentoring experience. The PGS department is anticipating returning to normal coaching sequences next year. Three teachers were to be hired from ESSER funds - only 1 was hired and then not allowed to leave the classroom due to classroom teacher vacancies - the other 2 positions remained vacant all year. It was determined through surveys and interviews that new teachers and interns needed more coaching than usual due to the "back to in-person high needs” of students, and the fact many of the new teachers/interns did not student teach in-person.

Successes in Implementation: Coaching new teachers this year was continued through a smaller staff of PGS Support Teachers; and due to the number of new teachers hired in the district, MTSS Liaisons, Inclusions Specialists and highly qualified Staff Developers were provided training through PGS employees, and then assigned to support new teachers this year to make up for the vacancies on the PGS staff. This collaboration has been beneficial to both the C&I and PGS staff in that all new teachers were still able to receive professional coaching and induction.

1.3c - Professional Growth Systems (PGS) Principals

Challenges in Implementation: Coaching of new and early career Principals has continued through a full time Support Principal, a part time Support Principal, a retired Principal as well as the Principal Liaison for PGG who came together to collective coach 20 Principals.

Successes in Implementation: 100% of principals are being retained this year in RUSD, some may continue in PGS for a 3rd year because they were hired during school closures and have requested more support Giving them a third year allows for more in-person coaching as they work with Post COVID students and the challenges involved in a discipline procedure re vamp for the district.

1.3d - PGS Classified Staff

Challenges in Implementation: The Design Team for Support Staff/Classified Staff within PGS has been re-energized post COVID, and regular meetings are taking place. A new timeline has been developed for implementation in July 2023.

Successes in Implementation: The planning team is re-invigorated now that "normal" schooling is fully underway.

1.3e - Multi Tiered System of Support - Staff Training

Challenges in Implementation: COVID Restrictions impacted the full implementation of the MTSS training. Staff were not able to visit exemplar districts and sites. Visits will resume in 22-23. This action was unable to hire one of the intended 10 SAP prevention assistants due to low application rates. Attendance challenges, chronic absenteeism increased this year - especially K-3, which also impacted schools/teachers to attend all of the leadership trainings.

Successes in Implementation: Due to having more Behavior Prevention assistants through the MTSS initiative – Student Assistant Plan counselors were able to work with all schools and add services. The Behavior Prevention assistants conducted observations of more serious negative behaviors, provided direct support to teachers and progress monitored interventions. This LCAP action also receive the supplemental Concentration "Add on" dollars which allowed RUSD to fully staff the MTSS program, and hire additional positions to balance adult/student ratios for targeted support at high need schools.

1.3f - Multi Tiered System of Support - Site Training

Challenges in Implementation: Some Professional Development (PD) was not available this year due to lack of substitutes, and the district moratorium on PD because of the COVID surge which didn't allow in-person meetings/trainings.

Successes in Implementation: 5 rounds of Site Leadership Trainings (SLT) and Administrative Trainings were still held despite the challenges, in which they covered MTSS structures and systems, social-emotional learning, universal design for learning, behavior supports, and data-based decision making.

1.3g - Multi Tiered System of Support - Admin. Training (Fully Implemented)

Challenges in Implementation: It was discovered that it takes TK, Kinder and 1st grade teachers 11 1/2 to 12 hours per teacher for a class of 24 students to complete the universal screeners for Social Emotional Learning (SEL). In addition, it takes the same amount of time for the ELA and Math benchmark assessment administration at this younger level. Next year will evaluate if all local testing is needed.

Successes in Implementation: Screening more students during each screening session provides additional data. 86% of elementary students have shown moderate to accelerated growth on the reading universal screener from the beginning of the year to the middle of the year. 85% of elementary students have shown moderate to accelerated growth on the mathematics universal screener from the beginning of the year to the middle of the year. Middle of year SEL screener results showed that 637 more students were identified as "Low Risk" on the screener than in fall. That equates to roughly the size of an elementary school. This also demonstrates an increase in student self-efficacy and positive mental health. In addition, 485 site employees including administrators and 92 district Staff have been trained on conducting universal screeners.

1.3h - Preschool Professional Development

Challenges in Implementation: The RUSD Preschool program has been highly impacted by COVID due to classroom coverage shortages, lack of substitute teachers available resulting in the Early Childhood Specialist supported by this action having to cover for teachers and aides to ensure proper student/teacher ratios. This prevented the specialist from being able to conduct the compliance observations in a timely manner.

Successes in Implementation: The new Preschool Director who came on board in fall of 2021 will train in summer of 2022 for compliance observations to better share the workload with the Early Childhood Specialist. This will also free up the Specialist to conduct more professional development for the preschool staff. Summer professional development is now on track for 2022, (which has been on hiatus for the last two summers). Preschool enrollment is still down from COVID, but slowly bouncing back, and the Preschool team will be finally able to celebrate the Golden Bell Award given the RUSD Preschool program this past fall.

1.3i - Cultural Proficiency Coaching and PD

Challenges in Implementation: The inability to provide substitutes for teacher professional development, and underspending due to meetings/conferences being held virtually rather than in-person resulted in a cost savings on materials/supplies/food for meetings. In addition, there was no travel, and zero costs for meeting facilities for this action.

Successes in Implementation: Participants in the online virtual PD for Cultural Proficiency reported having positive interactions: "I can immediately put into practice the RIR (Recognize, Interrupt, Repair) protocol to have critical conversations with my staff to address inequity." "The Equity Series helped me tap into my sense of self and how that impacts my daily work and interactions with others."

1.3 j - Cultural Proficiency Training - Substitute Teachers

Challenges in Implementation: Time was a factor in getting the video training segment on Cultural Proficiency done for the substitute teachers, however it is completed at this time. It is anticipated that dollars for this action will be expended by June 30 due to video production costs.

Successes in Implementation: The video for Culturally Responsive Practices for classified staff and substitute teachers is now being implemented. The link will be sent out to all substitute teachers in the districts, and all participants will be paid for one hour to view the video.

1.4 a - Common Core State Standards PD

Challenges in Implementation: Professional Development (PD) in-person did not happen this year as expected. Almost all district sponsored PD was conducted virtually therefore substitute monies, and custodial timecards were not all spent down.

Successes in Implementation: However, some PD has been offered after school and on Saturdays whenever possible. Planning for essential PD that is to come includes focusing on interventions the demonstrates on how our assessment informs our instructional practice, and instruction for specific student groups. Instructional Specialist teams have been analyzing data, and planning programs for next year to prepare for PD, and implementation for the Literacy/Gateway Program- TK thru 3rd and additional English language arts training for 4th – 8th grade.

1.4b - Technology Professional Development

Challenges in Implementation: PD and family night events not conducted in-person or at all due to COVID3; however, 3 TOSAs went into school sites to demonstrate STEM model lessons in lieu of traditional pullout teacher trainings because of lack of substitutes.

Successes in Implementation: STEM training this year included 40+ offerings after school because of the lack of substitutes. Trainings included Pear deck, Kami, Sphere O's, Flip Grid, Ed puzzle, See Saw, break out EBU and OZO bots - Overall attendance on average was 8 to 20 teachers at each workshop, which totaled approximately 400 teachers overall for TK - 12.

1.4c - English Learner Professional Development

Challenges in Implementation: Much of the ELD professional development was not conducted in-person in RUSD due to lack of substitutes, and the moratorium on PD because of the COVID Surges. Action leads in the district realized there is a need to increase and diversify ELD training, less "talk at" PD and more application of intervention training for next year. EL managers were sent to sites to help supervise/substitute during the COVID surge which also backed up work on the professional development on ELD

Successes in Implementation: Las Links presentation at Principal's Meeting – at the April 2022 principals' meeting, TK-12 principals were instructed on how to disseminate to teachers how to use practical application of ELD training. Las Links supports initial identification of language learners and to promote proper placement in instructional programs for newly enrolled students. In addition, this action supports the 97 students who will graduate from RUSD this year with the State Seal of Biliteracy.

1.4d - Ethnic Studies

Challenges in Implementation: Substitutes were not available for in-person Professional Development, and the new curriculum is still in the building capacity stage, gaps still need to be identified.

Successes in Implementation: Teachers met after school with the Instructional Specialist for history to plan the materials adoption for Ethnic Studies. This will be finalized fora material adoption next week. There are materials that will serve the purpose that the district is looking for – with the ability to change Lexile level to meet reading needs. RUSD is building in other resources for teachers to learn to build their own capacity especially with the upcoming – fall of 2022 - professional development in cultural competency.

1.4e - PD for Counselors on College and Career (Fully Implemented)

Challenges in Implementation: No administrative assistant in this department due to position vacancies made some of the work go slower. One current challenge is that elementary school counselors were "temporary" employees and 5 moved on to different positions. One high school and one middle school did not receive an "extra" employee for MTSS so it changed the work for other counselors.

Successes in Implementation: Salary fully expended for Coordinator, Workshops attended by counselors in a virtual setting, no cost to district.

1.4f - PD for Career Tech Education

Challenges in Implementation: Getting business and industry partners re engaged after COVID school closures has been the biggest challenge this year.

Successes in Implementation: More business and industry partners are getting interested in re engaging with CTE finally after a 2-year hiatus – This year the district didn't allow guest speakers and/or field trips throughout the year due to the COVID surge - which in turn didn't allow a

full return to "normal." This Action supports the CTE Teacher on Special Assignment who rebuilt up the business partner list that took a substantial dip during COVID school closures.

1.5 a - Safe Learning Environments

Challenges in Implementation: SROs are requesting additional STAR protocol - threat of school violence training. This includes School Threat Assessment response training. Challenges have been ongoing, and challenging behaviors exhibited by students upon return to in-person schooling have required more from all SROs on campuses.

Successes in Implementation: School Resource Officers provide training to campus supervisors - report writing, gang awareness and drug awareness training – is in addition to what they usually do. (SROs – Riverside Police Department)

1.5b - Internet Safety

Challenges in Implementation: Software - CISCO umbrella is all encompassing for this action, protects monitors phishing, DNS Attacks, malware etc... Which are becoming more and more prevalent on district servers.

Successes in Implementation: Ongoing budget is fully expended, software operational, triple check systems in place for intrusion detections.

1.5c - Digital Inclusion

Challenges in Implementation: Challenge for classroom projectors to be ordered and delivered were created due to backlogs in parts and deliveries and supply chain shortages (COVID related). Salary vacancies also occurred for positions in this action.

Successes in Implementation: A Federal Grant was awarded to RUSD for hotspots this spring to offset costs for replacements for the 2022-23 school year. There is currently an RFP out for the district to contract for additional Chromebook orders in compliance with new district protocols.

1.5d - Student Demographic and College Readiness

Challenges in Implementation: District Quality Technicians (DQTs) have not been able to do as many site visits this year due to COVID restrictions and staffing shortages, RUSD has experienced a rise in data quality issues due to staffing shortages and having so many subs and/or new employees, Ever changing last minute State requirements for more data with very little notice for planning and implementation, Poor CALPADS system performance and the recent system "enhancements" that has resulted in a lot more manual work, Getting site staff to attend PD opportunities during school year.

Successes in Implementation: Certified Fall 1 and 2 (with all the CALPADS service interruptions), Coming together to work as a team to resolve data quality issues and support our sites experiencing staffing issues. Revising processes to facilitate changes, data accuracy and efficiency has positively impacted RUSD's adaptability to all the changes in CALPADS requirements.

1.5e - Grant Writer

Challenges in Implementation: New Grant Writer did not come on board until January of 2022 to the LCAP and Community Engagement team. However, the new writer has adapted well to the new position. The TOPSS Grant and LCSSP grant had slower starts than expected due to MOU delays and other personnel hiring issues.

Successes in Implementation: Grant awards for 2021-22 totaled over 2 million dollars for the district in areas of Wellness, Targeted support for African American and Native American Students, the Arts/Music, Community Centers to support COVID learning loss, and Community Air Quality at the secondary level for environmental curriculum.

1.5f - Preventive Maintenance for Classrooms

Challenges in Implementation: The business of replacing classroom display equipment is ongoing all year, and highly successful when parts are available.

Successes in Implementation: Salary positions fully expended for this action, all work orders completed in a timely fashion.

1.5g - Maintain and Support Facilities

Challenges in Implementation: Challenges include position vacancies throughout the year which slowed down response to work orders.

Successes in Implementation: Funding for this action is from the district “base” budget which awarded this action an additional $2million for 2021-22 which will be ongoing in 2022-23 to address deferred maintenance needs - majority of the work is completed over the summer month.

1.5h - Caps and Gowns for Graduates

Challenges in Implementation: Maintaining this tradition of equity at graduation ceremonies requires multiple sources of funding, LCAP and others.

Successes in Implementation: All graduates receive a free cap and gown, there is no cost to families.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

When determining which items were materially overspent or underspent, the district examined items that were either overspent/underspent by both 5% and in excess of $50,000.

Action 1.2a - Additional 30 min. time for teacher planning: This action was underspent by $760,460 due to teacher vacancies at the beginning of the year and employment of interns which are reduced salaries.

Action 1.3b - Professional Growth Systems -Teachers: This action was underspent by $419,328 because PGS was unable to hire staff as coaches, understaffed by 2 teacher-coaches funded by LCAP. PGS coaches are only hired within, teachers were not allowed to leave their classrooms for other positions this year due to shortages.

Action 1.3d - PGS Classified Staff: This action was underspent by $27,656 due to the PGS department being unable to get the planning started until later in the year because of staff shortages, no cost was involved in planning.

Action 1.3e - Multi Tiered Systems of Support Training - MTSS: This action was overspent by $6,190,928 from the adopted LCAP budget due to the large-scale hiring of MTSS staff – however positions for MTSS, and MTSS training were later covered by the supplemental Concentration "add-on" dollars that were placed into this action.

Action 1.3f – MTSS Training underspent due to lack of substitutes and COVID surge. It was underspent by $636,672.

Action 1.3g – MTSS Training underspent due to lack of substitutes and COVID surge. It was underspent by $664,000.

Action 1.4a - Common Core State Standards Professional Development: This action was overspent by $301,007on shared leadership/course leads' professional development offerings – by October, this action received an additional allocation of $600,000 to cover all costs/timecards related to professional development.

Action 1.4b - Technology Professional Development: This action was underspent by $353,088 (36.90% difference) due to inability to conduct professional development due to district wide moratorium on professional development - because of lack of substitutes and COVID restrictions

Action 1.5c - Digital Inclusion: This action was overspent by $1,711,249 due to 1.1 technology ratios across all schools in the district, last year's LCAP carryover was used to cover overages.

Action 1.5d - Student Demographic & College Readiness: This action was overspent by $69,805 due to personnel costs exceeding original estimates.

Action 1.5e - Grant Writer: $52,935 This action was underspent by $152,808 because the new grant writer did not start until January 2022 which left a six-month vacancy in the position during the fall.

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

1.1 a - Attract Quality Educators

Data Justification/Effectiveness of Action: Recruitment fairs have all been virtual this year - but still deemed successful. Action lead requested to reconsider using Title II dollars for this action as it prohibits many of the needed costs and expenditures for recruitment. This was granted for the new LCAP Cycle, and funding for this action will now be from Supplemental and Concentration (LCFF). Job fairs will be in-person next thus current funding amount will remain to cover increased travel. Job Fair Data to date: 414 Total Candidates participated, 945 total interviews held. Current Ethnic breakdown of staff demonstrates that we need to ensure increases in diversity for our staff in order to mirror our student body:

Cert/Class Management Total: 153	49%White	12% Black/Af. Am.	30%Hispanic	6%Asian/Pac Islander	3%Other
Certificated Employees Total: 2012	55%White	6% Black/Af. Am.	33%Hispanic	4%Asian/Pac Islander	2%Other

Classified Employees Total: 1935	28%White	7% Black/Af. Am	60%Hispanic	3%Asian/Pac Islander	2%Other

1.2a - Additional 30 min for teacher planning

Data Justification/Effectiveness of Action: Universal Screeners - 75% of students on target for Social Emotional Learning, Elementary math screener 51% students on target for success, Elementary reading screener 49% students on target for success. Secondary A-G completion rates for all students up to 53.6% which is 2% higher than 2020, and graduation rates are maintaining an average 96% level for all students.

1.2 b - Assistant Principals

Data Justification/Effectiveness of Action: All schools have a full time or part time AP at the elementary level, all 7 middle schools have one AP - High Schools have 2 or more APs depending on enrollment levels. APs for Elementary Schools have been the point person on each campus for the Multi-Tiered System of Supports to ensure components and training sessions for leadership teams are in place, and they work with behavior prevention assistants to promote Restorative Practices and Positive Behavior and Intervention Supports.

1.3 a - Professional Learning for Culturally Responsive leading

Data Justification/Effectiveness of Action: The fifteen academy members participated in a cumulative exercise at the Nixon Library in Yorba Linda, CA with Dr. Jeff McCausland, CEO and Founder of Diamond6 Leadership & Strategy. McCausland led the group in a 1-Day Watergate Leadership Workshop. Reflections from members on how the experience in the academy impacted their personal growth and education were reported as highly satisfied, and inspiring.

1.3b - Professional Growth Systems (PGS) Teachers

Data Justification/Effectiveness of Action: PGS staff along with MTSS liaisons and Inclusion Specialists and highly qualified Staff Developers supported 215 teachers this year. Thirty-five teachers were assigned to group support/coaching due to short staffing- 159 were supported by the PGS staff 61 were supported by the other coaches brought in from MTSS. There were 24 interns, and 106 new teacher inductees. New teachers and interns needed more coaching than usual due to the unique needs of students returning from a pandemic, however RUSD can report a retention rate for new teachers in 2021-22 at 98.18%.

1.3c - Professional Growth Systems (PGS) Principals

Data Justification/Effectiveness of Action: 100% of principals are being retained in RUSD reaching the goal for the Professional Growth System services.

1.3d - PGS Classified Staff

Data Justification/Effectiveness of Action: Planning team – includes 6 classified staff, 2 PGS administrators and 1 CSEA labor representative who will prepare their plan for presentation by the end of 2022.

1.3e - Multi Tiered System of Support - Staff Training

Data Justification/Effectiveness of Action: Prevention assistants and SAP Psychologists - together performed 86 observations across 10 schools, 60 behavior support plans were put in place during the year, and the MTSS team conducted 373 consultations with admin and

teachers. There is now a consistent waiting list for services, with the Behavior Prevention Assistants (BPA) deployed constantly. The plan will increase to 15 Prevention Assistants next year and one additional Psychologist. Psychologists are knowledgeable experts and train the BPAs in their work and interventions in order to serve the whole child. Chronic Absenteeism_March 2022

1.3f - Multi Tiered System of Support - Site Training

Data Justification/Effectiveness of Action: Cumulative Results of SLT satisfaction survey 94% of participants agreed or strongly agreed the objective for the training was met, (2% increase from last session) and 81% have a plan to implement what they learned, (2% increase from last session) and 76% described their knowledge as strong after the last professional learning session.

1.3g - Multi Tiered System of Support - Admin. Training

Data Justification/Effectiveness of Action: Middle of the year universal screener results showed “Low risk/on track” results pertaining to SEL for 75% of RUSD students. The district target is 80% for all students in SEL. The Middle of the year results demonstrated a 2% increase from 1st screening to second screening. The Reading Screener results showed - 49% of our elem. students are at Low risk, which was the same as the 1st round of screening. Math results came in at 51% of elem. students being at Low Risk, which is a 1% increase since fall.

1.3h - Preschool Professional Development

Data Justification/Effectiveness of Action: Fifteen support staff, 25 preschool teachers and 72 preschool aides will participate in the summer professional development on building capacity, instructional practices and program coherence.

1.3i - Cultural Proficiency Coaching and PD

Data Justification/Effectiveness of Action: Several trainings for teachers and staff that resumed this year in partnership with EPOCH Education that focused on working through sensitive issues and how to create a culture of equity and belonging in RUSD. The Equity Learning Series for district staff and principals worked through a series of exercises on implicit bias (36 participants in small cohorts). At our comprehensive high schools, the Equity Learning Series and Compassionate Dialogue training were offered to staff at North HS (56 participants), Arlington HS (12 participants), Poly HS (15 participants) and Equity Coaching/Coherence Coaching took place at Martin Luther King HS (15 participants). (Action 1.3i)

1.3 j - Cultural Proficiency Training - Substitute Teachers

Data Justification/Effectiveness of Action: The video will be viewed by approximately 1500 staff/subs each year as a mandatory requirement. Next year the Innovation Learner Engagement team will create a video on how to use Google Classroom for substitutes to use at the beginning of the year.

1.4 a - Common Core State Standards PD

Data Justification/Effectiveness of Action: List of PDs conducted and completed, attendance records, Examples from the Kick Up professional registration tool shows: Elementary Grade Level Leader PD offerings - Total # of sessions: 17, Total # of people: 1,248; Eng. language Arts PD offerings - Total # of sessions: 30, Total # of people: 678; Elementary Math PD - Total # of sessions: 46, Total # of people: 518; Secondary Math PD - Total # of sessions: 26, Total # of people: 365. Designated Integrated PD will be fortified and strengthened for next year to close gaps for LTLS, ELs and Newcomers, Small group instruction in ELA will continue (going from tier1 to

tier2) and will benefit secondary teachers who are not usually using this strategy, using data to inform instruction, Gateway Literacy training will be expanded to address dyslexia (dyslexia laws). Providing interventions for all students in math with a focus on cognitive demand and shifting to the students' needs and increasing rigor levels of instructional practices is planned for 2022-23 based on assessment evidence.

1.4b - Technology Professional Development

Data Justification/Effectiveness of Action: Feedback was 100% positive from satisfaction surveys after the STEM Professional Development including successful-in-person training taking place on Saturdays. Some training was also done at staff meetings which also received positive feedback. All teachers in RUSD were also taught Digital Citizenship lessons using "Common Sense Media" curriculum – All TK-12 teachers completed the Digital Citizenship training in October. Other PD provided in this action included using Digital Tools in the classroom, and the continuation of the district wide "Girls Who Code Club" which was successful as a virtual event. This action produced an overall increase in teacher usage of online instructional/asynchronous trainings.

1.4c - English Learner Professional Development

Data Justification/Effectiveness of Action: EL Plan 2022-23 In the 20-21 school year, over 6,000 students took the ELPAC. Of those 6,000 students, 476 students received a 4, which is the first criteria for reclassification. Of the 476 students, 320 students have met the additional requirements for reclassification and are in the process of reclassifying. We will be monitoring the remaining 156 students to see if they meet the other requirements for reclassification.

1.4d - Ethnic Studies

Data Justification/Effectiveness of Action: Link to Materials Selections

1.4e - PD for Counselors on College and Career

Data Justification/Effectiveness of Action: Works with MTSS K-12 Counselors and with Secondary School Counselors. The MTSS school counseling plan is now in place, no grievances with school counselors this year, and 35 international transcript analyses was successful at the secondary level. The college and career managers are helping Middle Schools plan for next year - make sure there is vertical teaming happening 6-12. Working on getting Middle School counselors to Elementary sites for collaborative meetings has been challenging but more discussions and planning for next year are now on track. Additionally, the counselors are working with the English language development department on course codes to make sure EL students are placed in their classes correctly. Also, counselor managers are working with Special Education for science and math on adjusting the classes for course codes to make sure Students with Disabilities are on track for A-G to the extent possible. Work with Assistant Principals for Curriculum and Instruction is happening to make sure master schedules are reflecting appropriate course codes so transcripts record A-G classes correctly.

1.4f - PD for Career Tech Education

Data Justification/Effectiveness of Action: RUSD Business/Industry Partner List 4.28.22

1.5a - Safe Learning Environments

Data Justification/Effectiveness of Action: 5 SROs - School Resource Officers at the comprehensive high schools – but provide support for all the feeders in the respective cluster which empowers parents to get involved early on. SRO Activity

1.5b - Internet Safety

Data Justification/Effectiveness of Action: For this school year 2021-22, the cyber security program for RUSD has successfully completed the following: 7038 Blocks on Malware attempts; 5 Major Blocks on Command and Control Attacks, 397 Blocked Phishing Attempts.

1.5c - Digital Inclusion

Data Justification/Effectiveness of Action: Goal was met to provide a device for every student and teacher in the district (42,000), and there are over 2000 hot spots active currently. Funded positions out of ESSER helped to set up Chromebook repair shop so that now students are able to replace a Chromebook immediately and have the failed device shipped back to tech services for repair within the district. This is now an efficient system so there are no gaps in services for students and a turnaround loaner system is fully established which has been extremely successful. All old Chromebooks are harvested for parts to be reused in the district repair shop. This action involves a successful Networking team, a Field team (employees who repair teacher computers), the Service Center for repair, and the Phone center which together addressed over 30,000 work orders which was 10,000, more than the last 4 years.

1.5d - Student Demographic and College Readiness

Data Justification/Effectiveness of Action: Current monthly work order completion metric: All DQTs are at or over 100% Work Order completion for April, and the Year to Date work order completion average metric: All DQTs are 99-100% Work Order completion average from July to April. The District goal is 96% monthly and completion rate, which the current team is surpassing by approx. 4%.

1.5e - Grant Writer (Fully Implemented)

Data Justification/Effectiveness of Action: Current grants submitted - National Endowment for the Arts - after school elementary music and Congressman Takano's Community Project funding for play structure covers. Future grants include expansion for STEM programs, Cyber Security and Teacher Quality improvement.

1.5f - Preventive Maintenance for Classrooms

Data Justification/Effectiveness of Action: Links to work orders/in progress

1.5g - Maintain and Support Facilities

Data Justification/Effectiveness of Action: Summer 2022 Project List

1.5h - Caps and Gowns for Graduates

Data Justification/Effectiveness of Action: Equity distribution count for caps and gowns 2022: Arlington HS 430; JW North HS 565; Lincoln HS 160; ML King 680; Riverside Poly HS 504; Ramona HS 450; Riverside Virtual 168; STEM HS 56.

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

While our planned goals, metrics and desired outcomes have not altered, the powerful feedback from our valued Educational partners influenced the changes in funding for our Actions/Services. Riverside Unified will use monetary increases from the supplemental Concentration add-on, our designated LCAP carry over funds from 2021-22, and the increased funding from our unduplicated student count moving from 69% to 75%. The desired outcome for each of the following Actions/Services listed reflects an increase or decrease in funding to further support, expand or transfer funds from the current work happening in the particular area as specified in the Action:

1.2 a Additional 30 min. for teacher planning – Mandatory increases in salary COLA (+$158,378)

1.2b Assistant Principals – Mandatory increases in salary COLA (+$1,718,392)

1.3 b Professional Growth Systems Teacher – Increases in positions and mandatory increases in salary COLA (+$275,251)

1.3d PGS Classified Staff - Increase in positions and Title II funds to complete and pilot implementation plan for classified PGS program (+$223,140)

1.3e Multi-Tiered System of Supports/Staff Training - Increase in positions to fully complete MTSS trainings and school site implementation including balanced adult /student ratios at high need schools (+$7,928,286) (this in addition to what was allocated last year)

1.3 g Multi-Tiered System of Supports/Admin. Training - Artificially high in Expanded Learning Opportunities (ELO) grant, reduction made in ELO funding (-$547,014)

1.4 a Common Core State Standards - Increases in Integrated and Designated English Learner Development training across all schools and increase Title I funding (+$710,536)

1.4c English learner Professional Development - Additional training and implementation of Las Links program for English learner students and increase in Title III funding (+$318,863)

1.4 d Ethnic studies - Increase in professional learning opportunities for implementation of new curriculum (+$101,393)

1.5 c Digital Inclusion - Increase in funding to support large-scale Chromebook refresh and repair across all schools as needed (+$2,569,014)

1.5d Student Demographic and College Readiness – Increase in positions and mandatory salary increases COLA (+$460,708)

1.5e Grant Writer - Increase in position for new data tech to track all LCAP data on demand (+$152,808)

1.5g Maintain and Support Facilities - Increase for school repairs across district - from base funding only (+$2,081,209)

1.5h Caps and Gowns for Graduates - Increase for anticipated number of graduates, inflation costs, 1.0 FTE Dropout Retention specialist added (+$129,086)

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal 2

Goal #	Description
Goal 2	Provide Students Choices that Prepare Them for College and Career Pathways State Priorities: Priority 4 - Pupil Achievement for Pupil Outcomes; Priority 5 - Pupil Engagement for Engagement; Priority 7 - Course Access for Conditions of Learning; Priority 8 - Other Pupil Outcomes for Pupil Outcomes

An explanation of why the LEA has developed this goal.

Using a variety of strategies, RUSD will dig deeper into the areas that have the highest impact on college and career readiness. Based on student and parent feedback it is essential that we provide early exposure to career options, already in K thru 8 by helping students identify that they will eventually become part of a vital workforce. Seventh through twelfth graders will be offered rigorous course options, career technical education, advanced placement courses and dual enrollment options to prepare them for college and career paths. All RUSD students will be educated in civics and ethnic studies to guide them into productive citizenry and give them the infrastructure to live socially and emotionally healthy lifestyles with respect for diverse peoples and cultures.

The following Actions were developed in support of Goal 2: Provide students choices that prepare them for college and career pathways

2.1 Tier 1 Instructional materials and educational programs

2.2 Tier 2 and 3 Supports that meet students at their current levels and promote their growth

2.3 Provide financial support for Single Plan for Student Achievement (SPSA)

The Actions/Services and Metrics grouped together for this goal will achieve the goal by specifically conducting programs and supports to address the targeted needs of unduplicated pupils and all students in the area of college and career readiness. Implementing universal screeners across Tk-12 for social emotional health/learning, math and science, along with establishing strong Designated and Integrated English Language Development are key in preparing students for academic achievement. Providing Arts, STEM and Career Technical Education along with afterschool and summer programs prepare students to be world ready, and offering dual enrollment and Dual Language Immersion opportunities offers students/teachers a variety in instructional delivery. To ensure success for struggling learners as well as accelerated learners, AVID programs, credit recovery/tutoring, International Baccalaureate and Advanced Placement programs give our young people a chance to close gaps in both achievement and equity. RUSD also provides targeted support for African American students, American Indian students and Hispanic students through our Heritage, Legacy and Puente programs within our various secondary schools. Finally, essential programs for our Students with Disabilities, Foster Youth, English learners, Low income and Preschoolers all lead to students finding their next steps and direction after high school. Goal two was developed to monitor achievement metrics including California Dashboard data and Interim Benchmark Assessments on student progress “toward standard” in Math and English Language Arts (ELA), English learner progress, A-G accomplishment rates for high school students, graduation/dropout rates, student progress in Advance Placement and International Baccalaureate programs, results from Universal Screeners in math, ELA and social emotional learning, and

student placement on the College and Career Readiness Indicator which includes progress in Career Technical Education pathways. RUSD strives to ensure all students acquire the disposition of a graduate, and grow up to become a contributing member of society.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard ELA Indicator: Distance from Standard - All Students	Dashboard Status (Fall 2019, CA Dashboard): 1.7 points below standard - Medium Status Dashboard Change (Fall 2019, CA Dashboard): Increased by 5.4 DFS Dashboard Performance: Green	Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for ELA As a result, 2021-22 District Interim Assessment being substituted: 30.2% Met/Exceeded Standard			Dashboard Status (Fall 2024, CA Dashboard): 7.3 points above standard - Medium Status Dashboard Performance: Green

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard ELA Indicator: Distance from Standard - African American	Dashboard Status (Fall 2019, CA Dashboard): 14.5 points below standard - Low Status Dashboard Change (Fall 2019, CA Dashboard): Increased by 8.6 DFS Dashboard Performance: Yellow	Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for ELA As a result, 2021-22 District Interim Assessment being substituted: 25.2% Met/Exceeded Standard			Dashboard Status (Fall 2024, CA Dashboard): 2.5 points below standard - Medium Status Dashboard Performance: Green
CA Dashboard ELA Indicator: Distance from Standard - Hispanic	Dashboard Status (Fall 2019, CA Dashboard): 17.3 points below standard - Low Status Dashboard Change (Fall 2019, CA Dashboard): Increased by 6.0 DFS Dashboard Performance: Yellow	Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for ELA As a result, 2021-22 District Interim Assessment being substituted: 28.0% Met/Exceeded Standard			Dashboard Status (Fall 2024, CA Dashboard): 5.3 points below standard - Low Status Dashboard Performance: Yellow

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard ELA Indicator: Distance from Standard - English Learners	Dashboard Status (Fall 2019, CA Dashboard): 52.3 points below standard - Low Status Dashboard Change (Fall 2019, CA Dashboard): Maintained by 1.4 DFS Dashboard Performance: Orange	Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for ELA As a result, 2021-22 District Interim Assessment being substituted: 5.8% Met/Exceeded Standard			Dashboard Status (Fall 2024, CA Dashboard): 40.0 points below standard - Low Status Dashboard Performance: Yellow
CA Dashboard ELA Indicator: Distance from Standard - Socioeconomically Disadvantaged	Dashboard Status (Fall 2019, CA Dashboard): 22.9 points below standard - Low Status Dashboard Change (Fall 2019, CA Dashboard): Increased by 4.9 DFS Dashboard Performance: Yellow	Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for ELA As a result, 2021-22 District Interim Assessment being substituted: 28.1% Met/Exceeded Standard			Dashboard Status (Fall 2024, CA Dashboard): 10.9 points below standard - Low Status Dashboard Performance: Yellow

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard ELA Indicator: Distance from Standard - Foster Youth	Dashboard Status (Fall 2019, CA Dashboard): 30.7 points below standard - Low Status Dashboard Change (Fall 2019, CA Dashboard): Increased by 18.5 DFS Dashboard Performance: Yellow	Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for ELA As a result, 2021-22 District Interim Assessment being substituted: Foster Youth indicator not available for District Interim assessments			Dashboard Status (Fall 2024, CA Dashboard): 18.7 points below standard - Low Status Dashboard Performance: Yellow
CA Dashboard ELA Indicator: Distance from Standard - Students with Disabilities	Dashboard Status (Fall 2019, CA Dashboard): 92.9 points below standard - Very Low Status Dashboard Change (Fall 2019, CA Dashboard): Increased by 11.5 DFS Dashboard Performance: Orange	Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for ELA As a result, 2021-22 District Interim Assessment being substituted: 10.3% Met/Exceeded Standard			Dashboard Status (Fall 2024, CA Dashboard): 80.9 points below standard - Low Status Dashboard Performance: Orange

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard Math Indicator: Distance from Standard - All Students	Dashboard Status (Fall 2019, CA Dashboard): 40.7 points below standard - Low Status Dashboard Change (Fall 2019, CA Dashboard): Maintained by 1.0 DFS Dashboard Performance: Orange	Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for Math As a result, 2021-22 District Interim Assessment being substituted: 32.6% Met/Exceeded Standard			Dashboard Status (Fall 2024, CA Dashboard): 31.7 points above standard - Low Status Dashboard Performance: Yellow
CA Dashboard Math Indicator: Distance from Standard - African American	Dashboard Status (Fall 2019, CA Dashboard): 60 points below standard - Low Status Dashboard Change (Fall 2019, CA Dashboard): Increased by 5.1 DFS Dashboard Performance: Yellow	Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for Math As a result, 2021-22 District Interim Assessment being substituted: 23.1% Met/Exceeded Standard			Dashboard Status (Fall 2024, CA Dashboard): 48 points below standard - Low Status Dashboard Performance: Yellow

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard Math Indicator: Distance from Standard - Hispanic	Dashboard Status (Fall 2019, CA Dashboard): 58.6 points below standard - Low Status Dashboard Change (Fall 2019, CA Dashboard): Maintained by 1.1 DFS Dashboard Performance: Orange	Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for Math As a result, 2021-22 District Interim Assessment being substituted: 27.4% Met/Exceeded Standard			Dashboard Status (Fall 2024, CA Dashboard): 46.6 points below standard - Low Status Dashboard Performance: Yellow
CA Dashboard Math Indicator: Distance from Standard - English Learners	Dashboard Status (Fall 2019, CA Dashboard): 84.8 points below standard - Low Status Dashboard Change (Fall 2019, CA Dashboard): Maintained by 2.1 DFS Dashboard Performance: Orange	Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for Math As a result, 2021-22 District Interim Assessment being substituted: 12.8% Met/Exceeded Standard			Dashboard Status (Fall 2024, CA Dashboard): 72.8 points below standard - Low Status Dashboard Performance: Yellow

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard Math Indicator: Distance from Standard - Socioeconomically Disadvantaged	Dashboard Status (Fall 2019, CA Dashboard): 63.8 points below standard - Low Status Dashboard Change (Fall 2019, CA Dashboard): Maintained by 0.1 DFS Dashboard Performance: Orange	Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for Math As a result, 2021-22 District Interim Assessment being substituted: 30.7% Met/Exceeded Standard			Dashboard Status (Fall 2024, CA Dashboard): 51.8 points below standard - Low Status Dashboard Performance: Yellow
CA Dashboard Math Indicator: Distance from Standard - Foster Youth	Dashboard Status (Fall 2019, CA Dashboard): 82.1 points below standard - Low Status Dashboard Change (Fall 2019, CA Dashboard): Decreased by 6.8 DFS Dashboard Performance: Orange	Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for Math As a result, 2021-22 District Interim Assessment being substituted: Foster Youth indicator not available for District Interim assessments			Dashboard Status (Fall 2024, CA Dashboard): 70.4 points below standard - Low Status Dashboard Performance: Yellow

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard Math Indicator: Distance from Standard - Students with Disabilities	Dashboard Status (Fall 2019, CA Dashboard): 130.7 points below standard - Very Low Status Dashboard Change (Fall 2019, CA Dashboard): Increased by 8.2 DFS Dashboard Performance: Orange	Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for Math As a result, 2021-22 District Interim Assessment being substituted: 13.8% Met/Exceeded Standard			Dashboard Status (Fall 2024, CA Dashboard): 118.7 points below standard - Low Status Dashboard Performance: Orange
EAP - ELA (CAASPP/SBAC) All Students	Students designated as “Ready” (CAASPP, 2019): 25.75%	Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for ELA As a result, Gr. 11 2021-22 District Interim Assessment being substituted: 41.1% Met/Exceeded Standard			Students designated as “Ready” (CAASPP, 2024): 34.75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EAP - Math (CAASPP/SBAC) All Students	Students designated as “Ready” (CAASPP, 2019): 10.92%	Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for Math As a result, Gr. 11 2021-22 District Interim Assessment being substituted: 38.5% Met/Exceeded Standard			Students designated as “Ready” (CAASPP, 2024): 16.92%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress Indicator - ELPI (CA Dashboard)	Students making progress toward proficiency (Fall 2019, CA Dashboard): 40.9% Status: Low	Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for ELPI. As a result, 2021-22 District Monitoring Assessment (LAS Links) being substituted: 35.9% (n=1869): Students at Beginning Lvl 29.1% (n=1513): Students at Early Intermediate Lvl 26.5% (n=1375): Students at Intermediate Lvl 8.2% (n=424): Students at Proficient Lvl 0.3% (n=11): Students at Above Proficient Lvl			Students making progress toward proficiency (Fall 2022, CA Dashboard): 53% Status: Medium
English Learner Reclassification Rate (DataQuest)	English Learner Reclassification Rate (DataQuest, 2019-20): 19.1%	English Learner Reclassification Rate (Ellevation [internal], as of 4/22): 5.9%			English Learner Reclassification Rate (DataQuest, 2022-23): 26.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students completing UC/CSU entrance requirements - “A-G” (DataQuest) All Students	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2019-20): 51.6%	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2020-21): 53.6%			Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2022-23): 54.6%
Students completing UC/CSU entrance requirements - “A-G” (DataQuest) African American	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2019-20): 47.2%	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2020-21): 55.1%			Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2022-23): 50.2%
Students completing UC/CSU entrance requirements - “A-G” (DataQuest) Hispanic	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2019-20): 46.3%	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2020-21): 47.9%			Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2022-23): 49.3%
Students completing UC/CSU entrance requirements - “A-G” (DataQuest) English Learners	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2019-20): 27.0%	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2020-21): 26.6%			Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2022-23): 30.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students completing UC/CSU entrance requirements - “A-G” (DataQuest) Socioeconomically Disadvantaged	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2019-20): 43.7%	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2020-21): 46.0%			Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2022-23): 46.7%
Students completing UC/CSU entrance requirements - “A-G” (DataQuest) Foster Youth	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2019-20): 32.1%	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2020-21): 10.0%			Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2022-23): 35.1%
Students completing UC/CSU entrance requirements - “A-G” (DataQuest) Students with Disabilities	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2019-20): 11.7%	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2020-21): 13.2%			Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2022-23): 14.7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard Graduation Rate Indicator All Students	Dashboard Status (Fall 2020, CA Dashboard): 96.4% Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022 Dashboard Performance (Fall 2020, CA Dashboard): n/a	Dashboard Status (Fall 2021, CA Dashboard): 96.2% CA Dashboard did not publish Change or Performance color for Fall 2021			Dashboard Status (Fall 2023, CA Dashboard): 97.0% Dashboard Performance (Fall 2023, CA Dashboard): Blue
CA Dashboard Graduation Rate Indicator African American	Dashboard Status (Fall 2020, CA Dashboard): 98.5% Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022 Dashboard Performance (Fall 2020, CA Dashboard): n/a	Dashboard Status (Fall 2021, CA Dashboard): 94.5% CA Dashboard did not publish Change or Performance color for Fall 2021			Dashboard Status (Fall 2023, CA Dashboard): 98.5% Dashboard Performance (Fall 2023, CA Dashboard): Blue

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard Graduation Rate Indicator Hispanic	Dashboard Status (Fall 2020, CA Dashboard): 96.2% Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022 Dashboard Performance (Fall 2020, CA Dashboard): n/a	Dashboard Status (Fall 2021, CA Dashboard): 95.8% CA Dashboard did not publish Change or Performance color for Fall 2021			Dashboard Status (Fall 2023, CA Dashboard): 97.0% Dashboard Performance (Fall 2023, CA Dashboard): Blue
CA Dashboard Graduation Rate Indicator English Learners	Dashboard Status (Fall 2020, CA Dashboard): 93.1% Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022 Dashboard Performance (Fall 2020, CA Dashboard): n/a	Dashboard Status (Fall 2021, CA Dashboard): 88.0% CA Dashboard did not publish Change or Performance color for Fall 2021			Dashboard Status (Fall 2023, CA Dashboard): 96.1% Dashboard Performance (Fall 2023, CA Dashboard): Blue

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard Graduation Rate Indicator Socioeconomically Disadvantaged	Dashboard Status (Fall 2020, CA Dashboard): 95.9% Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022 Dashboard Performance (Fall 2020, CA Dashboard): n/a	Dashboard Status (Fall 2021, CA Dashboard): 95.6% CA Dashboard did not publish Change or Performance color for Fall 2021			Dashboard Status (Fall 2023, CA Dashboard): 97% Dashboard Performance (Fall 2023, CA Dashboard): Blue
CA Dashboard Graduation Rate Indicator Foster Youth	Dashboard Status (Fall 2020, CA Dashboard): 87.9% Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022 Dashboard Performance (Fall 2020, CA Dashboard): n/a	Dashboard Status (Fall 2021, CA Dashboard): Unknown due to size of cohort - Less than 11 students district wide (state suppresses figures for confidentiality) CA Dashboard did not publish Change or Performance color for Fall 2021			Dashboard Status (Fall 2023, CA Dashboard): 90.9% Dashboard Performance (Fall 2023, CA Dashboard): Green

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard Graduation Rate Indicator Students with Disabilities	Dashboard Status (Fall 2020, CA Dashboard): 85.3% Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022 Dashboard Performance (Fall 2020, CA Dashboard): n/a	Dashboard Status (Fall 2021, CA Dashboard): 82.8% CA Dashboard did not publish Change or Performance color for Fall 2021			Dashboard Status (Fall 2023, CA Dashboard): 88.3% Dashboard Performance (Fall 2023, CA Dashboard): Green
Advanced Placement (AP) All Students	Advanced Placement (AP) - Students completing AP exams with 3 or higher (College Board, 2019-20): 66.7%	Advanced Placement (AP) - Students completing AP exams with 3 or higher (College Board, 2020-21): 53.5%			Advanced Placement (AP) - Students completing AP exams with 3 or higher (College Board, 2021-22): 75.7%
International Baccalaureate (IB) All Students	International Baccalaureate (IB) - Students completing IB exams with 4 or higher (IB, 2019-20): 36.1%	International Baccalaureate (IB) - Students completing IB exams with 4 or higher (IB, 2020-21): 63%			International Baccalaureate (IB) - Students completing IB exams with 4 or higher (IB, 2022-23): 45.1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School 4 Year Adjusted Cohort Dropout Rate All Students	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2019-20): 1.8%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2020-21): 2.2%			High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 0.8%
High School 4 Year Adjusted Cohort Dropout Rate African American	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2019-20): 1.5%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2020-21): 3.2%			High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 0.5%
High School 4 Year Adjusted Cohort Dropout Rate Hispanic	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2019-20): 2.3%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2020-21): 2.5%			High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 0.8%
High School 4 Year Adjusted Cohort Dropout Rate English Learners	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2019-20): 5.6%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2020-21): 7.7%			High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 2.6%
High School 4 Year Adjusted Cohort Dropout Rate Foster Youth	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2019-20): 9.4%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2020-21): 15.4%			High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 6.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School 4 Year Adjusted Cohort Dropout Rate Students with Disabilities	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2019-20): 3.1%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2020-21): 4.1%			High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 1.6%
Middle School Dropout Rate All Students	Middle School Rate (CALPADS, 2019-20): 0.11%	Middle School Rate (CALPADS, 2020-21): 0.05%			Middle School Rate (CALPADS, 2022-23): 0.11%
Universal Screener, Reading All Students	Universal Screening, Reading (2021-22): 72% of RUSD students will meet or exceed end of year learning goals (measured by Rate of Improvement growth)	Universal Screening, Reading (2021-22): 86% of RUSD students meet or exceed middle of year learning goals (measured by Rate of Improvement growth)			Universal Screening, Reading (2023-24): 80% of RUSD students will meet or exceed end of year learning goals (measured by Rate of Improvement growth)
Universal Screener, Math All Students	Universal Screening, Math (2021-22): 72% of RUSD students will meet or exceed end of year learning goals (measured by Rate of Improvement growth)	Universal Screening, Reading (2021-22): 85% of RUSD students meet or exceed middle of year learning goals (measured by Rate of Improvement growth)			Universal Screening, Math (2023-24): 80% of RUSD students will meet or exceed end of year learning goals (measured by Rate of Improvement growth)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard College/Career Indicator All Students	Dashboard Status (Fall 2020, CA Dashboard): 47.7% Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022 Dashboard Performance (Fall 2020, CA Dashboard): n/a	Metric outcomes are Unknown at this time - they have not been calculated by CDE. It is anticipated that the CDE will calculate this indicator for Fall 2022 (Spring 2022).			Dashboard Status (Fall 2023, CA Dashboard): 53.7% Dashboard Performance (Fall 2023, CA Dashboard): Green
CA Dashboard College/Career Indicator African American	Dashboard Status (Fall 2020, CA Dashboard): 34.0% Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022 Dashboard Performance (Fall 2020, CA Dashboard): n/a	Metric outcomes are Unknown at this time - they have not been calculated by CDE. It is anticipated that the CDE will calculate this indicator for Fall 2022 (Spring 2022).			Dashboard Status (Fall 2023, CA Dashboard): 43.0% Dashboard Performance (Fall 2023, CA Dashboard): Green

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard College/Career Indicator Hispanic	Dashboard Status (Fall 2020, CA Dashboard): 42.4% Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022 Dashboard Performance (Fall 2020, CA Dashboard): n/a	Metric outcomes are Unknown at this time - they have not been calculated by CDE. It is anticipated that the CDE will calculate this indicator for Fall 2022 (Spring 2022).			Dashboard Status (Fall 2023, CA Dashboard): 48.4% Dashboard Performance (Fall 2023, CA Dashboard): Green
CA Dashboard College/Career Indicator English Learners	Dashboard Status (Fall 2020, CA Dashboard): 18.7% Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022 Dashboard Performance (Fall 2020, CA Dashboard): n/a	Metric outcomes are Unknown at this time - they have not been calculated by CDE. It is anticipated that the CDE will calculate this indicator for Fall 2022 (Spring 2022).			Dashboard Status (Fall 2023, CA Dashboard): 43.0% Dashboard Performance (Fall 2023, CA Dashboard): Yellow

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard College/Career Indicator Socioeconomically Disadvantaged	Dashboard Status (Fall 2020, CA Dashboard): 39.7% Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022 Dashboard Performance (Fall 2020, CA Dashboard): n/a	Metric outcomes are Unknown at this time - they have not been calculated by CDE. It is anticipated that the CDE will calculate this indicator for Fall 2022 (Spring 2022).			Dashboard Status (Fall 2023, CA Dashboard): 45.7% Dashboard Performance (Fall 2023, CA Dashboard): Green
CA Dashboard College/Career Indicator Foster Youth	Dashboard Status (Fall 2020, CA Dashboard): 21.9% Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022 Dashboard Performance (Fall 2020, CA Dashboard): n/a	Metric outcomes are Unknown at this time - they have not been calculated by CDE. It is anticipated that the CDE will calculate this indicator for Fall 2022 (Spring 2022).			Dashboard Status (Fall 2023, CA Dashboard): 43.0% Dashboard Performance (Fall 2023, CA Dashboard): Yellow

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard College/Career Indicator Students with Disabilities	Dashboard Status (Fall 2020, CA Dashboard): 9.8% Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022 Dashboard Performance (Fall 2020, CA Dashboard): n/a	Metric outcomes are Unknown at this time - they have not been calculated by CDE. It is anticipated that the CDE will calculate this indicator for Fall 2022 (Spring 2022).			Dashboard Status (Fall 2023, CA Dashboard): 18.8% Dashboard Performance (Fall 2023, CA Dashboard): Yellow
Students completing CTE Pathway by end of 12th grade year. All Students	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2019-20): 8.0%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2020-21): 6.3%			Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2023-24): 11.0%
Students completing CTE Pathway by end of 12th grade year. African American	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2019-20): 6.4%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2020-21): 4.5%			Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2023-24): 9.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students completing CTE Pathway by end of 12th grade year. Hispanic	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2019-20): 8.8%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2020-21): 5.7%			Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2023-24): 11.8%
Students completing CTE Pathway by end of 12th grade year. English Learners	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2019-20): 10.2%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2020-21): 3.2%			Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2023-24): 13.2%
Students completing CTE Pathway by end of 12th grade year. Socioeconomically Disadvantaged	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2019-20): 8.3%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2020-21): 5.7%			Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2023-24): 11.3%
Students completing CTE Pathway by end of 12th grade year. Homeless	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2019-20): 9.1%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2020-21): 4.7%			Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2023-24): 12.1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students completing CTE Pathway by end of 12th grade year. Students with Disabilities	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2019-20): 7.1%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2020-21): 3.5%			Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2023-24): 10.1%
Students completing CTE Pathway and Completing CSU/UC Requirements by end of 12th grade year. All Students	Percentage of students completing CTE Pathway and Completing CSU/UC Requirements by end of 12th grade year. (CALPADS, 2019-20): 4.2%	Percentage of students completing CTE Pathway and Completing CSU/UC Requirements by end of 12th grade year. (CA Dashboard - CCI Details Report, 2020-21): 4.4%			Percentage of students completing CTE Pathway and Completing CSU/UC Requirements by end of 12th grade year. (CALPADS, 2022-23): 5.7%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1a	Universal Screeners	Screen all students (beginning with grades TK-6, moving to secondary grades in a phased process) using the RUSD adopted universal screener tools for English language arts, mathematics, and social-emotional/behavioral learning to identify and adjust instruction to meet students' specific needs and close learning gaps, accelerate, and extend learning. (LCFF)	$249,697	Y
2.1b	Textbook and Core Instructional Materials	Continue to implement the multi-year plan for textbook/material adoption to ensure access to core instructional materials. (Discontinued in LCAP)	$0	N

Action #	Title	Description	Total Funds	Contributing
2.1c	Ethnic Studies Plan	Create and implement a comprehensive Ethnic Studies Plan including: a) An updated rigorous history-social science curriculum that aligns to the framework and includes current, accurate, and age-appropriate resources that highlight multiple racial/ethnic perspectives. b) A district repository for supplemental resources c) Library media with diverse authors, characters, and points of view (LCFF)	$54,475	Y
2.1d	STEM Opportunities for All Students	Provide high quality STEM opportunities to serve all students (Tier 1) and provide increased access for unduplicated student groups to district-wide enrichment opportunities and broaden student options in STEM focused pathways and future careers. (LCFF)	$300,450	Y
2.1e	Next Generation Science Standards	Provide high quality instruction in Next Generation Science Standards (NGSS) and science opportunities to serve all students (Tier 1) with a focus on “non-dominant” groups. (LCFF)	$382,145	Y
2.1f	English Learner Designated ELD	Provide additional support for English learners at the high school level to increase language proficiency and academic performance, and use the Ellevation platform to monitor the progress of English learners and Re designated Fluent English Proficient (RFEP) students. (LCFF)	$2,859,483	Y
2.1g	VAPA for All Students	Continue to implement the RUSD Arts Plan, including “Arts-to-Go Lessons,” to provide a high-quality arts education for all students in PreK through 12th grade to reach their highest creative potential. (LCFF)	$3,959,425	Y
2.1h	Academic, Career, and Social-Emotional Supports	Provide students with academic, career, and social emotional support services and guidance leading to an increase in student enrollment in college in the fall immediately following high school graduation. Supports will address students’ transition from high school to college enrollment. (LCFF)	$1,402,346	Y

Action #	Title	Description	Total Funds	Contributing
2.1i	IB Program	Provide a challenging IB program to 10th-12th grade students, consisting of personalized counseling, mentorship, tutoring, and other additional supports for IB diploma program track students. (LCFF)	$319,088	Y
2.1j	Dual Enrollment	Increase Dual Enrollment courses completed at RUSD high school. (LCFF)	$130,000	Y
2.1k	Career and Technical Education Programs	Continue to design and expand Career Technical Education (CTE) Programs to promote college, career, and world readiness, through a partnership with Riverside County Office of Education, offering additional class sections, real-world experiences, and fostering student leadership. Continue to implement Project Lead the Way (PLTW) and Gateway to PLTW. (LCFF/ Academies)	$3,168,514	Y
2.1l	Expand DLI Program	Expand the DLI program to promote bilingualism/biliteracy skills and monitor student academic and language progress utilizing District Formative Assessments, Idea Proficiency Test (IPT) language assessment and state exams. (LCFF)	$12,762,371	Y
2.2a	Summer Learning Programs	Expand learning time for elementary, middle and high school students to accelerate progress to close learning gaps by providing after school and summer learning programs for unduplicated and at-promise students to build foundational skills in literacy and mathematics. (LCFF)	$1,144,115	Y
2.2b	AVID Programs	Continue to implement the AVID program at the elementary and secondary levels to provide students with targeted educational support and increase A-G attainment. (LCFF /Title I)	$1,187,266	Y
2.2c	Tier II & Tier III Intensive Interventions- Credit Recovery	Provide Tier II Strategic, and Tier III Intensive intervention at secondary schools to close the achievement gap for students who are underperforming and provide support to increase opportunities for students at each comprehensive high school to recover course credits for the purpose of staying on track for graduation. (LCFF / ESSER III)	$2,247,344	Y

Action #	Title	Description	Total Funds	Contributing
2.2d	Advanced Placement Courses	Decrease the opportunity gap and increase college credit eligibility for underrepresented and unduplicated student groups by providing supports in Advanced Placement courses. (LCFF)	$25,000	Y
2.2e	Heritage, Legacy, Puente Programs	Maintain and equitably distribute student support programs (via staffing and targeted activities) to provide underrepresented and unduplicated students in grades 10-12 with targeted educational and social-emotional support, leading to increased A-G attainment. ● Heritage Program (African American Students) ● Legacy Program (English learner Students) ● Puente Program (Hispanic Students) (LCFF /Title III)	$1,061,432	Y
2.2f	Strategic and Intensive Services for English Learners	Provide Tier II (Strategic) and Tier III (Intensive) support services for newcomer English learners and English learners not making progress to increase the acquisition of the English language, including expanded learning opportunities. (LCFF/Title I/Title III)	$800,641	Y
2.2g	Case Management for Foster Youth	Provide coordinated case management services in collaboration with site administrators, guidance counselors, Foster Youth and Education Rights Holders to meet the academic, socio-emotional, and college/career needs of Foster Youth in RUSD. (Title I)	$201,285	N
2.2.h	Staff Collaboration for Students with Disabilities	Increase collaboration among staff who support unduplicated students in special education and their general education colleagues to ensure inclusive and accessible learning environments for students and families. (LCFF/ Special Education)	$1,045,055	Y

Action #	Title	Description	Total Funds	Contributing
2.2i	Social Emotional Support for Preschool Students	Provide unduplicated students increased and expanded preschool opportunities to build a strong academic and social emotional foundation for students, including Spanish preschool for English learners to increase primary language proficiency. (LCFF/ Title I / State Preschool)	$577,465	Y
2.3a	Additional Allocations to Sites for Unduplicated Support	Provide additional allocations to sites to increase support for the learning and well-being of unduplicated students based on student academic, social-emotional and behavioral data such as additional academic interventions, support for addressing barriers to improved student attendance, additional language support for English learners, and peer counseling. (LCFF / ESSER III)	$5,969,049	Y
2.3b	Library Media Assistants	Library Media Assistants communicate the information from supplemental and textbook resources to teachers; manage and disseminate the 1:1 Chromebook ratio at each school site; define and endorse library policies, digital citizenship and advocate for the library media program within the site Single Plan for Student Achievement.	$1,709,336	Y
2.3c	Combination Class Reduction	Reduce the number of combination classes at the elementary level and maintain lower class sizes.	$7,063,614	Y

Goal Analysis for [2022-23]

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

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

2.1a - Universal Screeners

Challenges in Implementation: TK-1 universal screener assessment is one-to-one (teacher/student) and is time prohibitive on teachers (will screen twice a year rather than 3 times a year for 2022-23)

Successes in Implementation: Licenses for the Fast bridge Screener - successfully implemented, budget spent down, students scoring in the High Risk are receiving Tier 2 and Tier 3 services and further risk assessments have been conducted to determine the best array of services for their needs.

2.1b - Textbook and Core Instructional Materials

Challenges in Implementation: The 10-year plan for district textbook adoption is complete after being paused last year.

Successes in Implementation: The following is a proposed plan for future adoptions the dollars allocated for each adoption across the next 10 years. This action will not be funded through LCAP supplemental/concentration dollars.

2.1c - Ethnic Studies Plan

Challenges in Implementation: Some books teachers requested for ethnic studies and culturally responsive teaching/leaders are now out of print. Time for building the curriculum took longer than expected, schedules were tight for everyone, and substitutes were not available for teacher pull out meetings.

Successes in Implementation: Building in house curriculum for the district repository for supplemental resources by the history TOSAS is complete. The district will be expanding ethnic studies at elementary level starting at 3rd grade, and remaining funds in this action will be used to address this new curriculum in a special professional development session. Library media with diverse authors, characters and point of view was purchased to include several hundred books for TK-12. Elementary is getting a diverse mixed box of books, and access to a diverse set of books for every grade level - for secondary it is expanding the literature novel choices for grades 7-12.

2.1d - STEM Opportunities for All Students

Challenges in Implementation: Professional Development for teachers on using the new STEM kits and creating enrichment activities for elementary school were done virtually so costs were down, and model teaching in classrooms replaced full PD sessions.

Successes in Implementation: 3 TOSAS for the Innovation and Learner Engagement department conducted over 200 model lessons (from STEM Kits including Lego engineering, Speros, Micro bits, Ozo bots) in led STEM activities at every elementary school – the teachers met their instructional goals by having over 6000 students going through their lesson rotations for STEM activities across all elementary schools (similar to Arts to Go style). Lego Education wants to right a white paper on the work that RUSD did with the Lego engineering lessons.

2.1e - Next Generation Science Standards

Challenges in Implementation: Professional Development has been difficult – the team didn't get to conduct full day professional development for High School teachers due to Sub Shortages. The NGSS team is trying to build common assessments with Middle School and High School science departments, but was had to do it after school due to substitute shortages, so participation was smaller than expected.

Successes in Implementation: Rolling out the STEAM camp for all 6th graders (3000 students across the district) happened in spring of 2022. Teachers received lessons designed by the RUSD STEM team - teachers just had to push "play" for all lessons across one full week. NGSS curriculum was addressed at all grade levels, and Elementary Mystery Science (activity packets) were created and given to each teacher to use with Mystery Science. High Schools science teachers have had their lab materials replenished this year along with Bio, Chem and Physics and AP sciences receiving new curriculum this year. Gizmo simulation software was purchased in order to provide all high school science teachers with Gizmo, and in turn RUSD have doubled student usage in a year.

2.1f - English Learner Designated (ELD)

Challenges in Implementation: Professional Development for Ellevation was conducted virtually, after school instead of releasing teachers. Lack of substitutes and the COVID surge prevented normal plan for Professional Development.

Successes in Implementation: 2 English Language Development Teachers for grades 7 thru 12, middle school and high school are funded in this action. They work with up to 150 students each when assisting teachers/students on reclassification skills for English learners. (a little above 70% reclassification rates are happening for those students who make it to level 4)

2.1g - VAPA for All Students

Challenges in Implementation: Slow start to the year for Visual and Performing Arts - COVID related protocols pushed everything in a different direction - safety protocols were in place but time consuming - supply chain logistics slowed down programs and productivity

Successes in Implementation: Events are back on track - high school Art shows, District wide choir concert, Chalk Drawing Day in downtown Riverside, 4th grade music across the district for 45 minutes per week is a huge accomplishment for this year. Positive feedback from student and teachers is prompting larger enrollments in music offering for next year. Next year additional dollars placed into this action will be used for band/strings, the anticipated bump in 5th and 6th grade afterschool music programs due to 4th grade music program. Over 4000 Arts to Go lessons were provided at the elementary schools this year sponsored by the Riverside Arts Museum.

2.1h - Academic, Career, and Social-Emotional Supports

Challenges in Implementation: Helping students and families entering with international transcripts to understand what transfers for full credit into the Riverside Unified School District graduation requirements. Not all international courses transfer “neatly” into our system. The transcript service contract utilized by the district is coming to the end and will need to be renewed. College and career workshops were conducted online resulting in a huge cost savings, thus the total budget was not spent down, but activities still took place as scheduled.

Successes in Implementation: COVID slowed down all transcript reviews last year - but all transcript reviews for international students were completed this year with services from Parchment Transcript. College and Career Workshops were all virtual and still well attended serving over 750+ students.

2.1i - IB Program

Challenges in Implementation: There was a substantial dip in enrollment in the International Baccalaureate program in RUSD during the 2020-21 school closures which will by default lower the number of graduates receiving the IB Diploma this year. The district has made progress in getting our economically disadvantaged students into IB courses over time, but the numbers do not match that of the overall district demographics, because the program brings students to our school that live outside of our traditional attendance boundaries.

Successes in Implementation: While enrollment dipped by 46 students from 190 to 156 in 2021 there was a solid rebound this year, with enrollments back up to 183 for 2021-22 school year. Therefore, the determination has been made to focus on the five years prior to 2020 in order to ascertain and appropriate goal for this metric. The average percent of anticipated Diploma Candidates completing the IBDiploma

Program requirements for the years 2015-2019 was 58%. It has been decided that RUSD will work to increase the overall percentage to 60%, and 5% increase going forward.

2.1j - Dual Enrollment

Challenges in Implementation: This budget was not fully spent down due to the fact that students did not utilize the transportation or hard copy books as many courses were still virtual at Riverside Community College this year because of COVID.

Successes in Implementation: College and Career Access Pathways (CCAP) Dual enrollment with Riverside Community College had a resurgence in enrollment after a dip due to COVID School Closures. Seniors are able to enroll in college after they graduate high school with a transcript from an accredited college, and no cost to the students or their families.

2.1k - Career and Technical Education Programs

Challenges in Implementation: Not being able to get partners into the classrooms and students into the workplace for field trips to make connections was the biggest challenge of the year. CTE teachers still feel disconnected despite weekly meetings hosted by the CTE coordinator and team due to post pandemic difficulties, no professional development was allowed for most of the year in RUSD which halted program growth.

Successes in Implementation: Completion of enrollment retention plan was a huge accomplishment for the year, (To be implemented in 2022-23). Middle school students and parents engaged in the fall with CTE night to learn more about upcoming Middle School CTE expansion programs. In addition, the demo day at the high schools for CTE was allowed to take place, and the team realized the CTE demo day should happen before middle school students meet with high school counselor for their high school schedule planning so they can incorporate CTE into their high school schedule as early as 9th grade.

2.1l - Expand DLI Program

Challenges in Implementation: Professional Development for the Dual Language Immersion program was not able to be carried out as originally planned. Principles of Dual Language Pillars - PD was also canceled, and support for classroom teachers was also cancelled because of the COVID Surge, and lack of substitutes in the winter months.

Successes in Implementation: The DLI program still continues to expand with little disruption, and next year the elementary program will be fully expanded according to the district's 10-year plan. Ramona HS will open a 9th grade DLI program next year. The parent orientation was completed for Ramona, and the subject was selected (science) as the school site already as BCLAD teacher ready to teach the course. The AP Literature classes for Spanish will continue at middle school DLI sites and at Poly High School. There are now 6 DLI Elementary, 2 DLI middle schools, next year 2 DLI high schools meeting the goals for the DLI expansion across RUSD.

2.2a - Summer Learning Programs

Challenges in Implementation: The biggest challenge is to find enough qualified teachers/staff to run the robust summer program that is planned for the district.

Successes in Implementation: It is currently planned to house summer school at each comprehensive high school along with several elementary and middle schools. Anticipated enrollment for elementary summer school is 2000, along with 500 middle school students and 4200 high school students for summer 2022.

2.2b - AVID Programs

Challenges in Implementation: Unspent funds were due to AVID field trips not taking place this year. Even though many of the trips were green lighted by the district, some principals did not want to move forward with organizing the trips. Not all of the time cards for the AVID tutors have been fully expended this year.

Successes in Implementation: A big success this year was that additional tutoring support was offered during the weekly "office hours". This has been impactful for English Learners as many of the AVID tutors are bilingual and can provide 1st language support. This in-person tutoring allows for some tutors to come an hour early to attend the math classes in-person so they would be better able to tutor students struggling in their math courses. AVID teachers will return to summer institute training, and create goals for plans - discussions on how to circle back to pre COVID progress, and re-energize systems again. The AVID Coordinator is working with principals to ensure plans and data are submitted for next year.

2.2c - Tier II & Tier III Intensive Interventions - Credit Recovery

Challenges in Implementation: Students having challenges with returning to in-person schooling was prevalent this year. School Closures caused students to get behind in A-G course work and over 7000 RUSD secondary students needed to get back on track for graduation this year.

Successes in Implementation: Due to strategic credit recovery programs put in place at the high schools, over 400 classes recovered by students at the 5 comprehensive high schools. Students have access to full time Credentialed Teacher to support them in credit recovery at each site.

2.2d - Advanced Placement Courses

Challenges in Implementation: Recruiting students of color has increased for AP courses but the demographics are still disproportionate to the overall student population. Work will continue in this area with anticipated increases post-pandemic in enrollments. High School and Middle School counselors are given the enrollment numbers and demographics and are collectively working on a goal of 75% passing on AP exams for all students by 2023 and targeting greater enrollments for EL students, African American, American Indians, Pacific Islander and students of two or more races.

Successes in Implementation: This year 59% of enrolled students in AP courses were Low income students, and 52% are Hispanic which are both increases from the past two years.

2.2e - Heritage, Legacy, Puente Programs

Challenges in Implementation: A majority of the funding for this action covers field trips, however due to COVID restrictions there were no field trips this year. In addition, the parent event did not happen in-person so there were no expenses for that action. Professional

development did not happen due to the lack of availability of substitutes. The Heritage counselors did not submit timecards as their meetings were short, and they didn't feel the need to charge the time.

Successes in Implementation: There will be senior celebrations for Heritage, Legacy and Puente on track with A-G this year which will expend some of the funds still available. The money encumbered for BLU - will be used instead for Black Vice/Footsteps to you at 7 schools, Play Black Wall Street presentation for summer enrichment on financial literacy, CBU summer enrichment programs on entrepreneurialism for students of color, One Love IE - 5 presentations at 5 schools on entrepreneurship and community prides. Other guest speakers were virtual as were parent events this year. A pilot parent survey was given to Heritage parents this year to determine satisfaction levels, next year Legacy and Puente programs will conduct a survey as well.

2.2f - Strategic and Intensive Services for English Learners

Challenges in Implementation: Newcomers are not being identified upon enrollment. The English learner TOSA monitors AERIES to see if there are errors in identification of students as it has been noted that newcomers are afraid their children will be stigmatized with an “English learner” label. The biggest need for funding is in this action is to provide supplemental programs for Newcomers (predominately from Guatemala). It is essential for Newcomers to have full access to standards-based instruction. RUSD has the "Inside the US" curriculum currently, the program goal is to replace this with a different program to better meet student’s learning needs by fall 2023. RUSD may need a new way to determine newcomer status.

Successes in Implementation: Teachers have expressed a more positive outlook about English Learners and are implementing materials from the EL ELD on line workshops. Investments from LCAP, A-G Completion grant funds, and Educator Effectiveness Block grant funds will be used to increase Designated and Integrated English Learner Development professional development and programing in the district for 2022-23.

2.2g - Case Management for Foster Youth

Challenges in Implementation: Obtaining Ed Rights Holders for AB216 evals and records from DPSS has been a big challenge this year. The law states Foster Youth must be immediately enrolled in school and have an IEP if needed. RUSD has struggled to get the Ed Rights holder (typically not the person who has custody) to ensure the student is receiving appropriate services. This is a long process if there is no obvious record as to who is the Ed Rights Holder. 3 Foster youth seniors in RUSD are not on track for graduation this year due to credit deficiencies. In additional the Pupil Services Team admin support person has been on extended personal leave this year causing a backup for processing program procedures and protocols.

Successes in Implementation: 101 Foster Youth Interventions were completed as seen on the Chart - Jan. to April. Strategies are to direct students to graduation. RUSD utilizes school counselors and Student Assistance Program counselors (licensed clinicians) to help students stay on track 13 of 16 Current Foster Youth in the 12th graders are on track to graduate. Summer school assistance will be provided to the three students still needing to recover course credits.

2.2h - Staff Collaboration for Students with Disabilities

Challenges in Implementation: The Inclusive Practices Specialists (part of the MTSS infrastructure) have needed to cover regular classes due to staff shortages, and therefore have not been able to do the coaching and classroom support for general education teachers who have students with disabilities.

Successes in Implementation: Inclusive Practice Specialists were brought on this year as part of the larger MTSS team to train teachers in inclusive practices and to coach and monitor the process of mainstreaming Students with Disabilities.

2.2 i - Social Emotional Support for Preschool Students

Challenges in Implementation: Enrollments are down at 22 preschool sites, but the State put in place a “Hold Harmless” clause because of COVID in order to account for low expenditures of funds.

Successes in Implementation: Thirteen Early impact teachers hired for Head Start this to fill vacancies left from COVID. RUSD preschool is still understaffed, but was able to partner with Riverside Community College and Riverside University Health Systems to provide clinicians as trainers to demonstrate to preschool teachers how to address social emotional health for young students this year. In partnership with 1st Five Riverside there is a Preschool Licensed Clinician to provide clinical therapy for students, and the request for an additional MTSS Student Assistance Program counselor to be brought in to augment the overwhelming need for mental health for preschool students is included in this LCAP plan.

2.3 a - Additional Allocations to Sites for Unduplicated Support

Challenges in Implementation: Principals have made requests for items that are not allowable with LCAP funding. The RUSD LCAP director is planning to hold LCAP 101 training sessions next year to go over funding expectations at the site level. Not being able to send teachers to conferences until the end of the year, or have parent events and field trips resulted in a large carry over amount for this action.

Successes in Implementation: Providing site specific allocations to schools to increase support for the learning and well-being of unduplicated students based on student academic, social-emotional and behavioral data has been successful. Principals are able to fund additional academic interventions, supports for addressing barriers to improved student attendance, additional language support for English learners, peer counseling and translator support at their sites with the LCAP allocation. All requests by principals must verify how resources to be purchased are aligned to the site SPSA goals and metrics.

2.3b - Library Media Assistants (NEW ACTION)

Challenges in Implementation: Additional Library Media assistants are needed to organize new media purchases, manage site Chromebook distribution and operate the library ongoing.

Successes in Implementation: Library media assistants, are integral in the ordering, procuring and dissemination of English Learner library books and learning resources at each grade level. They also provide teachers with trainings on technology tools at the site level, and work with students individually and in small groups for literacy achievement. They understand and communicate the information that supplemental and textbook resources provide to teachers; and the LMAs define and endorse the policies of the library media program, digital citizenship and advocate for the library media program in the site SPSA.

2.3c - Combination Class Size Reduction (NEW ACTION)

Challenges in Implementation: Reduce the number of combination classes at the elementary level to allow for focused grade level instruction, and reduce class sizes to meet contract agreements by August 2022.

Successes in Implementation: RUSD is responding positively to parent/staff/student feedback regarding combination classes and class size.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

When determining which items were materially overspent or underspent, the district examined items that were either overspent/underspent by both 5% and in excess of $50,000

Action 2.1b – Textbooks and Core Instructional Materials: This action was underspent by $2,000,000 from the original adopted budget as dollars were move into Base funding and discontinued in LCAP.

Action 2.1c - Ethnic Studies: This action was underspent by $53,868 due to the inability to conduct professional development due to moratorium on PD because of COVID surge, and lack of substitutes.

Action 2.1h - Academic, Career, and Social-Emotional Support for College Transition: This action was underspent by $132,468 due to the inability to conduct parent/college readiness workshops in-person which resulted in lower/no cost.

Action 2.1i **-** IB Program: This action was underspent by $506,609 due to lower enrollment in the International Baccalaureate Program, no field trips, less fees and costs for the program.

Action 2.1j **-** Dual Enrollment: This action was underspent by $114,132 as funds were not used not for transportation or text books for dual enrollment students – because of lower enrollment.

Action 2.2b - AVID Programs: This action was underspent by $328,990 due to the lack of field trips, conferences or teacher trainings this past year because of COVID.

Action 2.2e - Heritage, Legacy and Puente Programs: This action was underspent by $285,390 due to carryover from last year being spent first, no field trips, guest speakers waived fee when presenting online.

Action 2.3a - Additional Allocation to Sites for Unduplicated Students: This action was underspent by $1,271,031 by principals at their site locations due to lack of parent/community events, field trips and teacher conferences and the disruption of COVID overall.

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

2.1a - Universal Screeners

Data Justification/Effectiveness of Action: Middle of the Year results for FastBridge: Screened over 32,000 in SEL TK-12, 18,000 in reading and 17,000 in math (elementary only). Low risk/on track SEL Screener showed that 75% of students are in this band. District target for all students is 80%. This was 2% increase from 1st screening in the fall. The Reading scores from the FastBridge screeners showed - 49% of our elem. students are at Low risk, which is the same as the 1st round of screening. Math scores revealed - 51% of elem. students are Low Risk, which was a 1% increase since fall. 485 site employees including site administrators and 92 district Staff have been trained on MTSS screener protocols in 2021-22.

2.1b - Textbook and Core Instructional Materials

Data Justification/Effectiveness of Action: Budget Plan - Materials Adoptions (10 Years)

2.1c - Ethnic Studies Plan

Data Justification/Effectiveness of Action: Supplemental materials fill noticeable gaps in the history/social sciences curriculum that have occurred over time. New curriculum being reviewed is inquiry based, aligned to standards, focuses on bringing in more voices and views. PD will train teachers on use of supplemental materials for Ethnic Studies. The History Social Science instructional specialist will determine how teachers implement the training in their classrooms by using student and teachers surveys around their experiences in these classes using these newer resources. In addition, administrators will conduct classroom walkthroughs, use shared leadership model for PD, and allow teachers to share and discuss use of these new materials. Expectations for teachers is that for every unit of study, the teacher will incorporate at least one inquiry-based lesson that is focused on a greater diversity of materials and voices. This starts with 11th grade US History, next year will expand to 8th grade US History. Student surveys conducted this year results:

2.1d - STEM Opportunities for All Students

Data Justification/Effectiveness of Action: The district wide STEM program will shift to student and teacher satisfaction surveys next year. Work done for model lessons was a COVID response but turned out to be highly successful. Utilizing teacher modeling in the classroom was received positively by all teachers and the ILE team will incorporate it again next year and expand the STEM kits to include additional enrichment and PD for teachers. This was the first official year for the District Wide STEM plan - all goals reached or exceeded reach.

2.1e - Next Generation Science Standards

Data Justification/Effectiveness of Action: STEAM Camp for 3000 students with high satisfaction rating from teachers and students, Gizmo student usage 49,000 log ins - doubled from last year. First and Second Middle School Bench mark assessment results showing moderate growth from last year.

2.1f - English Learner Designated (ELD)

Data Justification/Effectiveness of Action: EL Plan 2022-23 In the 20-21 school year, over 6,000 students took the ELPAC. Of those 6,000 students, 476 students received a 4, which is the first criteria for reclassification. Of the 476 students, 320 students have met the additional requirements for reclassification and are in the process of reclassifying. We will be monitoring the remaining 156 students to see if they meet the other requirements for reclassification.

2.1g - VAPA for All Students

Data Justification/Effectiveness of Action: Continuous feedback from students, parents, and other educational partners request ongoing increases in funding for next year to support the next step in the district wide VAPA Plan including: augmenting current elementary band and strings for increased enrollment, increases in instrument repair, Strengthening Existing VAPA events, Elementary Strings in the Ramona Cluster, Elementary Dance across the district, Secondary Arts Partnership in the Community and possible itinerant arts teachers as needed based on enrollment.

2.1h - Academic, Career, and Social-Emotional Supports

Data Justification/Effectiveness of Action: Thirty-five international transcripts were translated and evaluated this year. The College and Career Fair held Sept. 30 (virtual) in partnership with Riverside Chamber of Commerce garnered 903 registrations with 550 Attendees; the Pathways to Higher Education Conference (Virtual workshops) had 162 RUSD attendees total,53 for the UC Application workshop, 39 for the Community College Application workshop,40 for the Common Application Workshop and 30 attendees for the CSU Application Workshop; the Cash for College workshops (virtual) enrolled 360 attendees which also resulted in 56% successfully completed financial aid applications. The Riverside Community College Dual Enrollment Kick Off meetings in Aug. and Feb. provide information for students interested in Dual Enrollment.

2.1i - IB Program

Data Justification/Effectiveness of Action: Data is located in document.

2.1j - Dual Enrollment

Data Justification/Effectiveness of Action: Students enrolled in the summer 2021 dual enrollment program earned13 grades, earned by 13 different students; the Fall 2021 enrollment showed 246 grades earned by 238 students; and the 204 students in the class of 2022 seniors from RUSD will be graduating with an array of College Credits earned through the CCAP program with Riverside Community College.

2.1k - Career and Technical Education Programs

Data Justification/Effectiveness of Action: 26 industry programs, 45 pathways across all schools for CTE are now in place. RUSD added a modern environmental sustainability solutions pathway at North High School. The total student enrollment is over 3000 in CTE course work even with a slight decrease this year due to the pandemic. College articulation credits awarded to 1023 students.

2.1 l - Expand DLI Program

Data Justification/Effectiveness of Action: Total DLI Enrollment numbers are slated to be approximately 2500 students for fall of 2022, and 76 Seal of Biliteracy graduates this year in the district.

2.2 a - Summer Learning Programs

Data Justification/Effectiveness of Action: Summer school 2021 includes 4764 elementary students with 86% average daily attendances. These students demonstrated Eng. lang. arts growth of .8 a month, and in math .55 of a month's growth. 792 middle school students attended and demonstrated content master from 24% to 60.8% based on Pre/Post exams. There were 105 high school summer graduates, and for 2021 HS summer school enrollment, approximately 4400 students participated and completed 9300 semester courses last year.

2.2b - AVID Programs

Data Justification/Effectiveness of Action: 126 total AVID tutors in the district: 52 in middle school and 74 in high school. The majority of sites use a tutor to student ratio that does not exceed 1:7 (except for Ramona's 11th/12th-grade sections) Tutors work 2-3 days a week in the AVID program. AVID tutors are also used in the following capacities: Before/After School Tutoring, Tutoring for Heritage/Legacy students, additional support in academic classes and after school programs. The following link captures the number of teacher/students by site: AVID and Extended Program Information

2.2c - Tier II & Tier III Intensive Interventions - Credit Recovery

Data Justification/Effectiveness of Action: In order to best mitigate learning loss, there is now one credit recovery teacher at each comprehensive high school, over 400 classes recovered students in just one year of learning loss mitigation.LCAP 2.2c - Classes Recovered through Credit Recovery

2.2d - Advanced Placement Courses

Data Justification/Effectiveness of Action: For 2020-21, 53% of AP enrolled students passed their exam. 2022-23 AP enrollment demographics include: 59% Low income, 3% EL, 52% Hispanic, 11% Asian 5% African American, 25% White and 3% two or more races, (Am. Indian and Pac. Islander show no metric)

2.2e - Heritage, Legacy, Puente Programs

Data Justification/Effectiveness of Action: *Heritage Program*: Since its inception during the 2013-14 school year, the Heritage Program has seen huge successes. In 2011-12, only 28.2% of our district's African American students graduated with their A-G requirements complete (for admission to UCs and CSUs). That number has nearly doubled nine years later to 51.3% (2020-21). Similarly, in 2011-12, our district's African American students had an 81.5% graduation rate which has improved dramatically over the past nine years to 93.2% (2020-21). These metrics demonstrate the effectiveness of the Heritage Program and the valuable services it provides to our district's African American students. *Legacy Program:* The Legacy Program serves all secondary English Learners with a focus on high school graduation and UC/CSU course completion. In 2011-12, only 20.30% of our district's English Learners graduated with their A-G requirements complete (for admission to UCs and CSUs). That number has increased over the past five years to 26.6% (2020-21). Similarly, in 2011-12, our district's English Learners had a 64.9% graduation rate which has improved dramatically over the past five years to 84.3% (2020-21). *Puente Program:* The Puente program in RUSD is located at Poly High School. Puente is a four-year, college preparatory program, sponsored by the UC Center for Educational Partnerships targeting underrepresented students. For 20-21, 79% of Poly High School Puente graduates of

their A-G requirements as compares to 47% of all Poly graduates, and their graduation rate wat at 87% exceed program goals across the board.
African American parent survey AVID and Extended Program Information - AVID/LEGACY/PUENTE/HERITAGE enrollment data

2.2f - Strategic and Intensive Services for English Learners

Data Justification/Effectiveness of Action: Approximately 400 English learners were reclassified/re designated in 2021-22 which does not meet district targets of between 8% and 10% reclassification of EL students each year.

2.2g - Case Management for Foster Youth

Data Justification/Effectiveness of Action: Homeless and Foster youth counts, by school, type of current dwelling, and interventions offered by school district available - see link: Work Plan/ LCAP Data 2021-2022

2.2h - Staff Collaboration for Students with Disabilities

Data Justification/Effectiveness of Action: 66% of students in elementary are participating in the general education classroom 80% or more of the school day. This represents an 8% increase from the previous year. Both general education and special education teachers report feeling more confident in developing and implementing supports for students to be successful in general education.

2.2i - Social Emotional Support for Preschool Students

Data Justification/Effectiveness of Action: Preschool enrollment to date

2.3a - Additional Allocations to Sites for Unduplicated Support

Data Justification/Effectiveness of Action: Most common uses of funds are: school positions such as teachers, TOSAs, Extended Day for credentialed teachers, Instructional Assistants, Bilingual Community Assistants, translators, noon duty supervisors, school office assistants, career guidance assistants and school/instructional resources such as supplemental reading and math materials, attendance incentives and parent trainings/meetings. These funds are principally directed toward serving unduplicated students.

2.3b - Library Media Assistants (NEW ACTION)

Data Justification/Effectiveness of Action: New positions include 2.25FTE at the secondary level and 5.25FTE at the elementary level.

2.3c - Combination Class Size Reduction (NEW ACTION)

Data Justification/Effectiveness of Action: Anticipated additional teacher hires are 37, potential class size reduction at the elementary level, positively impacting over between 1000 students and 2500 students.

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

While our planned goals, metrics and desired outcomes have not altered, the powerful feedback from our valued Educational partners influenced the changes in funding for our Actions/Services. One alteration made in the reported metrics for this goal was the use of District Interim Assessments for 2021-22 in lieu of California Dashboard reports on academic progress. Riverside Unified will use monetary increases from the supplemental Concentration add-on, our designated LCAP carry over funds from 2021-22, and the increased funding from our unduplicated student count moving from 69% to 75%. The desired outcome for each of the following Actions/Services listed reflects an increase or decrease in funding to further support, expand or transfer funds from the current work happening in the particular area as specified in the Action:

2.1b Textbook and Core Instructional Materials - Transferred out of LCAP to Base funding (-$2,000,000).

2.1f Increases in salary COLA, consultants, timecards/subs, professional development and supplemental materials (+$2,089,252)

2.1g Expansion in VAPA services and instructional options for students, salary COLA, additional new instruments/repair (+$1,562,459) 2.1h Additional counselor position at the largest high school with over 3000 students enrolled (+$179,424)

2.1k Increase costs in curriculum/equipment for Career Technical Education and expansion of CTE courses in middle school (+$471,610)

2.2b Lower costs in AVID action due to anticipated drop in enrollment for 2022-23 (-$210,854)

2.2c Expansion in credit recovery options, salary COLA and specialty school counselors and career guidance assistants (+$600,277) 2.2h Inclusive Practices Specialist added for MTSS (+181,992)

2.2i Increase in Student Assistance Plan Counselor and Student Health Care Specialist (+222,479) 2.3a Increase in salary (COLA) for school site positions paid out of LCAP allocations (+$193,050)

2.3b NEW ACTION added to the RUSD LCAP for 2022-23. Includes additional positions for Library Media Assistants ($1,709,336) These positions were deemed necessary to manage 1:1 Chromebook inventory and distribution at school sites - 7.5FTE total

2.3c NEW ACTION added to the RUSD LCAP for 2022-23. Includes additional teacher positions to reduce combination classes ($7,063,614) This action will fund 37 new teacher positions to accommodate the reduction in combination classes at elementary sites.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal 3

Goal #	Description
Goal 3	Involve the Whole Family and Community in Student Learning and Well-Being State Priorities: Priority 3 - Parental Involvement for Engagement; Priority 5 - Pupil Engagement for Engagement; Priority 6 - School Climate for Engagement; Priority 7 - Course Access for Conditions of Learning

An explanation of why the LEA has developed thisgoal.

Student well-being is central to the connection and engagement students and families have to school. Implementing distance learning revealed the social emotional toll on students and families. The TK-12 Wellness Initiative in alignment with our Multi-Tiered System of Supports in the district has been the catalyst that helped the district resolve difficulties around addressing mental health, while simultaneously creating and improving social emotional learning. We now have a positive, preventative approach to school discipline, and we are developing leaders who will be able to move the district forward with a more holistic approach to educating the wholechild.

The following actions were developed in support of Goal Three: Involve the whole family and community in student learning and well-being.

3.1 Provide Tier 1 opportunities to assist all parents in supporting their students to become college, career and world ready upon graduation.

3.2 Provide Tier 2 and 3 opportunities to assist parents of underrepresented or struggling students in supporting their students to become college, career and world ready upon graduation.

3.3 Provide Tier 1 programs and support to increase student engagement and connectedness to school and community and to promote a safe and productive school environment.

3.4 Provide Tier 2 and 3 programs and supports to increase student engagement for underrepresented and struggling students and connectedness to school and community and to promote a safe and productive school environment.

The Actions/Services and Metrics grouped together for this goal will achieve the goal by specifically addressing the targeted needs of our unduplicated pupils, and all of our students in the following areas: Student attendance, which is an integral part of overall achievement, suspension/expulsions to determine proportionality and discrepancies in school discipline, and student/parent culture and climate.

Responses from data collection help determine student engagement in school, parent involvement, student/parents' perceptions of safety, student emotional health, and access to supports. Goal three was developed to monitor the progress of chronic absenteeism, suspensions/expulsions, school climate and overall satisfaction with schooling in RUSD, as well as unlock root causes for students who are not experiencing success at school. This goal is crucial as it provides programs to eliminate barriers for students such as ensuring student access to licensed clinicians at school, parent access to programs and supports for families, and engagement efforts such as athletics, clubs and activities to help students to feel connected at school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard Chronic Absenteeism Indicator All Students	Dashboard Status (Fall 2019, CA Dashboard): 9.6% - Medium Status Dashboard Change (Fall 2019, CA Dashboard): Maintained by 0.2% Dashboard Performance: Yellow	Chronic Absenteeism - K-8 (DataQuest, 2020-21) 13.4% CA Dashboard did not publish Status, Change, or Performance color for Fall 2021. Data published on DataQuest.			Dashboard Status (Fall 2024, CA Dashboard): 8.1% - Medium Status Dashboard Performance: Green
CA Dashboard Chronic Absenteeism Indicator African American	Dashboard Status (Fall 2019, CA Dashboard): 13.8% - High Status Dashboard Change (Fall 2019, CA Dashboard): Increased by 1.4% Dashboard Performance: Orange	Chronic Absenteeism - K-8 (DataQuest, 2020-21) 18.8% CA Dashboard did not publish Status, Change, or Performance color for Fall 2021. Data published on DataQuest.			Dashboard Status (Fall 2024, CA Dashboard): 9.3% - Medium Status Dashboard Performance: Green

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard Chronic Absenteeism Indicator Hispanic	Dashboard Status (Fall 2019, CA Dashboard): 10.1% - Medium Status Dashboard Change (Fall 2019, CA Dashboard): Maintained by 0.1% Dashboard Performance: Orange	Chronic Absenteeism - K-8 (DataQuest, 2020-21) 15.3% CA Dashboard did not publish Status, Change, or Performance color for Fall 2021. Data published on DataQuest.			Dashboard Status (Fall 2024, CA Dashboard): 10.8% - Medium Status Dashboard Performance: Green
CA Dashboard Chronic Absenteeism Indicator English Learners	Dashboard Status (Fall 2019, CA Dashboard): 9.4% - Medium Status Dashboard Change (Fall 2019, CA Dashboard): Increased by 1.2% Dashboard Performance: Orange	Chronic Absenteeism - K-8 (DataQuest, 2020-21) 17.8% CA Dashboard did not publish Status, Change, or Performance color for Fall 2021. Data published on DataQuest.			Dashboard Status (Fall 2024, CA Dashboard): 8.1% - Medium Status Dashboard Performance: Green

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard Chronic Absenteeism Indicator Socioeconomically Disadvantaged	Dashboard Status (Fall 2019, CA Dashboard): 12.0% - High Status Dashboard Change (Fall 2019, CA Dashboard): Maintained by 0.4% Dashboard Performance: Orange	Chronic Absenteeism - K-8 (DataQuest, 2020-21) 17.0% CA Dashboard did not publish Status, Change, or Performance color for Fall 2021. Data published on DataQuest.			Dashboard Status (Fall 2024, CA Dashboard): 9.0% - Medium Status Dashboard Performance: Green
CA Dashboard Chronic Absenteeism Indicator Foster Youth	Dashboard Status (Fall 2019, CA Dashboard): 18.7% - High Status Dashboard Change (Fall 2019, CA Dashboard): Maintained by -0.4% Dashboard Performance: Orange	Chronic Absenteeism - K-8 (DataQuest, 2020-21) 28.6% CA Dashboard did not publish Status, Change, or Performance color for Fall 2021. Data published on DataQuest.			Dashboard Status (Fall 2024, CA Dashboard): 12.7% - High Status Dashboard Performance: Yellow

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard Chronic Absenteeism Indicator Students with Disabilities	Dashboard Status (Fall 2019, CA Dashboard): 15.3% - High Status Dashboard Change (Fall 2019, CA Dashboard): Declined by 0.7% Dashboard Performance: Yellow	Chronic Absenteeism - K-8 (DataQuest, 2020-21) 18.9% CA Dashboard did not publish Status, Change, or Performance color for Fall 2021. Data published on DataQuest.			Dashboard Status (Fall 2024, CA Dashboard): 9.3% - Medium Status Dashboard Performance: Green
School Attendance All Students	Increase student attendance rate (Aeries, 2019-20): 96.8%	Increase student attendance rate (Aeries, 21-22): 92.5%			Increase student attendance rate (Aeries, 2022-23): >=96.8%
School Attendance African American	Increase student attendance rate (Aeries, 2019-20): 96.7%	Increase student attendance rate (Aeries, 21-22): 92.8%			Increase student attendance rate (Aeries, 2022-23): >=96.7%
School Attendance Hispanic	Increase student attendance rate (Aeries, 2019-20): 96.8%	Increase student attendance rate (Aeries, 21-22): 92.3%			Increase student attendance rate (Aeries, 2022-23): >=96.8%
School Attendance English Learners	Increase student attendance rate (Aeries, 2019-20): 96.6%	Increase student attendance rate (Aeries, 21-22): 91.9%			Increase student attendance rate (Aeries, 2022-23): >=96.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Attendance Socioeconomically Disadvantaged	Increase student attendance rate (Aeries, 2019-20): 96.6%	Increase student attendance rate (Aeries, 21-22): 92.2%			Increase student attendance rate (Aeries, 2022-23): >=96.6%
School Attendance Students with Disabilities	Increase student attendance rate (Aeries, 2019-20): 95.7%	Increase student attendance rate (Aeries, 21-22): 90.4%			Increase student attendance rate (Aeries, 2022-23): >=96.7%
School Attendance Homeless	Increase student attendance rate (Aeries, 2019-20): 95.3%	Increase student attendance rate (Aeries, 21-22): 90.0%			Increase student attendance rate (Aeries, 2022-23): >=96.8%
CA Dashboard Suspension Indicator All Students	Dashboard Status (Fall 2019, CA Dashboard): 4.2% - Medium Status Dashboard Change (Fall 2019, CA Dashboard): Increased by 0.4% Dashboard Performance: Orange	Suspension Rate (DataQuest, 2020-21) 0.2% CA Dashboard did not publish Status, Change, or Performance color for Fall 2021. Data published on DataQuest.			Dashboard Status (Fall 2024, CA Dashboard): 3.3% - Medium Status Dashboard Performance: Green

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard Suspension Indicator African American	Dashboard Status (Fall 2019, CA Dashboard): 7.6% - High Status Dashboard Change (Fall 2019, CA Dashboard): Declined by 0.8% Dashboard Performance: Yellow	Suspension Rate (DataQuest, 2020-21) 0.2% CA Dashboard did not publish Status, Change, or Performance color for Fall 2021. Data published on DataQuest.			Dashboard Status (Fall 2024, CA Dashboard): 3.85% - Medium Status Dashboard Performance: Green
CA Dashboard Suspension Indicator Hispanic	Dashboard Status (Fall 2019, CA Dashboard): 4.1% - Medium Status Dashboard Change (Fall 2019, CA Dashboard): Maintained by 0.2% Dashboard Performance: Yellow	Suspension Rate (DataQuest, 2020-21) 0.2% CA Dashboard did not publish Status, Change, or Performance color for Fall 2021. Data published on DataQuest.			Dashboard Status (Fall 2024, CA Dashboard): 3.2% - Medium Status Dashboard Performance: Green

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard Suspension Indicator English Learners	Dashboard Status (Fall 2019, CA Dashboard): 3.8% - Medium Status Dashboard Change (Fall 2019, CA Dashboard): Increased by 0.3% Dashboard Performance: Orange	Suspension Rate (DataQuest, 2020-21) 0.1% CA Dashboard did not publish Status, Change, or Performance color for Fall 2021. Data published on DataQuest.			Dashboard Status (Fall 2024, CA Dashboard): 2.9% - Medium Status Dashboard Performance: Green
CA Dashboard Suspension Indicator Foster Youth	Dashboard Status (Fall 2019, CA Dashboard): 12.4% - very High Status Dashboard Change (Fall 2019, CA Dashboard): Increased by 0.4% Dashboard Performance: Red	Suspension Rate (DataQuest, 2020-21) 0.3% CA Dashboard did not publish Status, Change, or Performance color for Fall 2021. Data published on DataQuest.			Dashboard Status (Fall 2024, CA Dashboard): 7.9% - High Status Dashboard Performance: Yellow

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard Suspension Indicator Student with Disabilities	Dashboard Status (Fall 2019, CA Dashboard): 7.2% - High Status Dashboard Change (Fall 2019, CA Dashboard): Declined by 0.4% Dashboard Performance: Yellow	Suspension Rate (DataQuest, 2020-21) 0.4% CA Dashboard did not publish Status, Change, or Performance color for Fall 2021. Data published on DataQuest.			Dashboard Status (Fall 2024, CA Dashboard): 3.45% - Medium Status Dashboard Performance: Green
Expulsion Rate All Students	Expulsion Rate (CALPADS, 2019-20): 0.17%	Expulsion Rate (DataQuest, 2020-21): 0.00%			Expulsion Rate (CALPADS, 2022-23): 0.11%
Expulsion Rate African American	Expulsion Rate (CALPADS, 2019-20): 0.31%	Expulsion Rate (DataQuest, 2020-21): 0.00%			Expulsion Rate (CALPADS, 2022-23): 0.16%
Expulsion Rate Hispanic	Expulsion Rate (CALPADS, 2019-20): 0.17%	Expulsion Rate (DataQuest, 2020-21): 0.00%			Expulsion Rate (CALPADS, 2022-23): 0.11%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Climate Survey All Students	Student Climate Survey - Increase Student Engagement / Connectedness to School (2020-21): 67% Agree/Strongly Agree	Student Climate Survey - Increase Student Engagement / Connectedness to School (2021-22): 69% Agree/Strongly Agree			Student Climate Survey - Student Engagement / Connectedness to School (2023-24): 73% Agree/Strongly Agree
Student Climate Survey All Students	Student Climate Survey - Increase Students' sense of Safety (2020-21): 75% Agree/Strongly Agree	Student Climate Survey - Increase Students' sense of Safety (2021-22): 67% Agree/Strongly Agree			Student Climate Survey - Student Engagement / Connectedness to School (2023-24): 81% Agree/Strongly Agree
Student Climate Survey All Students	Student Climate Survey - Increase Students' perception of Social/Emotional & Behavioral Supports at Schools (2020-21): 78% Agree/Strongly Agree	Student Climate Survey - Increase Students' perception of Social/Emotional & Behavioral Supports at Schools (2021-22): 73% Agree/Strongly Agree			Student Climate Survey - Increase Students' perception of Social/Emotional & Behavioral Supports at Schools (2023-24): 81% Agree/Strongly Agree
Parent Climate Survey All Parents	Parent Climate Survey - Increase Parents' perception of Safety (2020-21): 92% Agree/Strongly Agree	Parent Climate Survey - Increase Parents' perception of Safety (2021-22): 86% Agree/Strongly Agree			Parent Climate Survey - Increase Parents' sense of Safety (2023-24): 95% Agree/Strongly Agree

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Climate Survey All Parents	Parent Climate Survey - Increase Parents' perception of Involvement & Participation (2020-21): 75% Agree/Strongly Agree	Parent Climate Survey - Increase Parents' perception of Involvement & Participation (2021-22): 68% Agree/Strongly Agree			Parent Climate Survey - Increase Parents' perception of Involvement & Participation (2023-24): 78% Agree/Strongly Agree
Parent Climate Survey Parents of student with exceptional needs	Parent Climate Survey - Increase Parents' perception of Involvement & Participation (2020-21): 75% Agree/Strongly Agree	Parent Climate Survey - Increase Parents' perception of Involvement & Participation (2021-22): 71% Agree/Strongly Agree			Parent Climate Survey - Increase Parents' perception of Involvement & Participation (2023-24): 78% Agree/Strongly Agree
Parent Climate Survey Parents of "Unduplicated Pupils"	Parent Climate Survey - Increase Parents' perception of Involvement & Participation (2020-21): 75% Agree/Strongly Agree	Parent Climate Survey - Increase Parents' perception of Involvement & Participation (2021-22): 77% Agree/Strongly Agree			Parent Climate Survey - Increase Parents' perception of Involvement & Participation (2023-24): 78% Agree/Strongly Agree

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff Climate Survey All Staff	Staff Climate Survey - Increase Staff sense of Safety (2020-21): 95% Agree/Strongly Agree	Staff Climate Survey - Increase Staff sense of Safety (2021-22): 86% Agree/Strongly Agree			Staff Climate Survey - Increase Staff sense of Safety (2023-24): 95% Agree/Strongly Agree

Actions

Action #	Title	Description	Total Funds	Contributing
3.1a	Family and Community Partnerships	Support student learning and healthy development (at home and at school) by establishing and strengthening partnerships with families and community members, by providing individualized services and resources that respect and value the diversity of families. (LCFF /Title I)	$909,389	Y
3.1b	Family Engagement Programming	Provide inclusive and accessible family engagement programming to allow parents/guardians to fully participate in the education of their child(ren) by enhancing their parenting capacity, increasing connections to school/community and promoting parent leadership development. (LCFF /Title I)	$198,000	Y
3.1c	Strategic Communications Plan	Implement a strategic communications plan to increase community engagement and two-way communication between the Board of Education, administration, staff, students, parents and the RUSD community with a focus on disadvantaged (unduplicated) and underserved students and their families. (LCFF)	$1,823,570	Y
3.2a	Translation Service	Provide translation and interpretation services to increase parent access to the school community. (LCFF)	$1,561,810	Y
3.2b	STEM Academy Lottery Process	Conduct district-wide outreach and recruitment and modify/enhance the Riverside STEM Academy lottery process to increase equity and access to unduplicated and underrepresented students. (LCFF)	$21,750	Y

Action #	Title	Description	Total Funds	Contributing
3.3a	Comprehensive Culture and Climate Tool	Identify and implement a comprehensive culture and climate tool that will annually survey students, staff and families in RUSD. District leadership will use the survey results to increase student resiliency and connectedness, family involvement, and staff morale and wellness. (LCFF)	$123,500	Y
3.3b	Social Emotional Learning Curriculum	Implement a districtwide Social-Emotional Learning Curriculum in all schools across the district. (LCFF)	$215,494	Y
3.3c	Wellness Opportunities for Employees	Continue to provide wellness opportunities for employees to reduce stress, increase productivity, and employee retention. (LCFF)	$134,165	N

Action #	Title	Description	Total Funds	Contributing
3.3d	Child Welfare and Attendance Support	Provide Child Welfare and Attendance support to students, families, and staff to promote student engagement by: ● Implementing Community Circles and utilize Restorative Practices as a prevention and intervention strategy at each school site. ● Teaching students prosocial skills, self-advocacy, and expectations through Positive Behavior Interventions and Supports (PBIS). ● Encouraging the use of other means of correction for disciplinary infractions through the revision and implementation of district sequential discipline guidelines to promote positive student engagement. ● Utilizing Aeries Analytics to inform the development of prevention and intervention strategies and allocation of resources that support unduplicated students prior to suspensions to reduce disproportionality. ● Supporting unduplicated students prior to suspensions by providing check-ins, mentoring. ● Promoting positive attendance initiatives and practices including the development of school attendance teams (LCFF)	$3,939,323	Y
3.3e	Co-Curricular and Extracurricular Activities - HS	Provide co-curricular and extracurricular activities to connect secondary students to school and monitor student participation in school-sponsored events as part of RUSD's School+2 initiative. LCFF	$1,967,339	Y

Action #	Title	Description	Total Funds	Contributing
3.3f	Athletic and Activities - MS	Continue to implement the middle school sports programs, freshman and sophomore athletics, as well as high school athletics to allow more opportunities and options for students to engage in athletic competition. (LCFF)	$3,117,866	Y
3.4a	Student Assistance Program - Individual and Group	Continue to provide social and emotional support including individual and group counseling, check-ins and classroom lessons through the implementation and monitoring of the Student Assistance Program. (LCFF / Title IV)	$6,026,336	Y
3.4b	Student Assistance Program - Observations and Interventions	Continue to provide behavioral support including observations, interventions, and follow-up through the implementation and monitoring of the Student Assistance Program. LCFF	$1,701,256	Y
3.4c	Removing Barriers for Foster and Homeless Youth	Continue to remove barriers for Foster and Homeless youth in order to access school and graduate prepared for college and career through outreach and additional resources such as tutoring, transportation, school supplies, field trips, social-emotional support, etc. (Title I/ Title IV)	$316,024	N

Goal Analysis for [2022-2023]

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

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

3.1a - Family and Community Partnerships

Challenges in Implementation: Vacancy for a Bilingual Family and Community Liaison caused the FRC to be short staffed all year. The new FRC community satellite office is working with technology services to install the district network at the new Cesar Chavez FRC center.

Successes in Implementation: Families continue to connect with FRC support to remove barriers to learning. Families are experiencing the greatest need for housing resources, food insecurity, and underemployment. Due to the increase in cost of living, Molina Health has provided FRC with a donation to support families in crisis. The weekly online Cafecito also brings in approximately 700 viewers each week when FRC staff discuss and interpret the district calendar events, and bi-weekly parent newsletter to keep Spanish speaking families informed and feeling m more welcome in the district.

3.1b - Family Engagement Programming

Challenges in Implementation: Additional contracts were developed to use the remaining program funds in this action which include: Bridge to College and MindGrowers Parent Academy which will be offered in spring 2022. RUSD families face technology barriers and may not be able to connect to virtual programming so families are awaiting the return of in-person events and workshops to facilitate accessibility.

Successes in Implementation: FRC hosted the Parent Institute for Quality Education (PIQE) at Central, Chemawa, Arlington, and Ramona, providing families the tools to support their student's academic success. Pupil services held a workshop series to support families experiencing housing challenges and Foster Student care. Weekly workshops were held throughout the year in partnership with district staff and community partners to engage families and provide them with information and tools to support their student's learning, well-being, and pathways to college and career.

3.1 c - Strategic Communications Plan

Challenges in Implementation: Primarily a new team for Communications this year - getting to know each other's strengths is still ongoing. Board meetings are a challenge, the contractor is expensive but is working with the team to help understand the process for live streaming. The team has been working all year to create a strategic plan, but had to pause several times since so many different issues were happening all at once. Timing out the communication methods for the district still being worked on, and the team is looking into changing the messaging over to Parent Square.

Successes in Implementation: The new director and new team on board has implemented a strong project management system, weekly team meetings to discuss projects and priorities - have a uniform process for taking on new projects which helps with organization. Newsletters to families and employees are happening every two weeks through school messenger - all schools have access to submit items. Media releases for local media are sent out regularly. Designing a new webpage for district news is being prepared for fall 2022. Based on feedback from the survey there will be a website refresh – and the team is looking at a uniform template for all schools linked to the district website. The strategic plan is almost complete and trainings for best practices for social media, web content, and school messenger for classified staff are being planned for summer/fall of 2022. New logo and branding guidelines in place, and the communication team working on short videos for district needs. Crisis communication and issues management have been successful regarding mask mandates, vaccines, COVID tests, teacher incident, and subsequent protests. Board meeting management – is successful every 3 weeks but requires a lot of work on the back end by the communications team.

3.2 a - Translation Service

Challenges in Implementation: Site vacancies for translators have gone unfilled for most of the year so bilingual office assistants have been allowed by the RUSD personnel office to act in lieu of a translator if one is not available.

Successes in Implementation: Classified personnel department is planning to offer in house training for current bilingual office assistants to learn and prepare how to be interpreters/translators so they can evolve into the new position and receive the career ladder bump.

3.2 b - STEM Academy Lottery Process

Challenges in Implementation: As determined by the Board of Education at the meeting on October 7, 2021, adjustments need to be made to the lottery process for Riverside STEM Academy enrollment. These adjustments included: 1) Lottery based on 2020 Census Blocks, 2) Two tickets issued per decile below district average, 3) Removal of Out of District Seats, 4) Equalization of seats per high school attendance area. These were made to ensure greater equity in the enrollment for the STEM Academy.

Successes in Implementation: The 2022-23 lottery process has been completed. The lottery revisions and targeted recruitment efforts have resulted in a more diverse applicant pool, as well as an increase in students from underrepresented groups selected by the lottery for admittance to the 2022-23 5th grade class of the Riverside STEM Academy. With regard to students identified by the lottery, there is movement toward the district average in the following groups: Hispanic, Socioeconomically Disadvantaged, English Learners, Re designated English Proficient.

3.3 a - Comprehensive Culture and Climate Tool

Challenges in Implementation: Dissemination of the Healthy Kids survey generated some negative feedback from parents regarding its "invasive" questions.

Successes in Implementation: Three surveys conducted (Cal Schools) parents, students and staff in late March of 2022. The total responders included 14,461 students, 6568 parents, and 1437 staff members. There were six shared constructs asked across the three surveys. Test costs were considerably less than expected. Other testing tools will be considered for next year.

3.3b - Social Emotional Learning Curriculum

Challenges in Implementation: Challenges for Director of Wellness and Engagement - COVID Recovery has been the biggest challenge to delivering services to schools and students.

Successes in Implementation: Being able to have full time Student Assistant Program counselors at every elementary and middle school, and 2 full time SAP counselors at each high school, and the hiring of the 3 MTSS school psychologists for Tier 1 services has been a huge step forward for the district and the MTSS initiative. The Wellness Director's salary fully expended.

3.3c - Wellness Opportunities for Employees

Challenges in Implementation: Getting the word out to staff/employees was the biggest challenge, but once people participated in a session they make an effort to come back and continue in the mindfulness check ins and community circles.

Successes in Implementation: Approximately 400 (10%) of employees participated in at least one or two Wellness offerings.

3.3d - Child Welfare and Attendance Support

Challenges in Implementation: There was low attendance at the mandatory trainings this year for employees involved in Child Welfare – it was difficult for them to be pulled away from sites for training. The CWAs are seeing more A1 violations this year upon the return to in-person schooling.

Successes in Implementation: 84 Campus Supervisors across TK-12 serve in the district, some supervisors enter information into Aeries while others don't. Additional trainings were offered this year by the Riverside Police Department which was above and beyond what usually happens for training. These additional trainings included how to deescalate, pro act training, report writing - how to conduct an investigation, and how to avoid suspensions because of willful defiance.

3.3e - Co Curricular and Extracurricular Activities -HS

Challenges in Implementation: Many clubs did not start back up upon return to in-person schooling since any and all meetings were initially restricted to only 10 people in a room. Also, parent volunteers were not allowed on campus and the COVID surge during the winter months led to severe amounts of absences/quarantine time for teachers and students.

Successes in Implementation: Over 11,000 students at the high school level were involved in the school + 2 initiative, meaning students were involved in 2 activities outside of their academic commitments at school. This is a huge gain after COVID school closures prevented many of the clubs and sports activities from taking place for over a year.

3.3 f - Athletic and Activities - MS

Challenges in Implementation: Not all sports and athletic activities were allowed to start up again immediately upon return to in-person schooling. In addition, for many sports, particularly for indoor sports, limited parent participation was allowed, and parents were not allowed on campus to volunteer.

Successes in Implementation: Students were grateful for the opportunity to engage in athletics, and eventually all sports were up and running with student participation up since the pandemic school closures - this action supports equity for all sports-based activities.

3.4 a - Student Assistance Program - Individual and Group

Challenges in Implementation: COVID recovery - struggling students - risk assessments, abundance of needs, and the need more Tier 1 universal support/PBIS were all challenges faced by Student Assistance program counselors this year.

Successes in Implementation: Salaries fully expended for SAP Counselors and Bilingual Community Assistant in this action

3.4b -Student Assistance Program - Observations and Interventions

Challenges in Implementation: Overwhelming behavior issues with students coming back to school in the fall created tight schedules for SAP counselors which are positioned at all schools this year (1 at each elementary, and 2 at each comprehensive high school) .2 SAP Psychologists were hired this year after an extreme need was revealed when implementing the MTSS Initiative. All salaries fully expended in this action.

Successes in Implementation: Psychologists are knowledgeable experts and train the Prevention Assistants in their work and interventions to serve the child best with the framework of the Multi-Tiered System of Supports. 39 SAP counselors are in place, up from 27 last year due to cost offsets from ESSER funding. An additional 7 are to be hired for 2022-23 to assist with the implementation of the district’s MTSS initiative.

3.4c - Removing Barriers for Foster and Homeless Youth

Challenges in Implementation: Chronic absenteeism was/still is on the rise for Foster and Homeless Youth. If students were quarantined for any length of time they often didn't come back or didn't come back in the expected time. Families are not intervening to encourage their students to attend, they are sometimes providing the barriers for their students.

Successes in Implementation: 788 Intervention contacts were completed for Homeless students. Additional services provided range from providing access to food, technology needs, hygiene supplies, school supplies etc... strategies for referrals, and family support interventions successful - if the program is not in place students/families would have less or zero access to some basic needs. Resources with the City and Home Connect (Housing Vouchers) on track (MOU being finalized) to establish expanded learning enrichment classes at City Parks and Recs/Community Centers for Homeless students which will be paid for by COVID Response Funds via McKinney Vento/Expanded Learning. Hot spots and training videos also on track with ARP funds.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

When determining which items were materially overspent or underspent, the district examined items that were either overspent/underspent by both 5% and in excess of $50,000

Action 3.2a - Translation Services for Parents: This action was underspent by $347,541 due to vacancies in translator positions which went unfilled throughout the year.

Action 3.3a - Comprehensive Culture and Climate Tool: This action was underspent by $86117 due to the CalSchools trio of surveys not being as costly as expected.

Action 3.3d - Child Welfare and Attendance Support: This action was underspent $188,657 because the mental health awareness training and other trainings did not take place as expected due to COVID, and numerous position vacancies

Action 3.4a - Students Assistance Program - Individual /Group Counseling: This action was underspent by $179,989 due to SAP counselor vacancies

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

3.1a - Family and Community Partnerships

Data Justification/Effectiveness of Action: The family resource center provided over 500 family contacts to support student learning and well-being this year as of spring 2022, and conducted virtual workshops for parents and families with over 3500 participants throughout the year.

3.1b - Family Engagement Programming

Data Justification/Effectiveness of Action: Attendance in virtual workshops and webinars from January to April, 2022, is recorded at over 3200 participants.

3.1 c - Strategic Communications Plan

Data Justification/Effectiveness of Action: Social Media - increasing shares with the school sites, tapping into what's happening on school sites and sharing it out broadly. Analytics FB- 3.5k link clicks, 563k total impressions, 186 posts,14.9 total fans IG- 11.4 link clicks, 831 total impressions, 124 posts, 7.53 total followers T- 1.04 link clicks, 278k total impressions,3.42k total followers bit.ly clicks 12k+ last 30 days 329k District website sessions last 90 days. Since November, Comms has organized 14 live broadcast board meetings and counting, redesigned and released over 20 family and employee newsletters and special communications. The department has produced over 12 videos. Since implementing Asana in October, there have been over 1,204 work requests and have completed close to 900 projects.

3.2 a - Translation Service

Data Justification/Effectiveness of Action: There were two District Interpreter/Translators hired this year as of November 2021, and one 4-hour Interpreter/Translator hired at Hawthorne Elementary as of January 2022 which is only 1 of the 11 vacancies that we had this year. To date, there are still ten 4-hour vacancies at school sites. District Interpreting Requests for the 2021-2022 school year to date: 1,670, District Translation Requests to date: 1,044. Numerous requests are still in the queue until June 20, 2022. This data does not include all of the requests made for interpretation at school sites.

3.2 b - STEM Academy Lottery Process

Data Justification/Effectiveness of Action: To ensure closure in the opportunity gap, the 2022-23 lottery process has been completed. The lottery revisions and targeted recruitment efforts have resulted in a more diverse applicant pool, as well as an increase in students from underrepresented groups selected by the lottery for admittance to the 2022-23 5th grade class of the Riverside STEM Academy. There are 169 more applicants for the 2022-23 school year than for the 2021-22 school year. There is an increase in students applying to RSA from the following student groups: American Indian, Hispanic, Socioeconomically Disadvantaged, English Learners, Females in comparison to 2021-22. There is an increase in students selected by the lottery from the following groups: Black, Hispanic, Socioeconomically Disadvantaged, English Learners, Re designated English Proficient in comparison to 2021-22.

3.3 a - Comprehensive Culture and Climate Tool

Data Justification/Effectiveness of Action: Cal Schools Summary docs

3.3b - Social Emotional Learning Curriculum

Data Justification/Effectiveness of Action: RUSD TK Wellness Initiative has been absorbed in the RUSD Multi-Tiered System of Supports Initiative. The Director for Wellness supervises 39 Student Assistance Program (SAP) counselors with one additional counselor being added for Preschool in 2022, and an additional 7 more being hired in the fall. SAP counselors are Licensed Clinicians that conduct risk assessments, and provide clinical therapy on school sites for students needing Tier 2 and Tier 3 interventions. SAP Counselors conducted: 3218 referrals, 658 family interviews, 968 students in individual counseling 1035 in group counseling, 5390 check ins with SAP to students,

750 mindfulness sessions with students across the districts, 481 classroom lessons by SAP counselors, 39 parent workshops, 87 Staff workshops

3.3c - Wellness Opportunities for Employees

Data Justification/Effectiveness of Action: 14 wellness workshops were conducted for staff, 119 individual coaching sessions, 11 lunchtime yogas, 9 mindfulness groups, 11 book club meetings, 51 employee community circles, 19 site work sessions/workshop/activities, and 7 special events (employee wellness week, weight loss competition) were held specifically to focused on employee wellness.

3.3d - Child Welfare and Attendance Support

Data Justification/Effectiveness of Action: Unduplicated Suspension Data_thruMarch 2022

3.3e - Co Curricular and Extracurricular Activities - HS

Data Justification/Effectiveness of Action: The 11,268 students are a grand total across all 5 comprehensive high schools, with 49% Hispanic, 8.5% Black/Af. Am. 28% White, 8% Asian and 3% Filipino/Pac. Islander. In addition, 3.5% of EL students, 57.4% of Low-income students and 6.6% of SWD are involved 2 activities in addition to their academic day. This is a proven practice to keep students involved at school while having healthy past times to keep them well rounded.

3.3 f - Athletic and Activities - MS

Data Justification/Effectiveness of Action: RUSD Athletic Team - 2021 -22 Results

3.4 a - Student Assistance Program - Individual and Group

Data Justification/Effectiveness of Action: SAP Counselors conducted: 3218 referrals, 658 family interviews, 968 students in individual counseling 1035 in group counseling, 5390 check ins with SAP to students, 750 mindfulness sessions with students across the districts, 481 classroom lessons by SAP counselors, 39 parent workshops, 87 Staff workshops

3.4b -Student Assistance Program - Observations and Interventions

Data Justification/Effectiveness of Action: Prevention assistants and SAP Psychologists - together conducted 86 observations across 10 schools, administered 60 behavior support plans in place, and conducted 373 consultations with admin and teachers, consistently have a waiting list for services, PAs deployed constantly. We plan to have 15 Prevention Assistants next year and one additional Psychologist.

3.4c - Removing Barriers for Foster and Homeless Youth

Data Justification/Effectiveness of Action: Homeless and Foster youth counts, by school, type of current dwelling, interventions offered by school district see link: Workplan/ LCAP Data 2021-2022

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

While our planned goals, metrics and desired outcomes have not altered, the powerful feedback from our valued Educational partners influenced the changes in funding for our Actions/Services. One alteration to the outcome's information was the use of Data Quest data which was entered in lieu of California State Dashboard report. Riverside Unified will use monetary increases from the supplemental Concentration add-on, our designated LCAP carry over funds from 2021-22, and the increased funding from our unduplicated student count moving from 69% to 75%. The desired outcome for each of the following Actions/Services listed reflects an increase or decrease in funding to further support, expand or transfer funds from the current work happening in the particular area as specified in the Action:

3.1a Family and Community Partnerships - salary increases COLA, additional Family and Community Resource Liaison (+232,516)

3.1 c Strategic Communications Plan completion, communications platform upgrades and tools – mandatory salary increases COLA, (+1,223,299)

3.2 a Translation Service - salary increases COLA for translator/interpreters (+$125,358)

3.3 d Child Welfare and Attendance Support – mandatory salary increases COLA, two CWA investigators, PBIS, Campus supervisor training, Aeries analytic software (+701,667)

3.3 f Athletic and Activities/MS - Overall increases in costs for athletic stipends and new football helmet safety program (+$185,172)

3.4 a Student Assistance Program/Individual and Group – mandatory salary increases COLA, expansion of SAP Counselor positions totaling 42 for Tk-12 MTSS Initiative (+$2,531,040)

3.4b Student Assistance Program/Observations and Interventions – mandatory salary increases, additional psychologist position now 5 FTE psychologists for TK MTSS Initiative (+$795,703)

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$96,282,514	$9,891,401

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
26.21%	3.19%	$11,294,404	29.40%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

A vital part of Riverside Unified School District's (RUSD) mission is to ensure equity for all students by alleviating barriers to success. Therefore, the needs, conditions and circumstances of our Foster Youth, English learners, and Low-income students were considered first and foremost as RUSD embarked on writing the 2021-2024 LCAP.

RUSD estimates that the level of Unduplicated Pupils for the LCAP year 2021-22 will be 73.03%. In order to best serve these students, we have developed LEA-Wide goals and actions that will address both academic and opportunity gaps, and work to increase and/or improve our unduplicated students' educational experience by 29.40% or more as required. The 29.40% is higher for 2022-23 due to the fact that we have 3.19% in carryover over funds.

Using indicators such as available district benchmark assessments, English Learner Proficiency Assessments for California (ELPAC), and student/parent/staff survey feedback, Riverside Unified has determined that our highest areas of need are 1) mathematics for all, 2) English language arts, 3) English learner progress, 4) Social emotional/behavioral well-being of our students in a post-pandemic era, and 5) Getting back on track with professional development that stalled out this year due to substitute shortages, a COVID surge, and other position vacancies.

With these priorities as a focus, our LCAP goals and actions target Foster Youth, English learning and Low-income students in a variety of ways so as to meet their differing needs, and offer a continuity of services.

Contributing LEA Wide Actions:

Goal One: Recruit, hire and retain a diverse group of staff to support high-quality Tier 1 instruction including teacher, administrators and support staff

Riverside Unified School District's Low income, Foster Youth and English learner students are demonstrating achievement below standard, in English Language Arts and Mathematics, as measured by our local indicators and universal screener, with only slight gains made in the past three years. The actions and services provided in Goal One prioritize a targeted approach that will supply high quality teaching and learning to increase achievement for our unduplicated pupils.

(Action 1.1a) When assessing the needs, conditions and circumstances of our Low-income, Foster Youth and English Learners, along with the diversity and cultural assets our students bring to the classroom, it has been determined that it is essential for our teachers' background and ethnicities to reflect the student body. This action ensures that appropriate outreach and recruitment is done on behalf of the district to bring in high quality teachers from diverse backgrounds to Riverside Unified Schools (Hines & Hines, 2020).

(Continuing and Determined, effective as expected with over 200 teachers hired and bringing a connection to various cultures, for all students to benefit from and engage in a well-rounded education.)

For the 2021-22 school year, 106 new teachers and 24 interns were hired by RUSD, we expect the intentional outcome for new hires in 2022-23 to be 90 new teachers and up to 20 interns. It is our goal that they will reflect our student ethnicities to the extent possible with 63% Hispanic/Latinx, 6.6% Black/African Am. 4% Asian, 17% White another 10% to represent other Mixed Races, Pacific islanders, and Native Americans.

(Action 1.2a) In assessing the needs, conditions and circumstances of our Low-income students, Foster Youth and English Learners, and by reviewing the research-based evidence, RUSD has determined that teachers are the most important variable affecting student achievement that schools have within their control (Rivkin, Hanushek & Kain, 1998; Sanders and Rivers, 1996). To address the need for high quality instruction for unduplicated students, we have placed an intentional focus on increasing teacher pedagogy, and providing planning time and other supports to further develop teacher instructional practices particularly in math and language arts. Planning time for teachers to work collaboratively on progress monitoring will involve the Cycle of Inquiry and a shared leadership model.

(Continuing and Determined, effective as expected with over 1800 teachers planning and collaborating across the district each week, with a focus on connecting to each other and creating new innovative instructional strategies to engage unduplicated students in an online learning environment.)

We expect the outcome to be 90% of teachers fully implementing and sustaining the academic content and performance standards adopted by the State Board of Education by 2024. We expect student gains in Math to report at a move up to 72.8pts. below standard (Yellow) for English Learners; a move up to 51.8pts. below standard (Yellow) for Low-income; and a move up to 70.4 pts. below standard (Yellow) for

Foster Youth. Student gains in Language Arts are expected to be a move up to 40pts. below standard (Yellow) for English learners; a move up to 10.9pts. below standard (Yellow) for Low-Income; and a move up to 18.7pts. below standard (Yellow) for Foster Youth by 2024.

(Action 1.2b) RUSD will continue to provide Assistant Principals to monitor and support unduplicated students to ensure their well-being and academic progress in school. Because Assistant Principals are key in providing additional supports, they will actively develop and deploy interventions at their sites to address gaps for Low income, Foster Youth and English learner students with chronic absenteeism. Support will include increased home visits and mentoring, tiered re-engagement to school when necessary, and new and improved training for school site personnel on the targeted needs of unduplicated students using universal screeners. RUSD will deploy as self-reflection tool in 2022-23 to provide evaluation of services for the AP positions (not a performance review).

(Continuing and Determined, effective as expected in that Assistant Principals were key administrators who connect with students and parents to re-engage unduplicated students who are inconsistently engaged at school, and/or have been chronically absent since the return to in-person schooling. RUSD was able to reconnect with over 1000 K-12 students and families through a tiered re-engagement process after suspensions and/or excessive absences.)

We expect the outcome to be 1400 home visits conducted over three years, a tiered re-engagement process fully institutionalized that coincides with a yearly 1% to 3% reduction in suspensions and expulsions, 500 teachers/site personnel trained on Restorative practices over three years, and improvement in chronic absenteeism rates reporting at 8.1% (Medium/Green) for English learners, 9.0% (Medium/Green) for Low-income and 12.7% (High/Yellow) for Foster Youth by 2024.

(Action 1.3a) Riverside Unified will address the needs, conditions and circumstances around access gaps and equity for English learners, Foster Youth and Low-Income students by building professional capacity in cultural proficiency for all certificated and classified staff. To do this, RUSD will continue to conduct professional learning to develop culturally responsive/competent leadership skills and assets for managers, and provide a Leadership Academy for aspiring leaders in the district (certificated and classified). RUSD will build awareness and relevant skills sets in our employees (including substitute teachers), through various training opportunities which will guide our teachers and classified staff on how to remove institutionalized obstacles and program biases that have continually deterred success for unduplicated students. Additional professional development will allow unduplicated students to have more positive interactions with adults on campus, school leadership teams, non-based school staff, and family members.

(Continuing and Determined, effective as expected as over 15 aspiring leaders both classified and certificate in RUSD engaged in leadership training provided by Diamond6 Leadership and studied under the theme of Building, Learning and Growing as a Transformation Leader: graduates of the program and disseminated information to certificated and classified staff on demonstrating empathy and eliminating bias in the classroom especially for our unduplicated students.)

We expect the outcome to be a combined total of over 2000 teachers/administrators and classified school staff to be trained on cultural proficiency and competence, MTSS and equity/leadership by 2024. We also expect school suspensions to decrease by 1% to 3% for unduplicated students and students of color each year through 2024.

(Action 1.3b) The needs, conditions and circumstances of our unduplicated students as related to academics have been jolted by school closures and having to adapt back to in person instruction. The RUSD midyear benchmark achievement levels and universal screener results

for math and English language arts (ELA) are below standard at almost all grade levels. With the exception of Tk-2 in math and 10th grade ELA all other grades are achieving below standard, and in some instances 90% of pupils are below standard. The Professional Growth Systems (PGS) department has been specifically created to ensure that school site leadership (credentialed) is prepared to utilize the most effective instructional and behavioral prevention strategies to teach and guide our Foster Youth, Low-income students and English learners to success. This action addresses unduplicated pupils' academic achievement by providing highly trained teachers who use effective pedagogy, and best first instruction to address learning deficits and credit loss from school closures during the pandemic. PGS is designed not only to provide professional development strategies for teachers through training in the Danielson Framework, but also to provide quality coaching and induction for new teachers to help them increase student outcomes in math and ELA, as well as support for seasoned teachers to guide them in revising their instructional practice to address the root causes of the below standard outcomes from the majority of our students.

(Continuing and Determined, effective as expected in that the results from an evaluation conducted by the California Teacher Credential Commission demonstrated that the RUSD Induction program is "successful". Data on teachers/administrators attending Danielson training exceeded 1000 participants during the last LCAP cycle, and 98.18% retention of teachers who participated in PGS was successful as only one teacher in the district at the end of school year 2022 was non-re-elected to return to RUSD. This stability in certificated staffing is advantageous to unduplicated pupils who thrive in more stable environments.)

We expect the outcome to be 80% or more consistent retention of teachers each year by those who participate in PGS through 2024 to provide stability of instruction for unduplicated students

(Action 1.3c) Riverside will address the need for equity across our campuses by ensuring all unduplicated students and their families experience access to campus administrators, staff and programs in a meaningful way. RUSD Professional Growth Systems (PGS) will provide support for new principals on equitable leadership via the RUSD Equity Tenants, The RUSD Guide for Instructional Direction, and the California Administrator Performance Expectations. PGS will also provide coaching for any seasoned principals in need of additional support.

(Continuing and Determined, effective as expected in that the results from the evaluation conducted by the California Teacher Credential Commission demonstrated that the RUSD Induction program is "successful." Stability in school site leadership is advantageous for unduplicated pupils and families who appreciate and need a welcoming and accepting atmosphere at the school site. 100% of new principals are retained from 2021-22 school year.)

We expect the outcome to be 75% retention of principals who have been trained in PGS through 2024 to provide stability of school sites for unduplicated students.

(Action 1.3d) Our unduplicated students have experienced a noticeable post-COVID spike in suspensions/expulsions and behavior incidents, along with low achievement scores in math and English languages arts, and low reclassification rates for English learners. For example, low percentages in achievement rates are prevalent as seen in our Interim Benchmark Assessments, a below 10% reclassification rate for our English Learners, and in chronic absenteeism recorded as Yellow status on the State dashboard. Also, high absenteeism rates are unusually occurring in grades TK – 2nd this past year, and our Student Resource Officers from Riverside Police Dept. have seen an increase in

serious behavior incident investigations from an average of 39 in any given year to 71 in 2021-22. Given these concerns, classified staff such as campus supervisors, classroom para professionals, and our Multi-Tiered Systems of Support Intensive Behavior Prevention Assistants need additional training and coaching to mitigate issues related to student discipline and academic growth. RUSD will be continuing the design for a new program in the Professional Growth Systems to support classified staff to ensure that all adults who interact with our unduplicated/disadvantaged students act equitably and appropriately. Trained classified employees in PGS strategies will be able to better address the needs, conditions and circumstances of Foster Youth, English learners and Low-income students when making decisions, and implementing programs by utilizing Restorative Practices, compassionate dialogue, and coaching using Multi-Tiered System of Supports to address the three domains of academics, behavior and social emotional learning.

(Continuing and Determined, effective as expected, Phase 3 of PGS implementation is for support structures to improve the professional practice for members of the classified bargaining unit. Design work has been collaborative in nature, between RUSD and CSEA. Design work was delayed due to the school closures related. Highly qualified classified staff is advantageous for our unduplicated youth who build positive relationships with site staff members throughout their school experience.)

We expect the outcome to be 80% retention of classified staff trained by PGS through 2024 to provide stability in instructional assistance and campus safety for unduplicated students.

(Action 1.3e) The needs, conditions and circumstances of our unduplicated students reveal that chronic absenteeism rates and suspension rates are much higher for Foster Youth, Low-income and English learners (particularly students of color) as compared to other students, and the disproportionality is not being addressed with substantive programs and services. A Multi-Tiered System of Supports (MTSS) approach that provides first best instruction and focused intervention is planned to move the dial for our unduplicated students on achievement and behavior. Within the MTSS infrastructure, RUSD will integrate culturally responsive instruction training, Restorative Practices, Social Emotional Learning, Positive Behavior Intervention Supports, and trauma informed practices to positively impact our Foster Youth, Low-income students and English learners.

(Continuing and Determined, effective as expected in that over 400 teachers/administrators have been training in Restorative Practices, suspension rates for African American students have been slightly decreased, 30 administrators have been training in Universal Design for Learning to eliminate bias in school policy and curriculum that negatively affects unduplicated students, and over 300 administrators have been training in culturally responsive leadership practices with EPOCH Education.)

We expect the outcome to be an additional 1500 teachers/classified staff to be trained in Restorative Practices and Cultural Proficiency, and other components of MTSS, with an additional 100 administrators/instructional specialists to be trained in Universal Design for Learning and a reduction in suspension rates reporting only 2.9% for English learners, 7.9% for Foster Youth and down to 3.3% for all remaining unduplicated students by 2024.

(Action 1.3i) Because RUSD's unduplicated students demonstrate higher rates of chronic absenteeism and more disproportionate suspension rates than other students as based on metrics from the California Dashboard, the school sites where there are noticeably higher suspension rates will receive immediate access to teacher trainings, and program implementation. RUSD will provide professional development opportunities for teachers on Restorative Practices, Multi-Tiered System of Supports and trauma informed practices.

(Continuing and Determined, effective as expected, due to the over 800 teacher participants' completion in virtual cultural proficiency training during school closures, and their post-training survey results revealed the participants would like the district to also offer this training to all families - specifically targeting unduplicated students.)

We expect the outcome to be a reduction in suspension rates reporting only 2.9% for English learners, 7.9% for Foster Youth and down to 3.3% for all remaining unduplicated students by 2024. We expect an additional 500 teachers/classified staff trained on cultural proficiency, Restorative Practices, trauma informed practices, and other MTSS components by 2024. We expect chronic absenteeism to drop to 8.1% for English learners, down to 9.0% for Low-income and 12.7% for Foster Youth by 2024.

(Action 1.3j) The district will also conduct professional development for classified campus staff and substitute teachers on Multi-Tiered System of Supports components such as the implementation of cultural proficiency and (Tier 2 and 3) intensive intervention programs in reading and math for Foster Youth, English Learners and Low-income students. This will help classified and temporarily-hired employees to better address the needs of our unduplicated students who have discipline issues in the classroom and need additional support to mitigate learning loss and/or credit deficiencies

(Continuing and Determined, effective as expected due to the current high retention of experienced substitutes in the district which will provide for seamless structures and classroom routines for English learners, Foster Youth and Low-income students when teachers are out of the classroom, and the current high participation rates for classified staff in Restorative Practices has set a standard for expectations.)

We expect the outcome to be 75% participation in the professional development by temporary-hires and substitute teachers in the district, and up to 80% classified staff by 2024. We expect the outcome for unduplicated youth to be a reduction in suspension rates reporting only 2.9% for English learners, 7.9% for Foster Youth and down to 3.3% for all remaining unduplicated students by 2024. We expect chronic absenteeism to drop to 8.1% for English learners, down to 9.0% for Low-income and 12.7% for Foster Youth by 2024.

(Action 1.4a) The learning gaps for our unduplicated elementary students revealed that Early Literacy in grades kindergarten to grade three have stayed fairly stagnant for the past five years. For example, metrics from the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) MOY 3rd Grade - All Students (2019-20, Benchmark or Above) 66.8%; Low Income 59.9%; English Learner 37.1%; Foster Youth 66.7% are only slightly different from 2018 and 2017 scores. In grades 4 thru 12 the 2019 English Language Arts CAASPP scores show English Learners (EL) are not moving past orange (-52), Foster Youth (FY) are staying at Yellow (-30.7), and Low-income (LI) students are stuck at Yellow (-22.9) as well. Math scores for our unduplicated students have remained at the orange level for several years with EL's at (-84.8), FY at (-82.1) and LI at (-63.8) respectively. In order to improve these scores, RUSD will build teacher capacity around the implementation of Common Core State Standards. Trainings will include research-proven instructional strategies for increasing early numeracy, conceptual understanding in math, Document Based Questions, Foundations of Literacy through our Gateway Program, and publisher-created tools such as Wonders, WonderWorks, Eureka, StudySync, CPM and Amplify. (Interim Benchmark Assessments will be used in addition to Universal Screeners to obtain alternate data for comparison starting in 2022-23)

(Continuing and Determined effective as expected, prior to COVID school closures, annual summative assessments in English Language Arts and Mathematics (CAASPP), as well as indicators from the CA Dashboard (Career/College and Graduation Indicators) all indicated RUSD unduplicated students were making some moderate growth in core content areas. The professional learning areas indicated in the

action will build upon that growth and assist RUSD in meeting its annual targets in ELA, mathematics, college, career and world readiness for unduplicated student populations.)

We expect the outcomes to be a 4% to 6 % increase across all unduplicated students assessed on Universal Screeners (FastBridge) for math and English language art over the next three years. We expect student gains in Math to be a move up to 72.8pts. below standard (Yellow) for English Learners; a move up to 51.8pts. below standard (Yellow) for Low-income; and a move up to 70.4 pts. below standard (Yellow) for Foster Youth. Student gains in Language Arts are expected to be a move up to 40pts. below standard, (Yellow) for English learners; a move up to 10.9pts. below standard, (Yellow) for Low-Income; and a move up to 18.7pts. below standard (Yellow) for Foster Youth by 2024.

(Action 1.4b) Foster Youth, English learners, and Low-income students using adaptive software tools showed strong improvement in math and English language arts during virtual learning in 2020-2021. This aligns with the fact that trained teachers who use technology equitably and appropriately directly impact the needs, conditions and circumstances of our unduplicated students by providing instruction that is proven to increase early numeracy and literacy skills, ensure digital literacy, and invoke responsible on-line citizenship. However, low outcomes on our Interim Benchmark Assessment results, and the spike in school discipline upon return to in-person schooling proves even more the importance of reacquainting students with the proper use of devices in the classroom which is now noticeably different from how they were used at home during the pandemic. This LCAP action is therefore funded to ensure that training for teachers to increase digital citizenship, integrate technology across all disciplines, and increase coding skills is vital to help students, especially Foster Youth, Low income students and English learners adapt back into in-person classroom norms. Software platforms will also be used for the delivery and evaluation of professional learning for employees in RUSD. The RISE Platform will be used to also determine the effectiveness of teacher implementation of professional learning, determine satisfaction levels and teacher efficacy post-training, and determine the impact of professional learning on academic outcomes for unduplicated pupils.

(Continuing and Determined effective as expected, prior to COVID school closures, annual summative assessments in English Language Arts and Mathematics (CAASPP), as well as indicators from the CA Dashboard (Career/College and Graduation Indicators) all indicated RUSD unduplicated students were making growth in core content areas. The post-COVID downward trend will turn around with time and professional learning supports for teachers in areas indicated in the action will build upon, and assist RUSD in meeting its annual targets in ELA, mathematics, college, and digital mastery for Foster Youth, English learners and Low-income students.)

We expect the outcomes to be student gains in Math on the CA Dashboard to be a move up to 72.8pts. below standard (Yellow) for English Learners; a move up to 51.8pts. below standard (Yellow) for Low-income; and a move up to 70.4 pts. below standard (Yellow) for Foster Youth. Student gains in Language Arts are expected to be a move up to 40pts. below standard, (Yellow) for English learners; a move up to 10.9pts. below standard, (Yellow) for Low-Income; and a move up to 18.7pts. below standard (Yellow) for Foster Youth by 2024. We expect all professional development evaluations in RUSD to be conducted using a software program by 2024.

(Action 1.4d) The majority of our Foster Youth, Low income students, and English learners come from diverse backgrounds and experiences, and the district needs to provide better conditions and circumstances for cultural understanding. Their stories, families and personal journeys must be seen as assets that they bring to the classroom. To meet this necessity, RUSD will provide ongoing training for teachers and other

employees who are responsible for assisting and implementing Ethnic Studies courses in the district. The new courses will meet new state requirements and increase cultural proficiency in our unduplicated students.

(New action, RUSD endeavors to increase student engagement and connection to the curriculum for unduplicated pupils by expanding its offering of Ethnic Studies courses throughout the instructional program.)

We expect 100% of history/social science teachers to be trained in the implementation of the new Ethnic Studies courses along with necessary paraprofessionals, and the outcome will be full implementation of Ethnic Studies courses available to all unduplicated students across all high schools by 2024.

(Action 1.4e) Increasing teacher/counselor knowledge of the College and Career Index (CCI) will help unduplicated students navigate their schooling experience and plan for their future. Because the percentage of A-G requirements met are lower for unduplicated students by 15% or more when compared to All Students, and the CCI percentages for English learners are currently 18.7%, 39.7% for Low-income and 21.9% for Foster Youth, RUSD will provide new, updated training on the College and Career Indicator for teachers and counselors to better advise Foster Youth, English Learners and Low-income students.

(Continuing and Determined, effective as expected as RUSD unduplicated students have made significant growth on the CCI indicator on the CA Dashboard from 2018-19 to 2019-20 (+3.4%). Further improvement can be accomplished by increasing counselors' knowledge of the CCI, allowing them to more effectively support, advise and intervene for students.)

We expect the outcomes to be all Pupil Services counselors trained on the College and Career Index, and unduplicated student gains on the CCI reporting at a move up to 43.0% for English learners, a move up to 45.7% for Low income students and a move up to 43.0% Foster Youth by 2024.

(Action 1.4f) Foster Youth, English learners and Low-income students need to be represented more equitably in Career Technical Education. On average, only 9.1% of our unduplicated students complete a CTE pathway. Support for the RUSD Career Technical Education (CTE) plan and additional areas of professional development to be offered to educators around CTE will broaden curriculum options for unduplicated students and provide greater opportunities for school engagement. (Continuing and Determined, effective over four years RUSD has increased the number of CTE pathways offered to 42 out of 45 possible pathways of which all are available to Foster Youth, Low income students and English learners.)

We expect the outcomes to be 13.2% of English learners completing a CTE pathway, 11.3% for Low-income, and 13.1% for Foster Youth by 2024.

(Action 1.5c) RUSD will meet the needs, conditions and services of unduplicated students regarding 1:1 devices and internet access by increasing equitable digital integration in the instructional setting. RUSD must ensure a reliable tech infrastructure including internet connectivity, digital devices, and content management for all Foster Youth, Low income students and English learners. Technology use can be a struggle for unduplicated students due to unstable living conditions and/or access issues; this action will keep connectivity at the highest quality so network systems do not shut down and disrupt learning

(Continuing and Determined, effective as expected due to the dissemination of 33,000 Chromebooks, and over 2200 hotspots to students/families during school closures, with targeted supports for technical assistance provided to unduplicated students and families, along with an updated plan to refresh all devices on an ongoing cycle.)

We expect the outcomes to be continuing a 1:1 technology ratio, and all unduplicated students having high quality connectivity at home (up to 42,000 students) through district sponsored devices by 2024.

(Action 1.5d) To ensure that unduplicated students are accurately represented in district data and the reporting on their progress is correct, RUSD will improve the accuracy and quality of student demographic and assessment information in the district. This will be done by developing up-to-date learning management systems to facilitate data-driven decisions to increase student outcomes leading to college, career and world readiness.

(Continuing and Determined, effective as expected as data quality technicians were hired and provided more accurate student data, resulting in decrease in fatal errors in CALPADS reporting and contributing to increases realized for unduplicated students in the CCI and Graduation Rates on the CA Dashboard.)

We expect the outcomes to be a dramatic decrease in fatal errors to less than 2% on the RUSD CALPADS report; increases on the College and Career Indicator rates reporting at 43.0% for English learners, 45.7% for Low income students and 43.0% Foster Youth; and Graduation Rates increasing to 96.1% for English learners, 97% for Low-income and 90.9% for Foster Youth by 2024.

(Action1.5e) RUSD identifies that equitable resources in all areas of the curriculum and support programs must be evident in order to meet the academic and school engagement needs, conditions and circumstances of our Foster Youth, Low-income students and English learners. The RUSD professional grant writer and data technician secured additional funding for programs to serve Homeless Youth via McKinney Vento ($300,000 grant), and Career Technical Education ($80,000 grant) to pilot environmental education pathways. In addition, a ($1.2 million grant) from the National Science Foundation for high school youth to study Air Quality was procured, along with a Visual and Performing Arts ($100,000 grant) to study the connection between literacy and music education. A special program grant ($1.6 million) to target support services for African American and Native American youth was also awarded to RUSD through the Learning Communities for School Safety Program. Procuring grants and recording statistical analysis of program successes and challenges across all subject matter areas is essential to better address the needs, conditions and circumstances of our unduplicated pupils. Continuing to provide a grant writer and data tech with LCAP funding allows for consistency in applications and grant awards from national, state and local funding sources. The grant writing team also identifies funding needs for specific neighborhoods and schools that directly serve our unduplicated students and they diligently work to increase opportunities for partnerships, sponsorships and project-based grants to positively impact the families of Foster Youth, Low income students and English Learners.

(Continuing and Determined, effective as expected in that over $6 million in grants specifically targeting services for unduplicated students was procured in the last LCAP cycle.)

We expect the outcomes to be RUSD maintaining a full-time grant writer who procures $500,000 or more in grant funding per year to support programs for unduplicated students through 2024.

(Action1.5h) Because our unduplicated students have lower rates of A-G requirement met and lower graduation rates as compared to “All Students”, RUSD will continue to support opportunities for high graduation expectations. In order to best meet the needs for Foster Youth, English learners and Low-income students who are high school seniors, RUSD will continue to promote college and career expectations and ensure an equitable graduation experience for unduplicated students. RUSD is adding a full-time Dropout Prevention Specialist in this action to ensure unduplicated students meet or exceed graduation goals.

(Continuing and Determined, effective as expected as all RUSD students (including unduplicated as a priority) were equitably provided with caps/gowns for graduation activities.)

We expect the outcomes to be graduation rates for unduplicated students increasing to 96.1% for English learners, 97% for Low-income and 90.9% for Foster Youth by 2024

Goal Two - Provide student choices that prepare them for college and career pathway

In Goal Two, RUSD will address the needs, conditions and circumstances of our unduplicated students by eliminating barriers they may encounter as they prepare for college and career choices. Compared to the “All RUSD Students” average of 44.5% on the College and Career Index, our English learners represent at 18.7% prepared, Foster Youth are at 21.9% and our Low-income students are at 39.7%. This data reveals that increased and improved services are necessary to ensure our unduplicated students receive the needed support to raise up their level of preparedness as they enter life after high school.

(Action 2.1a) Taking into consideration the needs, conditions and circumstances of our Foster Youth, Low income and English Learners, this action will provide for Tier 1 (universal) instructional materials and educational programs for unduplicated students. Unduplicated students in the district have chronically underperformed on the CAASPP in both math and language arts for the last three years. To ensure that instructional materials are appropriately targeted for unduplicated students, RUSD adopted universal screener tools for English language arts, mathematics, and social-emotional learning. Implementation of the screener process for unduplicated students will begin with grades TK-6 and eventually phasing to the secondary level. The screener will help direct and plan for instruction to meet students’ specific needs by closing learning gaps, and accelerating or extending their learning.

(Continuing and Determined, effective as expected in that RUSD has initial evidence from 2018 thru 2020, when the district conducted a small-scale universal screening program for unduplicated students in TK-6, 3 times per year. This action enhances those efforts by adding social emotional & behavioral screening to TK-6 grade students Year 1 and adds secondary screening in Reading, math and social emotional/behaviors in years 2 and 3. These strategies are consistent with research on mitigating learning loss and accelerating learning for Foster Youth English learners and Low-income students.)

We expect the outcomes to be 80% of RUSD students meeting or exceeding end of year learning goals (measured by Rate of Improvement growth) in English language arts and 80% of RUSD students meeting or exceeding end of year learning goals (measured by Rate of Improvement growth) for math by 2024. We expect the outcomes on the CA Dashboard to show student gains in Math to be a move up to 72.8pts. below standard (Yellow) for English Learners; a move up to 51.8pts. below standard (Yellow) for Low-income; and a move up to 70.4 pts. below standard (Yellow) for Foster Youth. Student gains in Language Arts on the CA Dashboard are expected to be a move up to 40pts. below standard, (Yellow) for English learners; a move up to 10.9pts. below standard, (Yellow) for Low-Income; and a move up to 18.7pts. below standard (Yellow) for Foster Youth by 2024.

(Action 2.1c) A timely and vital implementation of a comprehensive Ethnic Studies Plan will provide the needed diversity in the history/social science curriculum as well as provide multiple racial/ethnic perspectives in other subject-matter disciplines for Foster Youth, Low income and English learners. To do this, RUSD will provide an updated rigorous history-social science curriculum that aligns to the state framework and includes current, accurate, and age-appropriate racial/ethnic perspectives, in addition a distinct repository for supplemental resources will be created for district teachers and there will be increased library media offerings with diverse authors, characters, and points of view.

(New action, RUSD endeavors to increase student engagement and connection to the curriculum for unduplicated pupils by expanding its offering of Ethnic Studies courses throughout the instructional program.)

We expect the outcome to be to be full implementation of Ethnic Studies courses available to unduplicated students across all high schools by 2024.

(Action 2.1d) High quality STEM activities and curriculum provide increased access for all unduplicated student groups. Overall, women, low income and persons of color are not well represented in the STEM professions in the US, often dropping out of STEM majors due to lack of access and preparation during their secondary/early post-secondary years (SWE, 2018). By providing robust and connected Science, Technology, Engineering, and Math opportunities for Foster Youth, Low income and English learners, RUSD will broaden access to careers fields and opportunities in which our unduplicated students are currently underrepresented. The district STEM department will continue to hold the STEM conference during the summer, the Inspire Her Mind event, and more course offerings in computer science at the high school level, and STEAM curriculum activities in our afterschool and summer school programs.

(Continuing and Determined, effective as expected as demonstrated via the STEM LEAPs conference (over 300 unduplicated students participating), Inspire Her Mind event (over 300 unduplicated students attending), the Google grant opportunity for teachers (25) to enroll in a Computer Science Credentialing program to better served unduplicated students in STEM, and the creation of CTE middle school career pathways in health sciences (over 100 unduplicated students enrolled.)

We expect the outcomes to be the continuation and expansion of the STEM LEAPs conference and Inspire Her Mind by up to 20 students each year, increasing the number of teachers trained in Computer Science instruction by 5 teachers per year and increasing the middle school health science pathway by 15 students per year, all by 2024.

(Action 2.1e) Because of the low percentages of unduplicated students demonstrating preparedness on the College and Career Indicator, training for the implementation of the Next Generation Science Standards (NGSS) will provide high quality teachers who can better advance science opportunities for unduplicated pupils that are essential for college and career readiness. The Next Generation Science Standards are the foundation for lessons on relevant real-world topics and local phenomena and subsequently increase stronger engagement in science by Foster Youth, Low-income students and English learners.

(Continuing and Determined, effective as expected in years prior to COVID 19 in which science TOSA's engaged over 100 teachers in NGSS training to serve up to 5,000 unduplicated TK-12 students in STEM learning)

We expect the outcomes to be increased on the College and Career Indicator rates reporting at a move up to 43.0% for English learners, a move up to 45.7% for Low income students and a move up to 43.0% Foster Youth; and Graduation Rates increasing to 96.1% for English learners, 97% for Low-income and 90.9% for Foster Youth by 2024.

(Action 2.1g) Integration of the Arts across the standard curriculum has a proven impact on Linguistic, Cognitive, and Affective engagement in schooling (Anderson, 2015), making it high value learning resource for our unduplicated students. However, lack of access to any type of private Arts lessons is the unfortunate reality for the majority of RUSD students, given that 75% of our current RUSD pupil population is considered “unduplicated” (approximately 30,000 students, of which 23,500 are Low income). Therefore, RUSD has made it a priority to address the needs, conditions and circumstances of our unduplicated student by providing designated art/music lessons across every 4th grade classroom. Additionally, we will use LCAP funding to continue the long-term Arts Plan adopted by the school board which also includes “Arts-to-Go Lessons,” provided by the Riverside Arts Museum at all elementary and middle school sites, afterschool band, choir and strings instruction for 5th and 6th grade, and robust choir, theater, dance, marching band, mariachi band, and visual arts classes and programs across all of the district’s high schools. Offering a diverse Arts education programs for Foster Youth, English learners, and Low-income students will ensure access to an equitable, informed, and well-rounded education for our unduplicated students.

(Continuing and Determined, effective as expected in that 100% of VAPA staffing (specialist, itinerant teachers, and teachers on special assignment) have continued to provide meaningful content to unduplicated pupils across all school sites throughout the pandemic. Due to the digital delivery opportunity, Art to Go lessons were increased to 136 annually for unduplicated students in grades TK-6, Arts/music is now implemented in every 4th grade classroom across the district twice a week and strings and choir will be expanded at elementary and middle schools.)

We expect the outcomes to be a continuation of the Arts-to-Go Lessons through 2024 and all unduplicated students reporting 78% or better (agree or strongly agree) on the Student Climate Survey regarding “Student Engagement/Connectedness to School” report by 2024.

(Action 2.1h) Social-emotional support services and counseling guidance from school sites across the district will help to improve Foster Youth, Low income and English learner students’ transition from high school to college enrollment. Currently A-G fulfillment percentages include: Foster Youth at 32.1%, Low-income at 43.7% and English learners at 27%. All of our unduplicated groups are below the “All Student” average in the district which is 51.6%. To address the issue of unduplicated students not reaching their A-G requirements, RUSD will provide students with academic, career, and social-emotional support services from our Student Assistance Program which provides licensed clinicians on campuses, and high school counselors who conduct college readiness workshops for unduplicated secondary students. Supports will also address helping Foster Youth, Low-income and English learners navigate the transition from high school to college enrollment.

(Continuing at a lesser degree in 2022-23, Determined not as effective as expected, particularly due to COVID school closures; there was a decrease in attendance throughout all college workshops due to school closure and limits in counting actual attendees using one device for participation by many individuals. Challenges included limited access to virtual platforms such as Zoom and inability to provide translation using district issued Chromebooks. In the new action, among other improvements, communication to families advertising events will be modified to include multi layered approaches to better serve and target Foster Youth, Low income students and English learners.)

We expect the outcomes to be an increase in student enrollment in college by the fall immediately following high school graduation, along with increased student A-G completion rates from 27% to 30% for English learners, from 43.7% to 46.7% for Low-income and 32.1% to 35.1% over the next three years respectively.

(Action 2.1j) There is strong evidence that Dual Enrollment programs at the high school level improve college transitions, persistence, and course completion especially for students traditionally underrepresented in higher education (College in High School Alliance, 2020). RUSD can address the needs, conditions and circumstances of our unduplicated students who are traditionally underrepresented in higher education by providing and increased amount of Dual Enrollment college opportunities. This means our Foster Youth, Low income, and English learners in high school will have access to gain post-secondary credits prior to their freshman year in college without any cost to their families. Typically, RUSD has approximately 250 students (high school juniors and seniors) that participate in this program and collectively earn up to 238 college credits. LCAP funding will allow us to further increase dual enrollment opportunities (double the number of participants), and intentionally target and recruit our unduplicated students for the program which also provides for their transportation to Riverside Community College, and pays for students' tuition and books. This is also a proven way to instill confidence in our Foster Youth, Low income and English learners when applying for college, as well as help them to develop perseverance, and eventually decrease the overall amount of tuition for a four-year degree.

(Continuing and Determined, effective as expected in that Dual Enrollment course completion increased by 5% each year with approximately 75% of students participating being unduplicated pupils.)

We expect the outcomes to be an increase in dual enrollment for unduplicated youth by 20 students accumulating up to 10 credits each, per year over the next three years and graduation rates increasing to 96.1% for English learners, 97% for Low-income and 90.9% for Foster Youth who participate in dual enrollment by 2024.

(Action 2.1k) RUSD promotes real-world learning experiences for Foster Youth, Low income and English learners via our Career Technical Education (CTE) programs. When addressing the needs, conditions and circumstances of persistence and positive attendance in school, RUSD notes that the Brookings Institute report (2021) states that, "CTE can motivate students to attend school more frequently and be more engaged, and therefore improve core academic skills." Currently unduplicated students completing a CTE pathway by the end of 12th grade in RUSD are only: 10.2% of English Learners, 8.3% of Low-income students, and Foster Youth data is not available. To ensure that Foster Youth, Low-income students and English Learners are able to enroll in CTE, the district will continue to design and expand Career Technical Education (CTE) Programs to promote college, career, and world readiness through the ongoing partnership with Riverside County Office of Education. RUSD plans to offer additional class sections, real-world experiences, and foster student leadership over the next three years. The district also plans to continue the implementation of Project Lead the Way engineering and biomedical programs which are course electives built on foundational scientific principles and enhance learning with hands-on activities and virtual learning experiences at the elementary and secondary levels.

(Continuing and Determined, effective as expected as over four years RUSD has increased the number of CTE pathways offered to 42 out of 45 possible pathways which are open to all unduplicated youth and include targeted support for Foster Youth and English learners as needed.)

We expect the outcomes to be an increase of 2 additional pathways and an increase of 5% of student enrollment in CTE and a 3% to 4% increase of unduplicated students completing a CTE Pathway by 2024.

(Action 2.1l) English learners in RUSD continue to score below other student groups in academic areas (-84.8 in math and -52.3 in English language arts). As we strive to build upon the assets that English learners bring to the classroom, we will promote the benefits of bilingualism and biliteracy for our students as it pertains to core academics. Foster Youth and Low-income students attend Dual Language schools in RUSD and by expanding the Dual Language Immersion program the district will increase students' progress on the Idea Proficiency test and languages assessments due to instruction offered in both Spanish and English at these sites. Students earning the Seal of Biliteracy from the State of California also have increased opportunities for college scholarships and college enrollment opportunities; this provides even greater opportunity for English learners who come to school with the asset of already speaking another language. By expanding the DLI program to promote bilingualism/biliteracy skills, and monitoring student academics and language progress utilizing District Formative Assessments, the Idea Proficiency Test (IPT) and state exams, RUSD will improve its bilingualopportunities.

(Continuing and Determined, effective as expected in that student retention for unduplicated pupils is increasing with matriculation between grade spans as per the district plan.)

We expect the outcomes to be an expansion of 2 new schools becoming Dual Language Immersion by 2024 that may serve up to 600 unduplicated students combined.

(Action 2.2a) RUSD will Provide Tier 2 and 3 supports that meet students at their current levels and promote their growth. Because Foster Youth, Low-income and English learners score below the "All Students" average in math and language arts on the CAASPP test, it is essential that RUSD expand after-school and summer learning programs for unduplicated and at-promise students. Additional instructional time for unduplicated students will help build and strengthen foundational skills in literacy and math through small group and one-on-one tutoring. Expanding learning time for elementary, middle, and high school students can also accelerate progress, and/or close learning gaps will help to increase achievement scores as well as student social emotional health.

(New Action - will specifically target unduplicated pupils)

We expect the outcomes to be an increase in small group and one-on-one tutoring included in afterschool program sites by 30%, and by 40% during summer learning programs to assist students with learning loss. We anticipate summer school to double in size for summer 2021 and summer 2022 and enroll 50% or more of unduplicated students. All 26 after school programs will include a social emotional learning curriculum in their weekly routines to build on community circles and Restorative Practices by 2022.

(Action 2.2b) Unduplicated students enrolled in the district's AVID programs have shown increased persistence and high graduation rates. The district's current graduation rates for Foster Youth are 87.9%, Low-income students 95.9% and English Learners 93.1%. These positive scores motivate RUSD to continue to implement the AVID program at the elementary and secondary levels to provide unduplicated students with targeted educational support in core academics, life skills, increasing A-G attainment and staying on the path to graduation.

(Continuing and Determined, partially effective as expected due to COVID school closures; student enrollment for unduplicated youth in AVID courses in grades 7-12 decreased by 16 students. AVID teachers continue to provide and implement educational pedagogy necessary to close opportunity gaps and improve college and career readiness for high school and middle school students, especially those traditionally underrepresented in higher education such as Foster Youth, English learners and Low income.)

We expect the outcomes to be increased student A-G completion rates from 27% to 30% for English learners, from 43.7% to 46.7% for Low-income and 32.1% to 35.1% over the next three years respectively, and graduation rates increasing to 96.1% for English learners, 97% for Low-income and 90.9% for Foster Youth by 2024.

(Action 2.2c) RUSD will Provide Tier 2 Strategic, and Tier 3 Intensive intervention at secondary schools to close the achievement gap for unduplicated students who are underperforming. The A-G attainment for our Foster Youth, Low-income, and English learners is far below the "All Student" average of 51.6%. In order to provide better support, and to increase opportunities for unduplicated students at each comprehensive high school, additional credit recovery courses will be offered, and more one-to-one tutoring will be provided for unduplicated students to stay on track for graduation.

(New Action - includes specific targets for unduplicated pupils)

We expect the outcomes to be increased student A-G completion rates from 27% to 30% for English learners, from 43.7% to 46.7% for Low-income and 32.1% to 35.1% over the next three years respectively, and graduation rates increasing to 96.1% for English learners, 97% for Low-income and 90.9% for Foster Youth by 2024.

(Action 2.2d) Foster Youth, Low-income students and English learners are notably underrepresented in Advanced Placement (AP) courses in RUSD. Foster Youth and English learners particularly struggle to meet the prerequisites for AP. The district will address this disproportionality by decreasing the opportunity gap, and increasing college credit eligibility for unduplicated student groups by providing additional support in Advanced Placement courses. More entries into advanced Placement courses will also provide greater equity and increased college preparation for Foster Youth, English learners and Low-income students across all high schools.

(Continuing and Determined, effective as expected as the percentage of unduplicated students scoring a 3 or greater on their AP exams increased by 7.9% from 2018-19 to 2019-20.)

We expect the outcomes to be an 8% or better increase in the number of unduplicated students scoring a 3 or greater on their AP exam each year, over the next 3 years.

(Action 2.2e) Targeted student support programs in RUSD known as the Heritage Program for African American Students; the Legacy Program for English learners; and Puente Program for Latinx students exists to improve A-G attainment, and graduation rates, as well as decrease dropout rates for our Black and Latinx students throughout the district. Since 2020 dropout rates for African American students and Latinx student have slowly risen by 2 to 3 percentage points, moving them further away from LCAP anticipated outcomes. (Prior to Heritage, Legacy and Puente the gap was 10 to 12 percentage points.) Foster Youth, English learners and Low-income students are the majority of the students served by these programs, and because of the needs, conditions and circumstances of unduplicated youth who do not typically have access to targeted college prep support, the district will maintain, and equitably distribute these student support programs (via staffing and targeted activities). Support includes specialized counseling services on A-G requirements, tutoring programs, credit recovery, guest speakers and field trips that reflect students' backgrounds and the accomplishments of their cultural legacies. These programs will ensure that underrepresented and unduplicated students in grades 10-12 will receive educational and social-emotional support, leading to increase A-G attainment, lower dropout rates and college and career preparedness.

(Continuing and Determined, partially effective as expected; due to COVID school closures and the accompanying challenges Distance Learning presented to student learning, more Heritage, Legacy and Puente students earned failing grades than expected. Student supports for unduplicated students have been implemented for summer extended learning and recruitment efforts will be focused on these students.)

We expect the outcomes to be an increase in A-G attainment by African American students from 47.2% to 50.3%, and from 46.3% to 40.3% by Latinx students. The goal for English Learners is to increase from 27% to 30% and for all other unduplicated students enrolled in these programs a 3 percentage point gain in A-G attainment is expected over the next 3 years and a 0.5% drop out rate by 2024.

(Action 2.2h) Foster Youth, Low-income students and English Learners make up a largest portion of the student population enrolled in Special Education in RUSD. To better serve these students it is necessary to increase collaboration among staff who support our unduplicated students in special education, and their general education colleagues to ensure inclusive and accessible learning environments for students and families are the norm in RUSD. Inclusionary practices breakdown stigmas around Students with Disabilities, implicit biases, and improves acceptance among all groups. Given our overrepresentation of English learners in Special Education, this framework will provide an additional layer of support for ELs, and simultaneously address the needs of Foster Youth and Low-income students in special education.

(New Action - will specifically target unduplicated students in special education)

We expect the outcomes to be quarterly collaboration meetings between regular ed teachers and special education teachers, either by site or districtwide to exchange information regarding unduplicated successes and challenges in their respective programs. A monthly newsletter and/or website information will be updated frequently for general education teachers to better understand the issues of concern in the special education community especially regarding Foster Youth, Low-income students and English learners.

(Action 2.2i) Unduplicated student populations often start out behind in their schooling due to the absence of a preschool experience (Calif. Dept. of Ed, 2009). For our most vulnerable youth who are ages four and five, RUSD will provide these unduplicated students with increased and expanded preschool opportunities to build a strong academic and social-emotional foundation. This includes Spanish preschool for English learners to increase primary language proficiency.

(Continuing and Determined, effective as expected in that 25 RUSD families with unduplicated pupils who would not have qualified to enroll their children in Preschool did so under the funds provided by this action.)

We expect the outcomes to be increases in language acquisition for preschool Spanish speakers by 3% to 5% on district assessments, and a 3% average or better growth on scores for unduplicated students that will measure from preschool entry to incoming kindergarten skills including inventories/assessments for social emotional health and literacy and numeracy.

(Action 2.3a) Providing additional allocations to sites is essential in supporting the learning and well-being of unduplicated students. By doing so, schools in RUSD can meet the needs, conditions and circumstances of our Foster Youth, Low-income and English learners based on their unique academic, social-emotional and behavioral data. RUSD can better customize and provide services such as additional academic interventions, supports for addressing barriers to improved student attendance, additional language support for English learners and peer counseling.

Site allocations are strategically and thoughtfully used to address the academic and social emotional needs of unduplicated students and provide them with differentiated support and services to increase achievement and well-being at the local level.

(Continuing and Determined, effective as expected as site allocations were directed towards the learning and well-being of unduplicated students by providing social-emotional counseling to students via the RUSD Student Assistance Plan, and additional academic supports for online schooling such as Paper Tutoring, Dreambox, Lexia and Imagine Espanol.)

We expect the outcomes to be individual school sites improving math and English language arts CAASPP scores for unduplicated students by up to 3 percentage points or better per year through 2024, English learner reclassification rates increasing rom 19.1% to 26.6% over three years, and attendance rates increasing each year to meet or exceed 96.6% each year for English Learners, Low-income and Foster Youth.

(Action 2.3b) Providing additional Library Media Assistants at schools with 55% or greater unduplicated students will meet the needs, conditions and circumstances of our Foster Youth, Low-income and English learners based on the fact that all students will need Chromebooks and possibly hot spots distributed to them to enhance their learning, as well as have access to the library for other learning resources.

(New Action - will specifically target unduplicated students to ensure equity in learning)

We expect the outcomes to be each student having access to a working/fully repaired Chromebook each day of the school year. This is true for the 39,500 across the 50 schools as well all of our unduplicated students

(Action 2.3c) Based on feedback from our parents, students and staff during our LCAP planning sessions, surveys and focus groups over the past several years, there are continued requests for the district to eliminate combination classes at elementary school sites (to the extent possible). In consideration for the needs, conditions as and circumstances of our Foster Youth, Low income students and English learners, reducing the number of combination classes at the elementary level and maintaining lower class sizes provides our unduplicated students with more equity and access to the teacher, increased one-to-one time and less distractions during the instructional day. In addition, research on selection bias and varying maturity levels on among multi-grade classrooms has also brought on cause for concern by our families of unduplicated students as well. Therefore, this action allows the district to effectively impact the needs, conditions and circumstances of unduplicated pupils by having them attend a classroom with only one grade level which will provide targeted grade level instruction and equity for all students.

(New Action – will specifically target schools with high numbers of unduplicated students to ensure equity in learning)

We expect each of the 29 elementary school sites in Riverside Unified to have zero combination classes by 2024. In response to this we anticipate the SEL – Universal Screener scores for unduplicated students to hit the district target of 80% Low Risk by 2024.

Goal Three: Involve the whole family and community in student learning and well-being

In Goal Three, RUSD will address the needs, conditions and circumstances of our unduplicated students by providing opportunities to assist parents in supporting their students to become successful in school and life. Our Foster Youth, Low-income students and English learners comprise 69.48% of our students in the district, which makes Increasing student engagement and connectedness to school and community paramount. Riverside Unified has listened to feedback from all parent leadership groups, student surveys and our certificated and classified

employee bargaining units, and there is overwhelming evidence that safe schools, social emotional learning/well-being of children, and support for families are top priorities for Riverside Unified.

(Action 3.1a) In order to better understand the needs, conditions and circumstances of our unduplicated students regarding family support, and home-to-school communication by the district, the RUSD team surveyed the LCAP Parent Advisory Committee, District English Learner Parent Advisory Committee, District Gate Advisory Committee, Parent Teacher Association, and African American Parent Advisory Committee. In addition, two virtual Town Hall meetings were held by RUSD during fall of 2021, and two more virtual Town Hall meetings were held in 2022 to garner additional information. The data/feedback from all of the parents taking the survey and attending the public meetings demonstrated overwhelming support for the district's Family Resource Center (FRC) as being key to helping them feel more connected to Riverside Unified. The overwhelming support from the community is due to the fact that the FRC provides informational programs to help up to 3000+ families per year navigate their child's academic and social emotional learning in RUSD (including referrals on how to access food, medical care and housing), and parenting education (virtual and on site) to guide families of unduplicated students on how to strengthen their partnership with the district and their child's(ren) respective school site especially regarding behavior and academic growth. RUSD continues to fund the FRC with LCAP dollars to ensure that families of Foster Youth, English learners and Low-income students have a non-threatening place to come to for a variety of supports. The Family Resource Center ensures that the heritage the diversity of our families is honored daily.

(Continuing and Determined, effective as expected; The Family Resource Center (FRC) has developed trusting relationships with families of unduplicated students to bridge services and communication between home and school; Coordination of personalized and comprehensive family strengthening services during distance learning include connections to district services and access to community supports such as meals, utility and rental assistance, childcare connections, tutoring support, counseling, and trauma and crisis assistance such as domestic violence and loss of a loved one.)

We expect the outcome to be a continuation of individualized services and resources for our unduplicated students being offered by the Family Resource Center to unduplicated students and their families - ultimately serving 8000+ parent participants each year, for three years. In addition, we expect to see a score of 78% or higher (agree/strongly agree) on the parent/school climate survey for "Perception of Involvement and Participation" in the school district each year through 2024.

(Action 3.1b) Parents of unduplicated students have voiced their need for inclusive and accessible family engagement programming that allows them to fully participate in the education of their child(ren). By enhancing their parenting capacity, and increasing connections to school/community RUSD can further promote parent leadership development. The Family Resource Center serves over 3100 "unique families" per year. To continue to increase this number of families served, Riverside Unified will offer parent workshops based on "Family Well-being" and "Families as Learners."

(Continuing and Determined, effective as expected as the RUSD Family Resource Center works with both district departments and community agencies to provide families of unduplicated students parent-focused, simple and practical strategies to support families with learning and social emotional support. Over 3200 adult family members attended these workshops in the 2021-22 school year)

We expect the outcome to be a continuation of individualized services and resources for our unduplicated students and their families by serving 8000+ parent participants each year, for three years. In addition, we expect to see a score of 78% or higher (agree/strongly agree) on the parent climate survey for “Perception of Involvement and Participation” in the school district by parents of unduplicated students each year through 2024.

(Action 3.1c) In order to strengthen our communications approach for unduplicated and underserved students and their families, RUSD has determined it is essential to implement and sustain a Strategic Communications Plan. This plan is necessary to increase two-way communication between the Board of Education, administration, staff and families. More intentional forms of communication will better meet the needs, circumstances and conditions of our Foster Youth, Low-income students, and English learners, and their parents who often need bilingual communication, multi-media messaging, interpretation and translation to access information about their child’s(ren) school and the district. Also, based on several points of feedback from our District English Learner Advisory Committee, and results from a large-scale survey conducted by the district’s Communications Department, RUSD has expanded its daily communications and outreach to all families by adding multiple platforms including social media posts, texting, phone calls, videos, mailers and school site-based outreach, with all information offered in Spanish translation.

(Continuing and Determined, effective as expected; RUSD continued to strategize and execute communications to support District collaborator groups and target families with Foster Youth, English learners and Low-income students. Social media followership grew substantially on all platforms (in some cases more than double). RUSD increased frequency of communication to families of unduplicated students by producing more videos/emails with relevant updates. RUSD expanded communications tools through SMS texts to families and added more communication content in Spanish. RUSD continued to conduct public business virtually by adapting the meeting format to be facilitated online. In an effort to make board meeting updates more accessible, RUSD streams board of education meetings both in English and Spanish.)

We expect the outcomes to be a continued frequency of communication to families of unduplicated pupils through a variety of media tools and mail. We also expect to see a score of 78% or higher (agree/strongly agree) on the parent Climate Survey for “Perception of Involvement and Participation” in the school district by parents of unduplicated students through 2024.

(Action 3.2a) Translation and interpretation services will be continued and expanded in RUSD to increase parents of unduplicated students' access to the school community and to Individualized Education Plans as necessary. All outgoing communications from RUSD are also translated into Spanish which requires maintaining a robust staff to carry out this action as needed by Foster Youth, Low-income students and English learner families.

(Continuing and Determined, effective as expected; RUSD employed 22 school site interpreter-translator positions in 2021-22, and 4 district interpreter-translators. Many of the interpreter-translators are shared between two schools; and vacancies periodically occurred throughout the year. They provide interpretation (verbal interpretation in English / Spanish) services for unduplicated students involved in IEPs, parent conferences, SST meetings, community meetings, parent meetings (ELAC, SSC,) and school events, thereby increasing parents’ access to engage in these vital district functions.)

We expect the outcomes to be the addition of 2 new interpreters/translators in the district in 2021-22, and increased parent access to district events by way of positive feedback from the District English Learner Advisory Committee meetings and their attendance rosters, positive feedback and attendance from parents attending district Town Hall meetings, positive feedback on the annual LCAP parent survey, and parents of unduplicated students scoring 78% (agree/strongly agree) on the school climate survey regarding “Perception of Involvement and Participation” each year for through 2024.

(Action 3.2b) Foster Youth, English learners and Low-income students are not equitably represented at the current STEM Academy program in RUSD. In order to mitigate this issue, RUSD will continue to conduct district-wide outreach and recruitment efforts as well as modify/enhance the Riverside STEM Academy lottery process to increase equity and access to unduplicated and underrepresented students.

(Continuing and Determined, partially effective as expected; Diversity of student ethnic groups and students of low socioeconomic status is approaching district parity, but the progress is slow movement toward the district average. However, English learners, Foster Youth, Low income and females continue to be underrepresented at the RUSD STEM Academy. Recruitment efforts for 21-22 were a challenge due to COVID. This action has been modified to include more robust recruitment efforts to target unduplicated pupils as well as continued adjustments to the STEM lottery process to increase equity.)

We expect the outcomes to be an annual yearly increase of 3% to 5% for enrollment in the STEM academy by Foster Youth, Low-income, English learners and females through 2024.

(Action 3.3a) Feedback from unduplicated students and their parents is essential as it informs the district LCAP and other funded programs on the current needs, circumstances and conditions of our Foster Youth, Low income students and English learners. In addition, providing a climate survey to the district’s educational partners addresses one of the eight State Priorities required in the LCAP. In this action, RUSD will identify and implement a comprehensive culture and climate tool that will annually survey students, staff and families asking their satisfaction levels with the district regarding student achievement, teacher expectations, social emotional learning and school safety. District leaders will use the survey results to meet the needs, conditions and circumstances of unduplicated student by implementing actions and services to increase student resiliency and achievement, school connectedness, and family involvement. The culture and climate tool will also gauge staff morale and wellness in an effort to increase teacher/classified staff capacity for servicing unduplicated students, as well as encourage RUSD employees to build more meaningful relationships with Foster Youth, Low income and English learners and their families.

(New Action - designed to serve unduplicated pupils and families)

We expect the outcomes to be scores of 78% (agree/strongly agree) from parents of unduplicated students on the climate survey concerning “Perception of Involvement and Participation,” and “Sense of Safety” each year through 2024.

(Action 3.3b) By implementing a district wide Social-Emotional Learning Curriculum in all schools across the district all unduplicated students will be served. Foster Youth, English learners and Low-income students will benefit from programs such as daily Community Building meetings, mental health checklists, and Mindfulness activities to help them stay engaged and feel emotionally safe at school.

(New Action - designed to specifically target and serve unduplicated pupils)

We expect the outcomes to be reported positive behavior for unduplicated students at school sites, suspension rates for Foster Youth, Low-income students, English learners and unduplicated students of color to fall 1% to 3% each year through 2024, increased access to Student Assistance Program counselors who will serve up to 3800+ unduplicated students per year across all schools.

(Action 3.3d) RUSD will continue to provide LCAP funding for Child Welfare and Attendance staff (CWAs) to support Foster Youth, Low income students and English Learners with wrap around services available from the district and the community. This action is needed as evidenced by the higher rates of absenteeism happening post-COVID, the Go Guardian results showing 1000 RUSD students annually seeking out websites about suicide, and the high rate of students (up to 3000 a year) being referred to our Student Assistance Program for clinical therapy. CWA staff works to increase wellness, and promote positive school climate at RUSD school sites. In addition, the CWAs funded by this LCAP action will also help increase student engagement, decrease absenteeism, conduct home visits, and connect unduplicated students to mental health and medical services if needed. CWAs will implement strategies such as Community Circles and Restorative Practices as prevention and interventions, alongside teachers who will be using pro social skills through Positive Behavior Interventions and Supports (PBIS). Anticipated improvements in positive attendance and social emotional learning will meet the needs, conditions and services for our unduplicated students by providing trained site personnel who offer alternative options for disciplinary infractions, know how to use Aeries Analytics to inform the reduction of disproportionate suspensions, and conduct timely parent check-ins especially for Foster Youth, English learners, Low income students and families.

(Continuing and Determined, effective as expected; over 700 interventions have been provided for the 21-22 year, which makes it possible for RUSD to build systems to identify needs of unduplicated students, and support homeless youth, as well as continue to develop systems that support students and families with homeless identification. The introduction of Aeries Analytics will provide sites with improved identification of homeless youth.)

We expect the outcomes to be individual school sites improving unduplicated students' math and English language arts CAASPP scores for unduplicated students by up to 3 percentages points per year, through 2024, attendance rates increasing each year to meet or exceed 96.6% each year for English Learners, Low-income and Foster Youth, and suspension rates for Foster Youth, Low-income students, English learners and unduplicated students of color to fall 1% to 3% each year through 2024. We expect up to 100 principals and assistant principals to be trained to use Aeries Analytics and up to 1400 home visits to be made by Pupil Services and school personnel over the next 3 years.

(Action 3.3e) In order to meet the needs, conditions and circumstances of unduplicated students regarding motivation, engagement and participation in co-curricular and extracurricular activities, RUSD is using LCAP funding to create school site allocations that directly support the establishment of programs, events and activities to connect students to school. Research confirms that through organized activities, and trusted adult mentors/chaperones, students learn the importance of persistence and motivation, and how accomplishing a goal requires focus and hard work (Fredricks, 2011). This action is needed to ensure that RUSD's unduplicated middle and high school students have access to school-sponsored events, goal setting, and healthy social interaction with peers; which is a crucial component to their success. Since current research has proven that Low income, Foster Youth and English learner students can benefit from multiple means of engagement, RUSD will monitor the participation of our Foster Youth, Low-income and English learners in school-sponsored events as part of the district's "School+2 initiative." This monitoring takes place in AERIES and records how many students are engaged in extra/co-curricular activities, and the data is review regularly by school administrators and counselors to determine if there are students who are

disenfranchised and may need the school to reach out and offer additional support for academics, social emotional health, transportation, or general welfare.

(Continuing and Determined, effective as expected; even during the pandemic, high school sites were able to continue to do their best to coordinate to support programs that connected unduplicated students to school. These activities include purchasing materials and incentives to support spirit weeks, introduction and expansion of clubs and activities focused on building positive school culture and enhancing the appreciation and understanding of other students' cultures. In person will gain traction and be back to normal by 2024 with over 65% of middle and high school students engaged.)

We expect the outcomes to be up to 70% of RUSD unduplicated students participating in the School +2 initiative each year over three year, as tracked using Aeries Analytics.

(Action 3.3f) The Pew Research Center reported that only 59% of children from lower income families participate in organized sports as compared to 84% from higher income families. To provide equity across the district's schools, and ensure that Foster Youth, English learners and Low-income students have fair access to school sports programs, RUSD will continue to implement the middle school sports programs, freshman and sophomore athletics, as well as varsity level athletics. This wide range of offering will allow more opportunities and options for unduplicated students to engage in team competition.

(Continuing and Determined, not as effective as expected due to COVID school closures. Before the school closures, middle and high school athletics flourished in RUSD, giving unduplicated students extended opportunities to be involved in extracurricular activities. This should resume back to normal in the 2021-22 school year.)

We expect the outcomes to be up to 70% or more of unduplicated middle school students participating in school sports, and up to 70% or more of unduplicated high school students participating in school sports across all schools over the next three years, as tracked using Aeries Analytics.

(Action 3.4a) The RUSD Student Assistance Program (SAP) program made up of 40 licensed clinicians daily meet the social emotional needs, conditions and circumstances of our unduplicated students. In 2021-22 alone, the RUSD SAP Counselors conducted 3218 referrals, 658 family interviews, 968 individual student counseling sessions, 1035 group counseling sessions, 5390 check ins with students, 750 mindfulness sessions with students in various classrooms across the district, 481 classroom lessons on positive behavior, 39 parent workshops and 87 staff workshops on social emotional learning and awareness. The SAP program is continued to be funded by LCAP because of the high demand from parents and teachers as well as the "Go Guardian" results from student Chromebook searches that reveal approximately 1000 students in RUSD per year research suicide and suicide related websites. Also, given the spike in behavior incidents this year, and high levels anxiety found in young people regarding the pandemic proved on-site therapy for students as a critical necessity. With improved social emotional support including individual and group counseling, individual observations, intervention and monitoring by the RUSD Student Assistance Program (SAP) counselors our Foster Youth, English learners and Low-income students can feel safe and productive in a school environment. The district will meet the needs, conditions and circumstances of our unduplicated pupils by continuing to provide social and emotional support including individual and group counseling, check-is with counselors, pro social classroom lessons and the increased implementation and monitoring of the Student Assistance Program.

(Continuing and Determined, effective as expected; the Student Assistance Program Counselors provided 2,424 check-ins and 3,594 counseling sessions primarily targeting services for unduplicated students. They also provided training to school staff and facilitated Parent Webinars. A virtual wellness center was developed in response to COVID-19 and has had 2891 views.)

We expect the outcomes to be 3800+ mental health/risk assessments conducted each year and 3800+ social emotional therapy sessions conducted each year in RUSD by our Student Assistance Program counselors through 2024; continuation of the virtual wellness center, and unduplicated student and parents responding at 78% (agree/strongly agree) on their "Sense of Safety Perception" for the annual school climate survey.

(Action 3.4b) The RUSD SAP program provides behavioral support to students and school sites by assigning behavioral assistants to work with Foster Youth, Low-income and English learners who need interventions to help de-escalate situations at school that may be disruptive. Riverside Unified will continue to provide behavioral support in this manner which will also include observations and risk assessments for unduplicated students that may lead to referrals for counseling.

(Continuing and Determined, effective as expected; the Student Assistance Program Counselors provided 2,424 check-ins and 3,594 counseling sessions primarily targeting services for unduplicated students. They also provided training to school staff and facilitated Parent Webinars. A virtual wellness center was developed in response to COVID-19 and has had 2891 views.)

We expect the outcomes to be 2000+ teacher/classified staff training on Restorative Practices and other components of Multi-Tiered System of Supports over the next three years, 2800+ mental health/risk assessment conducted each year, and 3800+ social emotional therapy sessions conducted each year by our Student Assistance Program counselors through 2024. We also expect attendance rates increasing each year to meet or exceed 96.6% each year for English Learners, Low-income and Foster Youth, and suspension rates for Foster Youth, Low-income students, English learners and unduplicated students of color to fall below 3% each year through 2024.

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

RUSD estimates that the level of Unduplicated Pupils for the LCAP year 2021-22 will be 73.03%. In order to best serve these students, we have developed LEA-Wide goals and actions that will address both academic and opportunity gaps, and work to increase and/or improve our unduplicated students' educational experience by 29.40% or more as required. The 29.40% is higher for 2022-23 due to the fact that we have 3.19% in carryover over funds.

These funds are budgeted for expenditures to improve and/or increase services for Low income, Foster Youth and English learners. This funding affords a significant opportunity to improve the educational outcomes of these students and reduce the achievement/service gap by improving and/or increasing instructional programs, and student support programs that ensure the elimination of barriers to student success.

Programs and services are funded at schools with higher numbers and concentrations of unduplicated students. $9,891,401 in Supplemental and Concentration funding will be allocated across school sites in RUSD based on their "Unduplicated Pupil Counts" of English learner, Low income and Foster Youth. Funds will allow schools to meet the needs, conditions and circumstances of these specific student groups in a meaningful and relevant way through intervention programs that target academics, language acquisition and college and career preparedness, and social emotional health.

Educational Collaborator feedback from the LCAP advisory, District African-American Parent Advisory Committee, District English Learner Parent Advisory Committee and the RUSD bargaining unit membership is collected throughout each year to help guide the selection of resources and interventions for unduplicated students, as well as assist in progress monitoring to determine if services for our Foster Youth, English Learner and Low-income students are being increase or improved.

RUSD has determined the following areas of need to be specifically targeted for our unduplicated pupils:

-Social Emotional Learning for Foster youth, Students with Disabilities, Low income and English Learners

-Mathematics performance for Foster youth, Students with Disabilities, Low income and English Learners

-English language arts for Foster you, Students with Disabilities, Low income and English Learners

-English learner progress towards reclassification

To meet and/or eliminate the needs mentioned above, the School Plan for Student Achievement (SPSA) development process at each school site in the district also focuses on site goals/actions in a manner consistent with the District Local Control Accountability Plan. These actions at our school sites provide supplementary materials and activities, targeted interventions for reading, math, and language support, focused extension opportunities before/afterschool and during the summer, as well as parent involvement and special engagement events for our unduplicated pupils that support closing the opportunity and achievement gaps.

An approval protocol and monitoring process is in place for all school sites and when utilizing LCFF funding for purchases to serve unduplicated pupils, the principals must ensure they are aligned to SPSA goals and actions and are principally directed to increase or improve services to unduplicated students.

The Riverside Unified School District team engages in data analysis and the review of best practices with a focus on systematizing services at all schools in the district. Increased and improved services for our unduplicated students (Foster Youth, English learners, and Low-income students) are the district's top priority. On a regular basis, the LCAP actions/services are discussed in monitoring meetings, thereby measuring the actions with the purpose of making corrections along the way. If the data on unduplicated students shows no or little progress then alternative resources and interventions are sought. During Board Study Sessions, presentations utilizing data and research are made to inform the community of overall District progress, and progress of our Foster Youth, Low-income students and English learners.

At regular leadership meetings, such as principal meetings, district management meetings and assistant principal meetings, discussion of the LCAP actions/services are engaged in with a school site and department perspective. It is critical that support departments actively engage with LCAP actions/services, as the contributions of all collaborators can make a difference in closing opportunity and achievement gaps, especially for our unduplicated students. These discussions then inform our practice, as well as allow for improvement in implementation. As stated earlier, services for our unduplicated students will be increased and improved upon through systematic implementation of services, ongoing data monitoring, and course corrections when necessary. RUSD follows the steps in the Cycle of Inquiry: a systematic way by which we elevate our practices and make continuous improvement.

Stated below are Goals and Actions limited to only unduplicated students to increase and/or improve services by the percentage required:

(Action 1.4c) RUSD will provide professional learning and support to teachers, English learner contacts and site administrators on Integrated and Designated English Language Development, goal setting and progress monitoring to ensure English learners are making growth in their language proficiency in the four domains of language: reading, writing, listening and speaking. This action will improve services by the percentage required through relevant and updated professional development, and increased progress monitoring by our English learner contacts and site administrators.

(Continuing and Determined, effective as expected; Throughout the 20-21 school year, the EL team, with the input and feedback from collaborator groups, focused on four areas of work to support and increase the engagement of English learners - training in the EL Roadmap, ELD, and the RUSD Guide for Educating English Learners, creation of professional learning modules for teachers, implementation of quarterly EL Community Walks, identification of local ELD assessments to monitor student acquisition of language.)

The expected outcome for this action is for up to 800 elementary and middle school teachers/administrators to be trained on Integrated and Designated English Language Development (ELD) and goal setting over the next three years; and we expect growth for our English learners on the English Learner Progress Indicator to move from 40.9% to 53% by 2024, and we expect an increase in our Reclassification rate to move from 19.1% to 26.6% by 2024.

(Action 2.1f) RUSD will provide English learners daily Integrated and Designated ELD in all grades, with additional support offered at the high school level to increase language proficiency and academic performance. The district will use the Ellevation platform to monitor the reclassification progress of English learners (EL) and monitor the progress of Re designated Fluent English Proficient students.
(Continuing and Determined, effective as expected; Throughout the 21-22 school year, the EL team, with the input and feedback from collaborator groups, focused on four areas of work to support and increase the engagement of English learners - training in the EL Roadmap, ELD, and the RUSD Guide for Educating English Learners, creation of professional learning modules for teachers, implementation of quarterly EL Community Walks, identification of local ELD assessments to monitor student acquisition of language.)

The expected outcome is ongoing Integrated and Designated ELD implemented at all grade levels across all schools, including training for high school teachers, and progress monitoring by school and district administration over the next three years. The expected outcome is growth for our English learners on the English Learner Progress Indicator from 40.9% to 53% by 2024, and an increase in our Reclassification rate from 19.1% to 26.6% by 2024.

(Action 2.1i) Provide a challenging IB program to 10th-12th grade students, consisting of personalized counseling, mentorship, tutoring, and other additional supports for IB diploma program track students.

(Continuing and Determined, effective as expected; Of the 183 unduplicated Junior and Senior IB students at J.W. North High School, unduplicated students are enrolled in 697 courses for the 21-22 school year; 90.55% of IB students received a grade of “C” or higher in their core classes.)

The expected outcome is ongoing enrollment of up to, or exceeding 300 unduplicated students in the IB diploma program track program, of which 92% or more will receive a grade of “C” or better in their semester courses each year. We expect the IB program A-G attainment goals to align with the district goals of increased student A-G completion rates from 27% to 30% for English learners, from 43.7% to 46.7% for Low-income and 32.1% to 35.1% over the next three years respectively; and we expect to see graduation rates increasing up to or exceeding 96.1% for English learners, up to or exceeding 97% for Low-income and up to or exceeding 90.9% for Foster Youth by 2024.

(Action 2.2f) RUSD will provide Tier II (Strategic) and Tier III (Intensive) support services for newcomer English learners and English learners not making progress to increase the acquisition of the English language, including expanded learning opportunities can meet and may exceed the percentage required through the district’s Multi-Tiered System of Supports which is equipped to provide teacher training and customized support for English learners via one-to-one and small group tutoring and after school and summer schooltargeted interventions.
(Continuing and Determined, effective as expected; Elementary EL Newcomers were supported with the online language program Rosetta Stone English, and the EL Newcomer program contained in the District’s Wonder’s curriculum. Secondary EL Newcomers were supported with the online language program Rosetta Stone Foundations, StudySync and National Geographic/Cengage Newcomer curriculum to supplement student’s core ELD and ELA program.)

We expect outcomes of up to 11% of the 16% of English learners in RUSD to participate in intensive interventions including after school and summer school programs. We also expect outcomes for growth for English learners on the English Learner Progress Indicator from 40.9% to 53% by 2024, and an increase in our Reclassification rate from 19.1% to 26.6% by 2024.

(Action 2.2g) RUSD will provide coordinated case management services in collaboration with site administrator, guidance counselor, Foster Youth and Education Rights Holder to meet the academic, socio-emotional, and college/career needs of Foster Youth in RUSD is a top priority for RUSD. Personalized case management for Foster Youth meets the required threshold for services as case managers can offer detailed data and progress monitoring for individual Foster Youth that is more comprehensive and can better inform the district of needed intervention services.

(Continuing and Determined, effective as expected; The Case Manager has completed 329 direct interventions year to date which has increased from 194 in 19/20. Having a case manager that can track the transfer of records, attend child family team meetings/best interest determination meetings, credit completion, AB 216 Evaluations and attendance has been effective.)

We expect the outcomes to be up to 350 direct interventions per year for Foster Youth as needed. In addition, we expect graduation rates for Foster Youth to be at 90.9% by 2024, school attendance for Foster Youth to meet or exceed 96.6% each year over the next three years, and a response score by Foster Youth of 78% or better (agree/strongly agree) for “Student Engagement” on the annual school climate survey.

(Action 3.4c) Continue to remove barriers for Foster and Homeless youth in order to access school, and graduate prepared for college and career through outreach and additional resources such as tutoring, transportation, school supplies field trips, social-emotional supports.
(Continuing and Determined, effective as expected; The Case Manager has completed 329 direct interventions year to date which has

increased from 194 in 19/20. Having a case manager that can track the transfer of records, attend child family team meetings/best interest determination meetings, credit completion, AB 216 Evaluations and attendance has been effective).

We expect the case manager to complete 350 or more direct interventions, and we expect to see an increased graduation rate for Foster Youth and Homeless students to be at 90.0% by 2024, and an increase on the College and Career Indicator reaching 43.0% or better for Foster Youth and Homeless students.

Districtwide investments that are principally directed to, and effective in meeting the needs for unduplicated students also address our LCAP Goals:

Goal 1) Engage students in high-quality learning by a diverse, highly qualified staff - the actions and services provided in this goal will work to increase/improve student outcomes for unduplicated pupils by providing professional learning for employees who work with unduplicated students to implement social emotional learning lessons and strategies, English Language Development for teachers and paraprofessionals, and Multi-Tiered System of Supports frameworks for all school and district staff. In addition, RUSD will serve unduplicated students through this goal by providing highly developed school leaders, teachers who practice equity and cultural proficiency in the classroom, as well as teachers and paraprofessionals who have instructional expertise in Common Core State Standards and utilize technology integration into the curricula.

Goal 2) Provide students choices that prepare them for college and career pathways - the actions and services provided in this goal will work to increase/improve student outcomes for unduplicated pupils by providing universal screener tools, introducing an ethnic studies plan across the district, providing a high quality TK-12 STEM program, continuing the RUSD Arts plan for visual and performing arts, growing Career Technical Education programs and Dual enrollment opportunities in community college courses for unduplicated students. This goal also includes the provisions for Dual Language Immersion, AVID, and athletic programs and school clubs accessible to all Foster Youth, Low income students and English learners. Expanded before/after school and summer programs will also reduce barriers for students in this goal, along with added credit recovery and tutoring, and access to Student Assistance Program counselors who can provide on campus clinical therapy to unduplicated students in need.

Goal 3) Involve the whole family and community in student learning and well-being - the actions and services provided in this goal will work to increase/improve student outcomes for unduplicated pupils by providing the Family Resource Center which regularly offers individualized services and programs to families to help them navigate the systems within the school district and community. In addition to vital translation and interpretation services which are provided by this goal, the inclusion of wellness and social emotional curriculum being built into school initiatives will help to improve student access and achievement. Increased services in Child Welfare and Attendance will also specifically target our unduplicated students to ensure that suspension rates are being lowered, and academic achievement and language acquisition is increasing.

RUSD's local assessments, educational collaborator feedback, and evidence-based research are the guiding factors by which the district determines to utilize principally directed strategies that have proven to be effective in meeting our goals for unduplicated students. The district is committed to increasing and/or improving services and outcomes for Foster Youth, English learners and Low-income students by focusing on multiple strategies and resources encapsulated in the following tenets:

1) A Multi-Tiered System of Supports - including Universal Screeners and Universal Core Instruction, with more intensive strategies used for students with higher needs and specific targets for Foster youth, English learners and Foster Youth.

2) An Equity lens to guide the implementation of all interventions to ensure curriculum and activities are accessible to unduplicated students.

3) Culturally relevant pedagogy that provides a diverse curriculum with racial and ethnic perspectives equally represented to provide an inclusive environment for unduplicated youth in RUSD.

4) Research based, effective strategies that close achievement and opportunity gaps for unduplicated students, and provide opportunities such as credit recovery, literacy and language acquisition, mathematical understanding, and writing skills.

5) Well-being for unduplicated students via social emotional curriculum, one-to-one counseling and/or group counseling, and mindfulness activities to help alleviate stressors from school and work.

The RUSD LCAP for 2021-2024 will provide these strategies in all of our Actions and Services to ensure our unduplicated students along with all RUD students receive the highest quality education they deserve.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Forty-three of the fifty schools in Riverside Unified meet the “greater than 55 percent” enrollment threshold for unduplicated pupils (Low-income, English learners, and Foster Youth), therefore RUSD has created a substantive plan to use the additional Concentration grant add-on funding to balance the ratio of staff who provide direct services to students on these high-need school campuses. RUSD’s Multi-Tiered System of Supports (MTSS) Initiative is designed to address the unique needs of our unduplicated students in the three domains of academics, behavior, and social emotional learning. The RUSD MTSS Initiative takes a proactive, integrated approach to identifying students for targeted services; key components of our program include:

Universal screening of all students early in the school year to determine greatest need for academic and behavioral support, along with mid-year and end of year screening to track progress or decline in the three domains.

Additional tiers of interventions that can be amplified in response to levels of need which may include risk assessments, clinical therapy provided on campuses, increased behavioral strategies, and more inclusive practices.

Ongoing data collection and continual assessment to ensure progress monitoring that results in appropriate, and proven interventions implemented in classrooms and supplemental programs.

Schoolwide approach to expectations and supports for behavior, intentional monitoring of attendance patterns, addressing the social emotional health of students, and teachers engaging in the Cycle of Inquiry to identify root causes of students’ challenges and subsequent interventions to address those challenges.

Parent involvement both in the home and at school sites to support individualized needs of students, which may include home visits and other outreach through the RUSD Family Resource Center and other community partners.

The LCAP supplemental Concentration dollars is funding the additional staffing needed to carry out the district wide roll-out of MTSS in Riverside Unified. Currently, the RUSD 2021-24 LCAP includes the following actions:

1.3e – Develop sustainable, district-wide equity embedded MTSS framework by providing integrated training to staff in the elements of universal design for learning and culturally responsive teaching, restorative practices, Social Emotional Learning (SEL), Positive Behavior Intervention Supports (PBIS), and trauma-informed practices with clear connections to how these positively impact academic learning, culture, climate and the well-being of students.

1.3f – Develop sustainable, site level, equity embedded MTSS frameworks by providing school site training and coaching focused on assisting site leadership teams with establishing the foundational structures of an equity embedded MTSS framework while building capacity to (1) analyze data, (2) identify root causes, (3) develop plans and (4) evaluate progress.

1.3g – Provide teachers and administrators with professional development and ongoing support in the implementation of Multi-Tiered System of Supports (MTSS), including universal screening, progress monitoring, and how to respond to the corresponding data.

These LCAP actions laid the groundwork for the MTSS Initiative in Riverside Unified by providing training and materials for all credentialed employees (2000+) to participate in intensive professional development sessions on MTSS/Universal Design and the delivery of Best First-Instruction. (13 full day sessions completed to date)

In order to fully implement the MTSS plan across the district equitably, RUSD identified the following positions needed at our school sites. These positions support the balanced ratios needed to increase and/or sustain the number of staff who provide direct services to students on campuses with an enrollment of Low-income, English Learners, and/or Foster Youth students greater than 55 percent. (43 schools) These positions are placed into Goal 1, LCAP Action 1.3e.

(Action 1.3e) 23 FTE MTSS liaisons – employees who work at school sites for attendance outreach, conducting universal screeners, and academic and social emotional learning support.

(Action 1.3e) 25.5 FTE MTSS counselors positioned at elementary sites to support goals/data/metrics for student academic success by monitoring individual progress and determining appropriate tiered interventions.

(Action 1.3e) 10 FTE MTSS counselors positioned at secondary sites to support goals/data/metrics for student academic success by monitoring individua progress and determining appropriate tiered intervention.

(Action 1.3e) 42 FTE Student Assistance Program Counselors who are licensed clinicians working in schools to provide clinical therapy for high need students and families.

(Action 1.3e) 11.25 FTE Student Assistant Program Prevention Assistants who work with behavioral issues with students, conduct restorative practices in schools, teach mindfulness exercises, and help school sites with Positive Behavioral Interventions and Supports.

(Action 1.3e) 5 Clinical Psychologists to assist with Tier 2 and Tier 3 issues that arise during the year or at screening.

(Action 1.3e) 6 Inclusive Practices Specialists to assist with Students with Disabilities to ensure equitable programing as school sites and assist with conducting IEPs with an equity lens.

Universal Screeners have been deployed this year for math, English language arts and social emotional learning. The FastBridge mySAEBRS screener reports 75% of students on target SEL, and the Elementary math screener reported 51% students on target for success, and the Elementary reading screener 49% students on target for success.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	73:1	57:1
Staff-to-student ratio of certificated staff providing direct services to students	24:1	22:1

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, March 2022

2022-2023 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 115,533,087	$ 1,067,625	$ -	$ 4,977,089	121,577,801	$ 94,854,105	$ 26,723,696

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1a	Attract Quality Educators	All	$ 50,000	$ -	$ -	$ -	$ 50,000
1	1.2a	Additional 30 min. for teacher planning	All	$ 12,723,884	$ -	$ -	$ -	$ 12,723,884
1	1.2b	Assistant Principals	All	$ 11,009,509	$ -	$ -	$ -	$ 11,009,509
1	1.3a	Professional Learning for Culturally Responsive leading	All	$ 30,000	$ -	$ -	$ -	$ 30,000
1	1.3b	Professional Growth Systems (PGS) Teachers	All	$ 1,843,538	$ -	$ -	$ 382,288	$ 2,225,826
1	1.3c	Professional Growth Systems (PGS) Principals	All	$ 13,651	$ -	$ -	$ 197,710	$ 211,361
1	1.3d	PGS Classified Staff	All	$ 250,796	$ -	$ -	$ -	$ 250,796
1	1.3e	Multi-Tiered System of Supports- Staff Training	All	$ 8,045,786	$ -	$ -	$ -	$ 8,045,786
1	1.3f	Multi-Tiered System of Supports- Site Training	All	$ -	$ -	$ -	$ 556,298	$ 556,298
1	1.3g	Multi-Tiered System of Supports- Admin. Training	All	$ 16,319	$ 166,667	$ -	$ -	$ 182,986
1	1.3h	Preschool Professional Development	Pre-School	$ -	$ -	$ -	$ 179,162	$ 179,162
1	1.3i	Cultural Proficiency Coaching and PD	All	$ 826,049	$ -	$ -	$ -	$ 826,049
1	1.3j	Cultural Proficiency Training - Substitute Teachers	All	$ 21,247	$ -	$ -	$ -	$ 21,247
1	1.4a	Common Core State Standards PD	All	$ 1,592,067	$ -	$ -	$ 38,877	$ 1,630,944
1	1.4b	Technology Professional Development	All	$ 872,366	$ -	$ -	$ 258,725	$ 1,131,091
1	1.4c	English Learner Professional Development	English Learners	$ -	$ -	$ -	$ 398,863	$ 398,863
1	1.4d	Ethnic Studies	All	$ 125,918	$ -	$ -	$ -	$ 125,918
1	1.4e	PD for Counselors on College and Career	All	$ 155,840	$ -	$ -	$ 89,627	$ 245,467
1	1.4f	PD for Career Tech Education	All	$ 123,884	$ -	$ -	$ -	$ 123,884
1	1.5a	Safe Learning Environments	All	$ 551,655	$ -	$ -	$ 157,657	$ 709,312
1	1.5b	Internet Safety	All	$ 275,000	$ -	$ -	$ -	$ 275,000
1	1.5c	Digital Inclusion	All	$ 4,534,043	$ -	$ -	$ 175,933	$ 4,709,976
1	1.5d	Student Demographic and College Readiness	All	$ 1,014,165	$ -	$ -	$ -	$ 1,014,165
1	1.5e	Grant Writer	All	$ 311,855	$ -	$ -	$ -	$ 311,855
1	1.5f	Preventative Maintenance for Classrooms	All	$ 98,831	$ -	$ -	$ -	$ 98,831
1	1.5g	Maintain and Support Facilities	All	$ 3,619,017	$ -	$ -	$ -	$ 3,619,017
1	1.5h	Caps and Gowns for Graduates	All	$ 195,154	$ -	$ -	$ -	$ 195,154
2	2.1a	Universal Screeners	All	$ 249,697	$ -	$ -	$ -	$ 249,697
2	2.1b	Textbook and Core Instructional Materials	All	$ -	$ -	$ -	$ -	$ -
2	2.1c	Ethnic Studies Plan	All	$ 54,475	$ -	$ -	$ -	$ 54,475
2	2.1d	STEM Opportunities for All Students	All	$ 300,450	$ -	$ -	$ -	$ 300,450
2	2.1e	Next Generation Science Standards	All	$ 382,145	$ -	$ -	$ -	$ 382,145
2	2.1f	English Learner Designated ELD	English Learners	$ 2,859,483	$ -	$ -	$ -	$ 2,859,483
2	2.1g	VAPA for All Students	All	$ 3,959,425	$ -	$ -	$ -	$ 3,959,425
2	2.1h	Academic, Career, and Social-Emotional Supports	All	$ 1,402,346	$ -	$ -	$ -	$ 1,402,346
2	2.1i	IB Program	All	$ 319,088	$ -	$ -	$ -	$ 319,088
2	2.1j	Dual Enrollment	All	$ 130,000	$ -	$ -	$ -	$ 130,000
2	2.1k	Career and Technical Education Programs	All	$ 3,033,051	$ 135,463	$ -	$ -	$ 3,168,514
2	2.1l	Expand DLI Program	All	$ 12,762,371	$ -	$ -	$ -	$ 12,762,371
2	2.2a	Summer Learning Programs	All	$ 1,144,115	$ -	$ -	$ -	$ 1,144,115
2	2.2b	AVID Programs	All	$ 1,024,266	$ -	$ -	$ 163,000	$ 1,187,266
2	2.2c	Tier II & Tier III Intensive Interventions- Credit Recovery	All	$ 2,094,156	$ -	$ -	$ 153,188	$ 2,247,344
2	2.2d	Advanced Placement Courses	All	$ 25,000	$ -	$ -	$ -	$ 25,000
2	2.2e	Heritage, Legacy, Puente Programs	All	$ 769,466	$ -	$ -	$ 291,966	$ 1,061,432
2	2.2f	Strategic and Intensive Services for English Learners	English Learners	$ 299,284	$ -	$ -	$ 501,357	$ 800,641

2	2.2g	Case Management for Foster Youth	Foster Youth	$ -	$ -	$ -	$ 201,285	$ 201,285
2	2.2h	Staff Collaboration for Students with Disabilities	All	$ 351,688	$ 693,367	$ -	$ -	$ 1,045,055
2	2.2i	Social Emotional Support for Preschool Students	All	$ 329,332	$ 72,128	$ -	$ 176,005	$ 577,465
2	2.3a	Additional Allocations to Sites for Unduplicated Support	Unduplicated Students	$ 5,630,761	$ -	$ -	$ 338,288	$ 5,969,049
2	2.3b	Library Media Assistants	All	$ 1,709,336	$ -	$ -	$ -	$ 1,709,336
2	2.3c	Combination Class Reduction	All	$ 7,063,614	$ -	$ -	$ -	$ 7,063,614
3	3.1a	Family and Community Partnerships	All	$ 687,053	$ -	$ -	$ 222,336	$ 909,389
3	3.1b	Family Engagement Programming	All	$ 77,000	$ -	$ -	$ 121,000	$ 198,000
3	3.1c	Strategic Communications Plan	All	$ 1,823,570	$ -	$ -	$ -	$ 1,823,570
3	3.2a	Translation Service	All	$ 1,561,810	$ -	$ -	$ -	$ 1,561,810
3	3.2b	STEM Academy Lottery Process	All	$ 21,750	$ -	$ -	$ -	$ 21,750
N/A	N/A	CDE Template Error	N/A	$ -	$ -	$ -	$ -	$ -
3	3.3a	Comprehensive Culture and Climate Tool	All	$ 123,500	$ -	$ -	$ -	$ 123,500
3	3.3b	Social Emotional Learning Curriculum	All	$ 215,494	$ -	$ -	$ -	$ 215,494
3	3.3c	Wellness Opportunities for Employees	All	$ 134,165	$ -	$ -	$ -	$ 134,165
3	3.3d	Child Welfare and Attendance Support	All	$ 3,939,323	$ -	$ -	$ -	$ 3,939,323
3	3.3e	Co-Curricular and Extracurricular Activities -HS	All	$ 1,967,339	$ -	$ -	$ -	$ 1,967,339
3	3.3f	Athletic and Activities- MS	All	$ 3,117,866	$ -	$ -	$ -	$ 3,117,866
3	3.4a	Student Assistance Program- Individual and Group	All	$ 5,968,836	$ -	$ -	$ 57,500	$ 6,026,336
3	3.4b	Student Assistance Program- Observations and Interventions	All	$ 1,701,256	$ -	$ -	$ -	$ 1,701,256
3	3.4c	Removing Barriers for Foster and Homeless Youth	Foster Youth	$ -	$ -	$ -	$ 316,024	$ 316,024

2022-2023 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 367,346,251	$ 96,282,514	26.21%	3.19%	29.40%	$ 110,972,265	0.00%	30.21%	**Total:**	$ 110,972,265
								LEA-wide Total:	$ 107,360,245
								Limited Total:	$ 3,477,855
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1a	Attract Quality Educators	Yes	LEA-wide	All	All	$ 50,000	0.00%
1	1.2a	Additional 30 min. time for teacher planning	Yes	LEA-wide	All	All	$ 12,723,884	0.00%
1	1.2b	Assistant Principals	Yes	LEA-wide	All	All	$ 11,009,509	0.00%
1	1.3a	Professional Learning for Culturally Responsive leading	Yes	LEA-wide	All	All	$ 30,000	0.00%
1	1.3b	Professional Growth Systems (PGS)Teachers	Yes	LEA-wide	All	All	$ 1,843,538	0.00%
1	1.3c	Professional Growth Systems (PGS) Principals	Yes	LEA-wide	All	All	$ 13,651	0.00%
1	1.3d	PGS Classified Staff	Yes	LEA-wide	All	All	$ 250,796	0.00%
1	1.3e	Multi-Tiered System of Supports-Staff Training	Yes	LEA-wide	All	All	$ 8,045,786	0.00%
1	1.3i	Cultural Proficiency Coaching and PD	Yes	LEA-wide	All	All	$ 826,049	0.00%
1	1.3j	Cultural Proficiency Training - Substitute Teachers	Yes	LEA-wide	All	All	$ 21,247	0.00%
1	1.4a	Common Core State Standards PD	Yes	LEA-wide	All	All	$ 1,592,067	0.00%
1	1.4b	Technology Professional Development	Yes	LEA-wide	All	All	$ 872,366	0.00%
1	1.4d	Ethnic Studies	Yes	LEA-wide	All	Secondary	$ 125,918	0.00%
1	1.4e	PD for Counselors on College and Career	Yes	LEA-wide	All	Secondary	$ 155,840	0.00%
1	1.4f	PD for Career Tech Education	Yes	LEA-wide	All	Secondary	$ 123,884	0.00%
1	1.5c	Digital Inclusion	Yes	LEA-wide	All	All	$ 4,534,043	0.00%
1	1.5d	Student Demographic and College Readiness	Yes	LEA-wide	All	All	$ 1,014,165	0.00%
1	1.5e	Grant Writer	Yes	LEA-wide	All	All	$ 311,855	0.00%
1	1.5h	Caps and Gowns for Graduates	Yes	LEA-wide	All	Secondary	$ 195,154	0.00%
2	2.1a	Universal Screeners	Yes	LEA-wide	All	All	$ 249,697	0.00%
2	2.1c	Ethnic Studies Plan	Yes	LEA-wide	All	Secondary	$ 54,475	0.00%
2	2.1d	STEM Opportunities for All Students	Yes	LEA-wide	All	All	$ 300,450	0.00%
2	2.1e	Next Generation Science Standards	Yes	LEA-wide	All	All	$ 382,145	0.00%
2	2.1f	English Learner Designated ELD	Yes	Limited	English Learner	All	$ 2,859,483	0.00%
2	2.1g	VAPA for All Students	Yes	LEA-wide	All	All	$ 3,959,425	0.00%
2	2.1h	Academic, Career, and Social-Emotional Supports	Yes	LEA-wide	All	Secondary	$ 1,402,346	0.00%
2	2.1i	IB Program	Yes	Limited	All	Secondary	$ 319,088	0.00%
2	2.1j	Dual Enrollment	Yes	LEA-wide	All	Secondary	$ 130,000	0.00%
2	2.1k	Career and Technical Education Programs	Yes	LEA-wide	All	Secondary	$ 3,033,051	0.00%
2	2.1l	Expand DLI Program	Yes	LEA-wide	All	All	$ 12,762,371	0.00%
2	2.2a	Summer Learning Programs	Yes	LEA-wide	All	All	$ 1,144,115	0.00%
2	2.2b	AVID Programs	Yes	LEA-wide	All	All	$ 1,024,266	0.00%
2	2.2c	Tier II &Tier III Intensive Interventions- Credit Recovery	Yes	LEA-wide	All	Secondary	$ 2,094,156	0.00%
2	2.2d	Advanced Placement Courses	Yes	LEA-wide	All	Secondary	$ 25,000	0.00%
2	2.2e	Heritage, Legacy, Puente Programs	Yes	LEA-wide	All	Secondary	$ 769,466	0.00%
2	2.2f	Strategic and Intensive Services for English Learners	Yes	Limited	English Learner	All	$ 299,284	0.00%
2	2.2h	Staff Collaboration for Students with Disabilities	Yes	LEA-wide	All	All	$ 351,688	0.00%
2	2.2i	Social Emotional Support for Preschool Students	Yes	LEA-wide	All	All	$ 329,332	0.00%
2	2.3a	Additional Allocations to Sites for Unduplicated Support	Yes	LEA-wide	All	All	$ 5,630,761	0.00%
2	2.3b	Library Media Assistants	Yes	LEA-wide	All	All	$ 1,709,336	0.00%
2	2.3c	Combination Class Reduction	Yes	LEA-wide	All	All	$ 7,063,614	0.00%

3	3.1a	Family and Community Partnerships	Yes	LEA-wide	All	All	$	687,053	0.00%
3	3.1b	Family Engagement Programming	Yes	LEA-wide	All	All	$	77,000	0.00%
3	3.1c	Strategic Communications Plan	Yes	LEA-wide	All	All	$	1,823,570	0.00%
3	3.2a	Translation Service	Yes	LEA-wide	All	All	$	1,561,810	0.00%
3	3.2b	STEM Academy Lottery Process	Yes	LEA-wide	All	Secondary	$	21,750	0.00%
3	3.3a	Comprehensive Culture and Climate Tool	Yes	LEA-wide	All	All	$	123,500	0.00%
3	3.3b	Social Emotional Learning Curriculum	Yes	LEA-wide	All	All	$	215,494	0.00%
3	3.3d	Child Welfare and Attendance Support	Yes	LEA-wide	All	All	$	3,939,323	0.00%
3	3.3e	Co-Curricular and Extracurricular Activities -HS	Yes	LEA-wide	All	Secondary	$	1,967,339	0.00%
3	3.3f	Athletic and Activities - MS	Yes	LEA-wide	All	Secondary	$	3,117,866	0.00%
3	3.4a	Student Assistance Program- Individual and Group	Yes	LEA-wide	All	All	$	5,968,836	0.00%
3	3.4b	Student Assistance Program- Observations and Interventions	Yes	LEA-wide	All	All	$	1,701,256	0.00%

2021-2022 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 84,506,124.00	$ 87,745,932.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1a	Attract Quality Educators	No	$ 50,000	$ 10,530
1	1.2a	Additional 30 min. for teacher planning	Yes	$ 12,565,506	$ 11,805,046
1	1.2b	Assistant Principals	Yes	$ 9,291,117	$ 9,172,572
1	1.3a	Professional Learning for Culturally Responsive leading	Yes	$ 30,000	$ 23,535
1	1.3b	Professional Growth Systems (PGS) Teachers	Yes	$ 1,950,575	$ 1,554,371
1	1.3c	Professional Growth Systems (PGS) Principals	Yes	$ 197,064	$ 190,900
1	1.3d	PGS Classified Staff	Yes	$ 27,656	$ -
1	1.3e	Multi-Tiered System of Supports-Staff Training	Yes	$ 117,500	$ 6,308,428
1	1.3f	Multi-Tiered System of Supports-Site Training	No	$ 653,672	$ 17,885
1	1.3g	Multi-Tiered System of Supports-Admin. Training	No	$ 730,000	$ 66,094
1	1.3h	Preschool Professional Development	No	$ 176,976	$ 179,765
1	1.3i	Cultural Proficiency Coaching and PD	Yes	$ 774,603	$ 784,172
1	1.3j	Cultural Proficiency Training - Substitute Teachers	Yes	$ 20,001	$ 12,847
1	1.4a	Common Core State Standards PD	Yes	$ 920,408	$ 1,212,357
1	1.4b	Technology Professional Development	Yes	$ 1,206,920	$ 777,549
1	1.4c	English Learner Professional Development	No	$ 80,000	$ 103,072
1	1.4d	Ethnic Studies	Yes	$ 24,525	$ 7,191
1	1.4e	PD for Counselors on College and Career	Yes	$ 243,292	$ 205,673
1	1.4f	PD for Career Tech Education	Yes	$ 113,226	$ 114,493
1	1.5a	Safe Learning Environments	No	$ 701,655	$ 650,456
1	1.5b	Internet Safety	No	$ 275,000	$ 257,710
1	1.5c	Digital Inclusion	Yes	$ 2,140,962	$ 3,809,481
1	1.5d	Student Demographic and College Readiness	Yes	$ 553,457	$ 623,262
1	1.5e	Grant Writer	Yes	$ 159,047	$ 106,112
1	1.5f	Preventative Maintenance for Classrooms	No	$ 92,489	$ 94,737
1	1.5g	Maintain and Support Facilities	No	$ 1,537,808	$ 3,412,869
1	1.5h	Caps and Gown for Graduates	Yes	$ 66,068	$ 63,292
2	2.1a	Universal Screeners	Yes	$ 220,655	$ 220,600

2	2.1b	Textbook and Core Instructional Materials	No	$	2,000,000	$	2,249,963
2	2.1c	Ethnic Studies Plan	Yes	$	54,475	$	607
2	2.1d	STEM Opportunities for All Students	Yes	$	275,911	$	231,047
2	2.1e	Next Generation Science Standards	Yes	$	388,169	$	349,987
2	2.1f	English Learner Designated ELD	Yes	$	770,231	$	749,254
2	2.1g	VAPA for All Students	Yes	$	2,396,966	$	2,291,894
2	2.1h	Academic, Career, and Social-Emotional Supports	Yes	$	1,222,922	$	1,090,454
2	2.1i	IB Program	Yes	$	307,319	$	256,710
2	2.1j	Dual Enrollment	Yes	$	130,000	$	15,868
2	2.1k	Career and Technical Education Programs	Yes	$	2,696,904	$	2,643,145
2	2.1l	Expand DLI Program	Yes	$	10,012,375	$	9,821,114
2	2.2a	Summer Learning Programs	Yes	$	1,078,936	$	1,078,936
2	2.2b	AVID Programs	Yes	$	1,398,120	$	1,063,947
2	2.2c	Tier II &Tier III Intensive Interventions- Credit Recovery	Yes	$	1,647,067	$	1,581,882
2	2.2d	Advanced Placement Courses	Yes	$	25,000	$	25,000
2	2.2e	Heritage, Legacy, Puente Programs	Yes	$	1,034,256	$	755,037
2	2.2f	Strategic and Intensive Services for English Learners	Yes	$	811,999	$	539,166
2	2.2g	Case Management for Foster Youth	No	$	153,843	$	120,411
2	2.2h	Staff Collaboration for Students with Disabilities	Yes	$	863,063	$	799,259
2	2.2i	Social Emotional Support for Preschool Students	Yes	$	354,986	$	352,213
2	2.3a	Additional Allocations to Sites for Unduplicated Support	Yes	$	5,775,999	$	4,618,117
3	3.1a	Family and Community Partnerships	Yes	$	676,873	$	627,862
3	3.1b	Family Engagement Programming	Yes	$	198,000	$	262,750
3	3.1c	Strategic Communications Plan	Yes	$	600,271	$	625,202
3	3.2a	Translation Service	Yes	$	1,436,452	$	1,088,911
3	3.2b	STEM Academy Lottery Process	Yes	$	21,750	$	19,759
3	3.3a	Comprehensive Culture and Climate Tool	Yes	$	123,500	$	37,383
3	3.3b	Social Emotional Learning Curriculum	Yes	$	195,329	$	197,855
N/A	N/A	CDE Template Error	No	$	-	$	-
3	3.3c	Wellness Opportunities for Employees	No	$	127,543	$	129,309
3	3.3d	Child Welfare and Attendance Support	Yes	$	3,237,656	$	3,048,999
3	3.3e	Co-Curricular and Extracurricular Activities -HS	Yes	$	1,929,897	$	1,835,773
3	3.3f	Athletic and Activities-MS	Yes	$	2,932,694	$	3,036,057
3	3.4a	Student Assistance Program- Individual and Group	Yes	$	3,495,296	$	3,315,307
3	3.4b	Student Assistance Program- Observations and Interventions	Yes	$	905,553	$	825,486
3	3.4c	Removing Barriers for Foster and Homeless Youth	No	$	306,587	$	276,269

2021-2022 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 88,343,310	$ 74,100,239	$ 77,048,906	$ (2,948,667)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2a	Additional 30 min. for teacher planning	Yes	$ 12,565,506	$ 11,805,046.00	0.00%	0.00%
1	1.2b	Assistant Principals	Yes	$ 9,291,117	$ 9,172,572.00	0.00%	0.00%
1	1.3a	Professional Learning for Culturally Responsive leading	Yes	$ 30,000	$ 23,535.00	0.00%	0.00%
1	1.3b	Professional Growth Systems (PGS)Teachers	Yes	$ 1,595,104	$ 1,175,776.00	0.00%	0.00%
1	1.3c	Professional Growth Systems (PGS) Principals	Yes	$ 13,001	$ -	0.00%	0.00%
1	1.3d	PGS Classified Staff	Yes	$ 27,656	$ -	0.00%	0.00%
1	1.3e	Multi-Tiered System of Supports-Staff Training	Yes	$ 80,000	$ 6,307,563.00	0.00%	0.00%
1	1.3i	Cultural Proficiency Coaching and PD	Yes	$ 774,603	$ 784,172.00	0.00%	0.00%
1	1.3j	Cultural Proficiency Training - Substitute Teachers	Yes	$ 20,001	$ 12,847.00	0.00%	0.00%
1	1.4a	Common Core State Standards PD	Yes	$ 878,499	$ 1,179,506.00	0.00%	0.00%
1	1.4b	Technology Professional Development	Yes	$ 956,920	$ 603,832.00	0.00%	0.00%
1	1.4d	Ethnic Studies	Yes	$ 24,525	$ 7,191.00	0.00%	0.00%
1	1.4e	PD for Counselors on College and Career	Yes	$ 137,469	$ 143,793.00	0.00%	0.00%
1	1.4f	PD for Career Tech Education	Yes	$ 113,226	$ 114,493.00	0.00%	0.00%
1	1.5c	Digital Inclusion	Yes	$ 1,970,962	$ 3,682,211.00	0.00%	0.00%
1	1.5d	Student Demographic and College Readiness	Yes	$ 553,457	$ 623,262.00	0.00%	0.00%
1	1.5e	Grant Writer	Yes	$ 159,047	$ 106,112.00	0.00%	0.00%
1	1.5h	Caps and Gown for Graduates	Yes	$ 66,068	$ 63,292.00	0.00%	0.00%
2	2.1a	Universal Screeners	Yes	$ 220,655	$ 220,600.00	0.00%	0.00%
2	2.1c	Ethnic Studies Plan	Yes	$ 54,475	$ 607.00	0.00%	0.00%
2	2.1d	STEM Opportunities for All Students	Yes	$ 275,911	$ 231,047.00	0.00%	0.00%
2	2.1e	Next Generation Science Standards	Yes	$ 388,169	$ 349,987.00	0.00%	0.00%
2	2.1f	English Learner Designated ELD	Yes	$ 770,231	$ 749,254.00	0.00%	0.00%
2	2.1g	VAPA for All Students	Yes	$ 2,396,966	$ 2,291,894.00	0.00%	0.00%
2	2.1h	Academic, Career, and Social-Emotional Supports	Yes	$ 1,222,922	$ 1,090,454.00	0.00%	0.00%
2	2.1i	IB Program	Yes	$ 307,319	$ 256,710.00	0.00%	0.00%
2	2.1j	Dual Enrollment	Yes	$ 130,000	$ 15,868.00	0.00%	0.00%
2	2.1k	Career and Technical Education Programs	Yes	$ 2,569,397	$ 2,513,902.00	0.00%	0.00%
2	2.1l	Expand DLI Program	Yes	$ 10,012,375	$ 9,821,114.00	0.00%	0.00%
2	2.2a	Summer Learning Programs	Yes	$ 1,078,936	$ 1,078,936.00	0.00%	0.00%
2	2.2b	AVID Programs	Yes	$ 1,238,120	$ 909,130.00	0.00%	0.00%
2	2.2c	Tier II &Tier III Intensive Interventions- Credit Recovery	Yes	$ 1,647,067	$ 1,581,882.00	0.00%	0.00%
2	2.2d	Advanced Placement Courses	Yes	$ 25,000	$ 25,000.00	0.00%	0.00%
2	2.2e	Heritage, Legacy, Puente Programs	Yes	$ 723,307	$ 437,917.00	0.00%	0.00%

2	2.2f	Strategic and Intensive Services for English Learners	Yes	$ 283,138	$ 273,079.00	0.00%	0.00%
2	2.2h	Staff Collaboration for Students with Disabilities	Yes	$ 176,663	$ 183,154.00	0.00%	0.00%
2	2.2i	Social Emotional Support for Preschool Students	Yes	$ 126,467	$ 118,923.00	0.00%	0.00%
2	2.3a	Additional Allocations to Sites for Unduplicated Support	Yes	$ 5,775,999	$ 4,504,968.00	0.00%	0.00%
3	3.1a	Family and Community Partnerships	Yes	$ 464,563	$ 481,419.00	0.00%	0.00%
3	3.1b	Family Engagement Programming	Yes	$ 77,000	$ 77,126.00	0.00%	0.00%
3	3.1c	Strategic Communications Plan	Yes	$ 600,271	$ 625,202.00	0.00%	0.00%
3	3.2a	Translation Service	Yes	$ 1,436,452	$ 1,088,911.00	0.00%	0.00%
3	3.2b	STEM Academy Lottery Process	Yes	$ 21,750	$ 19,759.00	0.00%	0.00%
3	3.3a	Comprehensive Culture and Climate Tool	Yes	$ 123,500	$ 37,383.00	0.00%	0.00%
3	3.3b	Social Emotional Learning Curriculum	Yes	$ 195,329	$ 197,855.00	0.00%	0.00%
3	3.3d	Child Welfare and Attendance Support	Yes	$ 3,237,656	$ 3,048,999.00	0.00%	0.00%
3	3.3e	Co-Curricular and Extracurricular Activities -HS	Yes	$ 1,929,897	$ 1,835,773.00	0.00%	0.00%
3	3.3f	Athletic and Activities- MS	Yes	$ 2,932,694	$ 3,036,057.00	0.00%	0.00%
3	3.4a	Student Assistance Program- Individual and Group	Yes	$ 3,495,296	$ 3,315,307.00	0.00%	0.00%
3	3.4b	Student Assistance Program- Observations and Interventions	Yes	$ 905,553	$ 825,486.00	0.00%	0.00%

2021-2022 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 353,861,572	$ 88,343,310	0.00%	24.97%	$ 77,048,906	0.00%	21.77%	$ 11,294,404.00	3.19%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b] [4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school site and district-level goals and actions.

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
>
> c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
>
> d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
>
> e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

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

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to bemeasured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

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

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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