

# 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
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## Plan Summary [2021-2022]

### General Information

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

Riverside Unified School District (RUSD) has earned the reputation of being an innovative and equitable organization for all students and staff. RUSD is located in the City of Riverside, which is known as the city of Arts and Innovation. The district serves a large portion of Riverside as well as unincorporated areas of Highgrove and Woodcrest in Riverside County. RUSD currently serves over 40,000 students in grades preschool through twelfth. The District also serves a number of adults through the Riverside Adult School. There are 50 schools in the district: 29 Elementary Schools, 7 middle schools, 5 comprehensive high schools, 7 alternative/speciality schools and a grades 5-12 STEM school. There are a variety of preschool options at varying schools under the umbrella of our early childhood department, as well as transitional kindergarten classes at each elementary school. The Riverside student population continues to grow more diverse each year. The ethnic distribution breakdown is as follows: 64% Hispanic, 21% White, 6.6% African American, 3.4% Asian, 2.1% Two or More Races/Other, 1.2% Filipino and .03% Native American/Alaska Native. Approximately 65% of RUSD students qualify for the National School Lunch Program and 16.2% of students in the district are identified English learners. 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 Newcomers mostly from Guatemala. This has posed a new opportunity for sites as they strive to provide a quality education to high school students who may never have been in 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.

Riverside Unified School District’s approximately 3900 employees excel at serving Every Student, Every Day, affirming that all are guaranteed an education that ensures readiness for college, career and the world. Our district continues to focus on high levels of academic achievement, regardless of the uncharted waters that we have had to navigate through due to Covid-19 global pandemic. Both student learning and well-being, and the well-being of all employees directly affects the success of our District, and that has been paramount throughout 2019-2021.

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). 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 advisory groups. Student readiness is the primary theme 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 2021-2022 LCAP Goals:

Goal 1: Engage Students in High Quality Learning by A Diverse, High 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 values include:

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 on the state indicators, local performance indicators included in the California School Dashboard (when available), progress toward LCAP goals, local self-assessment tools, and stakeholder input, Riverside Unified School District is most proud of our high graduation rate at 97%, 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, credit recovery programs at all high schools, and 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 learner, and our low-income students, and we have made excellent strides in our AVID programs and after school tutoring. All of these interventions will continue into the new LCAP cycle along with expanded capacity for mitigating learning loss due to Covid 19 that will be funded by ESSER and the Expanded Opportunities Learning Grant.

Other successes we are proud of include a decline in our suspension rates (2019, pre-Covid) across all ethnicities. RUSD has made intentional efforts to train up to 400 administrators and staff in Restorative Practices with Loyola Marymount, and Cultural Proficiency with EPOCH Education. Restructuring of discipline ladders, universal screeners, wellness programs and new and improved home to school communication are all underway with additional efforts built into the new LCAP.

Growth in literacy rates as shown on the Dynamic Indicators of Basic Early Literacy Skills have also been a positive for RUSD. Student gains on 2019-2020 DIBELS are the following: DIBELS MOY 3rd Grade - All Students (2019-20, Benchmark or Above) 66.8%; DIBELS MOY 3rd Grade - African American (2019-20, Benchmark or Above) 66.7%; DIBELS MOY 3rd Grade - Hispanic (2019-20, Benchmark or Above) 61.8%; DIBELS MOY 3rd Grade - Low Income (2019-20, Benchmark or Above) 59.9%; DIBELS MOY 3rd Grade - English Learner (2019-20, Benchmark or Above) 15.9% DIBELS MOY 3rd Grade - SW/Disabilities (2019-20, Benchmark or Above) 37.1%; DIBELS MOY 3rd Grade - Reclassified EL (2019-20, Benchmark or Above) 89.9%; DIBELS MOY 3rd Grade - Reclassified EL (2019-20, Benchmark or Above) 89.9%; DIBELS MOY 3rd Grade - Foster Youth (2019-20, Benchmark or Above) 66.7%.

Another exciting outcome of our long-term planning is the district-wide implementation of the Multi-Tiered Systems of Support (MTSS) which has also become the frame for our 2021-2024 LCAP Actions and Services. We are basing our intervention protocols on Tier 1: high-quality, universal core curriculum 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, before/after school tutoring and enhanced summer school experiences, along with opportunities for clinical therapy provided by our licensed clinicians (SAP Counselors) on campus. Finally, our Tier 3 level includes 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 credit recovery options for their academics (MTSS-focused LCAP Actions 1.3e, 1.3f and 1.3g).

We are also proud of the Professional Growth Systems (PGS) in our district that 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 additional support. This has helped to increase retention of certificated employees and bring new innovation into classrooms via the Danielson framework training which was also provided to the entire certificated staff in RUSD by the PGS department.

It should also be mentioned that the 2020-21 school year did bring about a set of “unconventional” measures that we are also proud of, including:

- Distribution Of 30,000 Chromebook to students and 2250 hotspots out to families needing stronger internet connection by April 2020.

- Neighborhood Learning Centers were put in place to serve areas across the city providing over 350 students targeted support through in person tutoring and stronger connectivity particularly for our students experiencing homelessness, students in foster care and low socioeconomic students.
- Ongoing Professional Development for teachers to come up to speed for utilizing online teaching tools, and ways to re write their curriculum for online instruction
- Increased district communication, over 3900 mental health online appointments and check in through our Student Assistance Program, (SAP counseling), ongoing home visits by administrators and the pupil services team, and program choice offerings (home base, virtual and phased in-person) for the 2020-21 school year.
- Safety procedures in place at ALL school and district sites including PPE for students and employees, thermometers, and upgraded security.
- Over 6 million grab and go meals provided from April 2020 to April 2021

## 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.

After reviewing the available data on the 2019 California Dashboard indicators, district benchmark assessments and student/parent survey feedback, and usage data from the Family Resource Center, Riverside Unified has determined that our highest areas of need are Mathematics for all; suspension rates for Native American students and Foster Youth in particular, (however improvement is needed in the overall suspension rates across the district); and English Learner progress. We are also aware that college and career preparedness for Students with Disabilities is an area of need, and that will be met with other means of funding beyond LCAP.

All student groups with the exception of Asian and Filipino are in the Orange or Yellow category for math which demonstrates there are service gaps in this subject-matter discipline. (ie: All Students -40.7; High Need Groups: Eng. Learners -84.8, Foster Youth - 82.1, Homeless -74.7, Low Income -63.8, Students with Disabilities - 130.7) Math by demographics include: (African American -60, American Indian -59.7, Hispanic -58.6, Pacific Islander -34.8) In addition, our College and Career Indicator scores as per the California Dashboard include the following scores of concern: (English Learners 12% - Orange; Foster Youth 27.8% - Yellow; Low Income 37.2% - Yellow; Students with Disabilities 6% - Red; Homeless 31.3% - Yellow) The College and Career Indicator by demographics include scores of concern for: ( African American 31.4% - Orange; American Indian - no score provided by state; bi-racial 56.6% - Yellow). English Language Arts scores from the dashboard are better than math but still demonstrate areas for improvement and need to close learning gaps for the following groups: (English learners -53.2, Foster Youth -30.7, Low income -22.9, Students with Disabilities -92.9, Homeless -36.9, African American -14.5, Hispanic - 17.3, American Indian -12.9, and Pacific Islander -4.3.

Distance Learning has also proven to be a difficult instructional setting for many teachers in which to focus on improving mathematics engagement during this pandemic year. Upon the return to school in the fall, and the enhanced virtual schooling option will still be available, and RUSD will deploy the following Actions and Services: 1.2a – Continue to provide additional time for teachers to plan supports focused on student learning and well-being for underperforming and disadvantaged (unduplicated) students; 1.4a – Provide professional learning to build teacher capacity around the implementation of Common Core State Standards including increasing early numeracy skills, content knowledge

and conceptual understanding in mathematics; 2.1a - Screen all students (beginning with grades TK-6, moving to secondary grades in a phased process) using the RUSD adopted universal screen tools for mathematics; 2.2a - 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-risk students to build foundational skills in literacy and mathematics; 2.2c - 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 student at each comprehensive high school to recover course credits for the purpose of staying on track for graduation.

While we have made positive strides toward reducing suspensions in RUSD, our overall suspension rate is unacceptable at 4.2% when the state average is 2.6%. To address the disproportionate suspension rates for Foster Youth, RUSD will implement LCAP 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, and social-emotional support; 2.2g - 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. Foster Youth and Native American youth will also have priority access to AVID programs in Action 2.2b – Continue to implement the AVID program at the elementary and secondary levels to provide students with targeted educational support and increase A-G attainment, and they will also have access to social emotional support through the district's Student Assistance Program in Action 3.4a – 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.

RUSD Teachers and administrators are also currently being trained, and will continue to be trained in 2021-2022 on Restorative Practices and Cultural Proficiency found in Action 1.3a – 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). This action will allow for principals and staff to restructure the discipline ladders at school sites and build relationships with students in a healthy and productive manner. Additional supports for Foster Youth will also be available through our ESSER funding Expanded Learning Opportunities Grants.

English learner (EL) progress has stagnated during the past LCAP cycle. This is unacceptable. 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 - Provide English learners daily Integrated and Designated ELD in all grades, additional supports at the high school level to increase language proficiency and academic performance, and use the Ellevation platform to monitor the reclassification progress of English learners, and monitor the progress of Redesignated Fluent English Proficient students. It is also vital that we increase our teacher proficiency in this area and therefore the LCAP committee created Action 1.4c - 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. ESSER funding and Expanded Learning Opportunity grant funds will also be utilized to provide before, after and summer programs for English learners to help mitigate learning loss due to school closures during the pandemic.

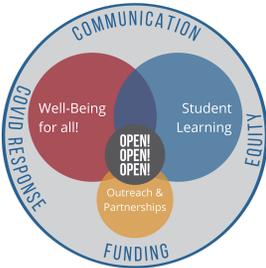
RUSD is dedicated to ensuring a high quality learning environment for all students; therefore, our immediate launch point for shoring up academic and equity gaps is Action 1.3e - Develop sustainable, district-wide equity embedded Multi-Tiered Systems of Support (MTSS) framework by providing integrated 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. Our new MTSS structure will be the umbrella by which we monitor all student supports and progress

# LCAP Highlights

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

Key features of the 2021-2024 LCAP include our journey from the realities of living through the Covid 19 pandemic, to providing learning recovery opportunities for all students, and finally the full restoration and ongoing improvement of schooling in Riverside Unified School District. The School Board priorities for 2020-2022 are:

- Covid Response
- Equity
- Communication
- Wellbeing for All
- Student Learning
- Outreach and Partnerships



Covid Response has been the most immediate priority since March of 2020. RUSD has had student safety at the forefront of all actions and services since the pandemic began and has installed Personal Protective Equipment in all district schools and offices. County Health and State regulations have been followed meticulously to ensure confidence in our families, children and employees upon the return to work and reopening of schools. Throughout school closures/distance learning in 2020-21, RUSD disseminated 33,000 Chromebooks and 2200 hot spots to our students and families across the district, as well as a technical services hotline. Robust Professional Development for teachers was implemented quickly to help teachers change over to online instruction, and still is ongoing. Services such as grab and go meals for students, virtual counseling sessions, and home visits never stopped despite all of the setbacks of conducting school during a pandemic.

The district’s commitment to identifying and overcoming intentional and unintentional barriers for our students has led to the development of the Equity and Community Engagement Department that is dedicated to ensuring all programs and services are planned and prepared using an equity lens. This department houses our Professional Growth Systems to serve new teacher inductees, and to support teachers and administrators as needed.

Communications and LCAP are also part of the Equity team as messaging, program plans, and funding sources must be explained and distributed in an inclusive and equitable manner. Almost daily communications in the form of email, phone calls, texts, social media posts, superintendent videos have occurred during school closures and reopenings.

Wellbeing for all takes root in the TK-12 Wellness Initiative which is part of the Pupil Services Department and is home to our Student Assistance Plan (SAP) counselors who provide licensed clinical therapy to our students, and also includes the work of our school psychologists and behavior interventionists. In addition, partnerships with local health agencies and hospitals including Care Solace are also integral to our district-wide wellness plan. A highly engaging Employee Wellness project evolved out of Covid closures as well, and now provides both classified and certificated staff with a website of wellness resources, wellness activities before and after work, community check ins, and advocacy for mental health.

Student Learning has now become more diverse than ever before when distance learning was thrust upon us suddenly, and the teachers, administrators and students had to reframe their thinking around instructional delivery. 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. Because of the suddenness of change and the distance between teachers and students we found that students struggled to stay engaged and many fell behind in their grade-level learning, and/or credits for graduation. This is why the Student Learning priority is paramount to all of our work in RUSD at this time. Recovery from learning loss must be immediate, meaningful and effective.

Outreach and Partnerships have been the bedrock for the district during the pandemic. Community members such as the City of Riverside, our local churches, Bournes Engineering, Dutton Motors and Riverside County Office of Education have been invaluable in supporting school safety and caring for our families in need. RUSD's communication efforts that offer continued encouragement to staff, parents and students has been vital for the district in building trust with the community and holding all of our partners steadfast during distance learning and the phased in return to school.

Coming highlights include expanded learning offerings before/after school, and during summer utilizing state Expanded Learning Opportunities Grant funding, and increasing programmatic efforts to mitigate learning loss and 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. Elementary and Secondary School Emergency Relief (ESSER) Covid 19 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.

It is also important that students be given the opportunity to engage in co-curricular activities in order to resume their social outlets, and engage in opportunities for relationship building to strengthen their emotional stability. Therefore, RUSD will provide additional program efforts in Science, Technology, Engineering and Math, Arts education, Career Technical Education and athletics across all schools and grade levels in the 2021-2024 LCAP.

## **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 and Raincross Continuation School have been identified for Comprehensive Support and Improvement for Graduation Rate. In addition, Chemawa Middle School has 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 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: An effective communicator, A skilled problem solver, A proficient technology user, An informed career planner, and An engaged community member. Through the Shared Leadership System, the leadership teams at each site worked with district staff (secondary education, counseling, research and assessment, student wellness) to determine the root causes of the deficiency in graduation rate 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. Discussions around equity and access 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 EOC with the purpose of identifying systemic barriers and resource inequities that caused the deficiencies in graduation requirements.

The team also analyzed site achievement and social emotional data, as well as student and family voice. As of April 8, 2019 a half time counselor was assigned to this site, therefore many referrals were not able to be addressed in a timely manner. 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.

Prior to COVID 19 , 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 we are still in the pandemic and the data is constantly moving. As a result of the already high rates of depression and anxiety, not accounting for the pandemic, the team 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. 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 Behaviour Intervention and Support (PBIS).

The team also identified another root cause related to clean and 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. In addition, the district has added two data technicians to support training and data entry. 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

19-20. 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 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, 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), are used to determine flexible groups for each evaluation goal's instructional period. Follow up data in regards to each evaluation goal is used to modify instruction and identify students for intervention groups and for enrichment groups. Teachers meet regularly to discuss data from common assessment, target students, instructional strategies, and to determine modification of instruction.

RUSD and school sites provide 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 (school year & summer planning).

Data for both English Language Arts and Mathematics is taken from Ellevation to analyze the growth of our EL students. Ongoing progress monitoring is conducted in short cycle (common) assessments to monitor EL students' progress and determine needed interventions and support. Differentiated lessons/instruction based on use of the Cycle of Inquiry to drive it (scaffold concepts to make content accessible to all learners). Increase opportunities is writing opportunities across all content areas by using ACE (Answer, Cite & Explain) or CER (Claim, Evidence & Reasoning). Our Teacher on Special Assignment provides Intervention/Instructional Support for EL Students in vocabulary development, English proficiency and all content areas. Ongoing professional development is provided to all teachers to increase teacher pedagogy to support targeted groups within an ELD structure.

With over 200 identified English learners at Chemawa our focus must continue to be on meeting their needs. Over the course of the last year, we have launched several initiatives aimed at providing this focus group with increased learning opportunities. A designated TOSA works with faculty to target and implement reading and language interventions. Parents are provided with opportunities to give input regarding the learning plan for their students and regular updates are provided to parents at monthly stakeholder meetings. Further, teachers are routinely queried about the tools needed to support students. Their input is used to facilitate the use of effective research-based learning tools. In the past year, 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. In many ways, Chemawa uses student voices as the central catalyst for program implementation.

All teachers share a common planning period daily and collaborate by grade level weekly. This allows teachers to conduct a Cycle of Inquiry based on student achievement in order to meet students needs. Teachers meet in interdisciplinary teams to collaborate a minimum of once a month.

We provide our diverse student population meaningful learning, intervention and enrichment opportunities. Among these are college preparation classes, a variety of school clubs and differentiated learning opportunities in content classes. Our staff is well trained in addressing the various needs of our community and continually seek professional development to enhance the repertoire of skills needed to work with students not fulfilling their potential. This year, for example, several school leadership members participated in a virtual learning institute for the purpose of developing ideas around school improvement.

Chemawa values the work they do in building partnerships with parents, students and community members as we seek to increase student engagement. As such, we regularly invite stakeholders to participate in school groups and events aimed at communicating expectations and increasing positive learning outcomes. Our 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 of growth resulted in the need to provide an additional Teacher on Special Assignment.

## **Monitoring and Evaluating Effectiveness**

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

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 schools. By hiring a diverse, highly-qualified staff (Action 1.1a),RUSD will be able to reflect on valuable input that represents the entire student body. District staff (secondary education, research and assessment, student wellness) 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, universal screeners, California Assessment of Student Performance and Progress (CAASPP), credits earned, engagement, attendance, suspension, Student Assistance Program (SAP) referral, 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 Coordinator will provide training and guidance for the Student Assistance Plan (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. However, student feedback, increases in student attendance, increases in credits earned, progress on formative assessments and universal screeners will also be interim measures of effectiveness. 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.

Each site will engage in Universal Design Learning/Leadership training to build capacity on how to take inventory of their instructional practices and how they impact student learning and engagement, and be aligned to the overarching Multi-Tiered Systems of Support framework in the district. 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 as well as in developing AIM statements. Each site will be engaged in robust data analysis training so that they 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. Additionally, staff will attend conferences that build staff capacity on cultural proficiency, restorative practices, universal design for learning, and data analysis protocol that is embedded into their Professional Learning Communities. There will be specific goals to address the needs of African American student population and English Learner Progress Indicator.

## **Stakeholder Engagement**

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

The stakeholder process in Riverside Unified is always a very inclusive process and consists of two objectives: 1) Inform stakeholders 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 stakeholders (virtually for 2020-2021) with the opportunity to be part of reviewing the progress, providing input, and supporting implementation of actions through meaningful feedback. Representation from significant stakeholder 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 stakeholder groups.

The inclusive 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 partners. Feedback was garnered using the following strategies: surveys, school site meetings, parent/partnership committees, consensus building and virtual community Town hall gatherings.

During the 2020-21 school year, RUSD's Local Control Accountability Plan (LCAP) committee of parents, community/business members, RUSD teachers, administrators, classified employees and students met monthly to provide input on the LCAP process and content. 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 ESSER and Expanded Learning Opportunities Grant.

**Parent Feedback:** The Parent Satisfaction Survey also conducted in April 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 Extended 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.

**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.

**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 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 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. Classified employees also demonstrated support for increasing translators and the Family Resource Center.

The District English Learner Advisory Committee Feedback: DELAC met all year in a virtual environment, and came to consensus on the following LCAP 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. Fortunately, the FRC will be funded by 2021-2024 LCAP. The next set of priorities including social emotional support, summer learning, tutoring, learning hubs and distance learning will be implemented with both ESSER II funding and Expanded Learning Opportunities funding.

The District African American Parent Advisory Committee Feedback: DAAPAC met all year in a virtual environment as well, and developed the following four priorities for the district: 1) Ensuring the retention of student Chrome books 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. 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 will provide funds for additional social emotional learning and technology in the coming year.

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 and LCAP 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 supports for students, enriched curriculum and universal screeners to monitor student progress.

Virtual Town Hall meetings - Community Feedback: Five virtual Town Hall meetings were conducted by RUSD in April of 2021. Each meeting was specific to one of the comprehensive high school feeder pattern clusters: Arlington, M.L. King, J.W.North, Polytechnic and Ramona high

schools respectively. 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, administrator and classified employees/other district personnel, and providing social-emotional and academic supports for students, as well as family support from the Family Resource Center, 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 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 stakeholders indicates there continues to be a need to focus on the implementation of inclusive practices. The LCAP includes 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. During January through March, updates were given on the Annual Update, and Principals/Assistant Principals were asked to provide local/site data as available to guide the district needs assessment. Dashboard data was also reviewed to determine tiered services for universal, targeted and intensive intervention across all schools and district wide. At the April 8, 2021 K-12 Principals/Site administrators meeting the 2021-2022 LCAP proposed goals and actions were presented for review. The site administrators were grouped by feeder patterns and read through and commented and made suggested edits to the actions and services. The LCAP 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 the next LCAP, and ongoing LCAPs.

Riverside City Teachers Association (RCTA) and California School Employees Association (CSEA) Chapter 506: The president of each bargaining unit representing both certificated and classified employees participate on the RUSD LCAP Advisory Committee. Burness Holt, president of the CSEA 506 represented the CSEA membership to ensure their voices were heard and represented equitably in LCAP. On behalf of Chapter 506 resulting in feedback from classified employees, Mr. Holt submitted a question to the Superintendent with regards to LCAP seeking assurances that the CSEA membership will be given the opportunity to serve in all of the various funding streams coming for Covid relief, including LCAP. 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. Laura Boling, president of the RCTA attended the LCAP Advisory Committee meetings and the district Financial Stability meetings on behalf of certificated employees, all year to represent her certificated members. Members expressed 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.

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 stakeholders 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 stakeholders responded 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 stakeholders responded they Agreed or Strongly Agreed that RUSD schools provide these supports. When asked about parent involvement opportunities, on average, 69% of RUSD stakeholders 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 stakeholders responded that they Agreed or Strongly Agreed that RUSD schools are safe places for students, teachers, administrators and classified employees.

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

### Schedule of Stakeholder Meetings

**August 5, 2020 - LCAP DAAPAC Stakeholder**

**August 26, 2020 - LCAP DELAC Stakeholder**

**August 27, 2020 - LCAP Advisory Committee**

**September 2, 2020 - LCAP Budget Meeting- BOP 20-21**

**September 17, 2020 - LCAP Budget Meeting- BOP 20-21**

**October 5, 2020 - LCAP Budget Team Meeting**

**October 28, 2020 - LCAP DELAC Stakeholder**

**November 16, 2020 - LCAP Budget Team Meeting**

**December 3, 2020 - LCAP Advisory Committee**

**December 7, 2020 - LCAP Budget Team Meeting**

**December 16, 2020 - LCAP DELAC Stakeholder**

**January 19, 2021 - LCAP Budget Team Meeting**

**January 20, 2021 - RCPTA Stakeholder**

**January 28, 2021 - LCAP Advisory Committee**

**February 9, 2021 - LCAP AAPAC Stakeholder**

**February 16, 2021 - LCAP Budget Team Meeting**

**February 17, 2021 - LCAP DAAPAC Board Stakeholder**

**February 24, 2021 - LCAP DELAC Stakeholder**

**February 25, 2021 - LCAP GDAC Stakeholder**

**March 3, 2021 - LCAP Budget Team Meeting**

**March 4, 2021 - LCAP Advisory Committee**

**March 9, 2021 - DAAPAC Board Meeting**

**March 30, 2021 - Student Board Members Stakeholder Feedback**

**April 7, 2021 - LCAP Budget Team Meeting**

**April 9, 2021 - LCAP Advisory Committee (Student Board Members in attendance)**

**April 15, 2021 - LCAP Board Study Session**

**April 26, 2021 - LCAP Virtual Town Hall**

**April 27, 2021 - LCAP Virtual Town Hall**

**May 6, 2021 - LCAP Board Presentation**

**April 29, 2021 - LCAP Advisory Committee**

**May 7, 2021 - LCAP Advisory Committee/Annual update**

**May 7, 2021 - DELAC Meeting/Annual update**

**May 10/2021 - LCAP Fastpass submission to RCOE**

**May 20, 2021 - LCAP Public Hearing**

**Jun 17, 2021 - LCAP Board Adoption**

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

Revisions and additions to the new 2021-2024 LCAP were made based on the themes and priorities from the wide scope of virtual community town hall meetings, virtual stakeholder engagement sessions, (which included employee groups/bargaining units representatives, parents and students), district student achievement data (note the absence of 2019-2020 State Dashboard data) and a monitoring process led by the LCAP 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 learner progress, and district-wide Suspensions are top areas of need for our unduplicated students based on our local data, stakeholder input and any available state data.

Prioritized themes from all data led to the following continued and enhanced Actions and Services:

1. Continue to attract and recruit ethnically diverse and highly qualified teachers and staff.
2. Conduct professional learning to develop culturally responsive leadership skills and assets for staff
3. Develop sustainable district wide equity embedded Multi-Tiered System of Support Framework
4. Provide professional learning and support to teachers, English Learner contacts, and site administrators on Integrated and Designated English Language Development
5. Create and implement a comprehensive Ethnic Studies plan including professional development for teachers.
6. Expand learning time for TK-12 to accelerate progress to close learning gaps for unduplicated and at-risk students to build foundational skills and literacy in mathematics.
7. Provide 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
8. Provide additional allocation to sites to support the learning and well being to unduplicated students based on student academic and social emotional behavioural data.
9. Implement a 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.
10. Implement a comprehensive culture and climate tool to measure student resiliency and connectedness, family involvement, and staff morale and wellness.
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.

Increasingly effective in depth monitoring discussions allowed RUSD to make concrete decisions about changes and modifications in the LCAP. These processes will continue in 2022-24 as the district strategizes ways to increase efficiencies and add voices to the monitoring process already in place.

## Goals and Actions

### Goal

Goal #	Descriptions
Goal 1	<b>Engage Students in High Quality Learning by a Diverse Highly Qualified Staff</b>

An explanation of why the LEA has developed this goal.

Engaging students in high quality learning by a diverse, highly qualified staff is essential to student success. 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

### Measuring and Reporting Results

Metric	Baseline 2021-22	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Average % of teachers implementing strategies learned at professional	Level 3 - Initial Implementation (LCAP Local Indicator Rubric)				Level 4 - Full Implementation (LCAP Local Indicator Rubric)

development	- 50% of Teachers				- 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 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 5 - Full Implementation & Sustainability (LCAP Local Indicator Rubric) - at least 90% of Teachers
% 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 Teachers
% of teachers appropriately assigned and fully credentialed.	100% (SARC Reports)				100% (SARC Reports)
% of Facilities in "Good Repair" rating	95% of RUSD facilities rated "Good" or better on annual FIT reports				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. (Title II)	\$50,000	N
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)	\$12,565,506	Y

1.2b	Assistant Principals	Provide Assistant Principals to increase support focused on student learning and well-being for underperforming and disadvantaged (unduplicated) students. (LCFF)	\$9,291,117	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)	\$1,950,575	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)	\$197,064	Y
1.3d	PGS Classified Staff	Continue the design work for support staff (classified) professional growth system (pgs) for implementation in 2022-2023. ( LCFF)	\$27,656	Y
1.3e	Multi Tiered System of Support - 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. (LCFF/Title IV)	\$117,500	Y
1.3f	Multi Tiered System of Support - 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. (ESSR)	\$653,672	N
1.3g	Multi Tiered System of Support - Admin. Training	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.	\$730,000	N

		(ELO Grant)		
1.3h	Preschool Professional Development	Provide support and professional development to early childhood staff to strengthen academic and social-emotional foundations. (Title I)	\$176,976	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)	\$774,603	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)	\$20,001	Y
1.4a	Common Core State Standards PD	Provide professional learning to build teacher capacity around the implementation of Common Core State Standards, to include: <ul style="list-style-type: none"> <li>● Use of publisher-created tools to support the engagement of all learners (i.e. Wonders, WonderWorks, Eureka, StudySync, CPM, Amplify).</li> <li>● Implementation of Essential/Priority Standards Curriculum Maps for each core content area</li> <li>● Utilization of research-proven instructional strategies that support all learners</li> <li>● Increasing early numeracy skills, content knowledge and conceptual understanding in mathematics</li> <li>● Timely feedback to students focused on narrative grading</li> <li>● Utilization of Document Based Questions (DBQ) System to support building student mastery in content knowledge, vocabulary and reading comprehension skills.</li> <li>● Teaching foundational reading skills through the Gateway Program to increase teacher knowledge in phonemic awareness, alphabetic principle, phonics, and fluency. (LCFF/ Title I)</li> </ul>	\$920,408	Y
1.4b	Technology Professional Development	Provide professional learning to increase the integration of technology into daily teaching and learning to include: <ul style="list-style-type: none"> <li>● Utilization of research-proven instructional strategies that support all learners</li> <li>● Cultivation of Digital Literacy and Digital Citizenship among RUSD students</li> </ul>	\$1,086,920	Y

		<ul style="list-style-type: none"> <li>Increased awareness and opportunities for teachers to learn CS Coding among RUSD students</li> <li>Software platform(s) for efficient design, creation, delivery and evaluation of professional learning</li> </ul> (LCFF / ESSR)		
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 III)	\$80,000	N
1.4d	Ethnic Studies	Provide ongoing professional learning opportunities to develop a comprehensive Ethnic Studies Plan. (LCFF)	\$24,525	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)	\$243,292	Y
1.4f	PD for Career Tech Education	Provide professional learning in support of the RUSD Career Technical Education Plan. (LCFF)	\$113,226	Y
1.5a	Safe Learning Environments	Increase safety and security for all students and employees on district campuses. (LCFF/ Title IV)	\$701,655	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/ESSR)	\$2,140,962	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)	\$553,457	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	\$159,047	Y

		neighborhoods and schools. (LCFF)		
1.5f	Preventive Maintenance for Classrooms	Provide preventative maintenance of classroom display equipment (LCFF)	\$92,489	N
1.5g	Maintain and Support Facilities	Maintain school and supporting facilities in good repair. (LCFF)	\$1,537,808	N
1.5h	Gaps and Gowns for Graduates	Continue to promote college and career expectations and ensure an equitable graduation experience for unduplicated students. (LCFF)	\$66,068	Y

## Goal Analysis [2021-2022]

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.

**This section will be completed as part of the 2022-23 LCAP development process**

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

**This section will be completed as part of the 2022-23 LCAP development process**

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

**This section will be completed as part of the 2022-23 LCAP development process**

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.

**This section will be completed as part of the 2022-23 LCAP development process**

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

## Goal 2

Goal 2	Description
Goal 2	<b>Provide Students Choices that Prepare Them for College and Career Pathways</b>

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-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.

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)

## Measuring and Reporting Results

Metric	Baseline 2021-22	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
CA Dashboard ELA Indicator: Distance from Standard - All Students	<p>Dashboard Status (Fall 2019, CA Dashboard): 1.7 points below standard - Medium Status</p> <p>Dashboard Change (Fall 2019, CA Dashboard): Increased by 5.4 DFS</p> <p>Dashboard Performance: Green</p>				<p>Dashboard Status (Fall 2024, CA Dashboard): 7.3 points above standard - Medium Status</p> <p>Dashboard Performance: Green</p>
CA Dashboard ELA Indicator: Distance from Standard - African American	<p>Dashboard Status (Fall 2019, CA Dashboard): 14.5 points below standard - Low Status</p> <p>Dashboard Change (Fall 2019, CA Dashboard): Increased by 8.6 DFS</p>				<p>Dashboard Status (Fall 2024, CA Dashboard): 2.5 points below standard - Medium Status</p> <p>Dashboard Performance: Green</p>

	Dashboard Performance: Yellow				
CA Dashboard ELA Indicator: Distance from Standard - Hispanic	<p>Dashboard Status (Fall 2019, CA Dashboard): 17.3 points below standard - Low Status</p> <p>Dashboard Change (Fall 2019, CA Dashboard): Increased by 6.0 DFS</p> <p>Dashboard Performance: Yellow</p>				<p>Dashboard Status (Fall 2024, CA Dashboard): 5.3 points below standard - Low Status</p> <p>Dashboard Performance: Yellow</p>
CA Dashboard ELA Indicator: Distance from Standard - English Learners	<p>Dashboard Status (Fall 2019, CA Dashboard): 52.3 points below standard - Low Status</p> <p>Dashboard Change (Fall 2019, CA Dashboard): Maintained by 1.4 DFS</p> <p>Dashboard Performance: Orange</p>				<p>Dashboard Status (Fall 2024, CA Dashboard): 40.0 points below standard - Low Status</p> <p>Dashboard Performance: Yellow</p>
CA Dashboard ELA Indicator: Distance from Standard - Socioeconomically Disadvantaged	<p>Dashboard Status (Fall 2019, CA Dashboard): 22.9 points below standard - Low Status</p> <p>Dashboard Change (Fall 2019, CA Dashboard): Increased by 4.9 DFS</p> <p>Dashboard Performance: Yellow</p>				<p>Dashboard Status (Fall 2024, CA Dashboard): 10.9 points below standard - Low Status</p> <p>Dashboard Performance: Yellow</p>
CA Dashboard ELA Indicator: Distance from Standard -	Dashboard Status (Fall 2019, CA Dashboard): 30.7 points below				Dashboard Status (Fall 2024, CA Dashboard): 18.7 points below

Foster Youth	<p>standard - Low Status</p> <p>Dashboard Change (Fall 2019, CA Dashboard): Increased by 18.5 DFS</p> <p>Dashboard Performance: Yellow</p>				<p>standard - Low Status</p> <p>Dashboard Performance: Yellow</p>
<p>CA Dashboard ELA Indicator: Distance from Standard -</p> <p>Students with Disabilities</p>	<p>Dashboard Status (Fall 2019, CA Dashboard): 92.9 points below standard - Very Low Status</p> <p>Dashboard Change (Fall 2019, CA Dashboard): Increased by 11.5 DFS</p> <p>Dashboard Performance: Orange</p>				<p>Dashboard Status (Fall 2024, CA Dashboard): 80.9 points below standard - Low Status</p> <p>Dashboard Performance: Orange</p>
<p>CA Dashboard Math Indicator: Distance from Standard -</p> <p>All Students</p>	<p>Dashboard Status (Fall 2019, CA Dashboard): 40.7 points below standard - Low Status</p> <p>Dashboard Change (Fall 2019, CA Dashboard): Maintained by 1.0 DFS</p> <p>Dashboard Performance: Orange</p>				<p>Dashboard Status (Fall 2024, CA Dashboard): 31.7 points above standard - Low Status</p> <p>Dashboard Performance: Yellow</p>
<p>CA Dashboard Math Indicator: Distance from Standard -</p> <p>African American</p>	<p>Dashboard Status (Fall 2019, CA Dashboard): 60 points below standard - Low Status</p> <p>Dashboard Change (Fall 2019, CA Dashboard): Increased</p>				<p>Dashboard Status (Fall 2024, CA Dashboard): 48 points below standard - Low Status</p> <p>Dashboard Performance: Yellow</p>

	<p>by 5.1 DFS</p> <p>Dashboard Performance: Yellow</p>				
<p>CA Dashboard Math Indicator: Distance from Standard - Hispanic</p>	<p>Dashboard Status (Fall 2019, CA Dashboard): 58.6 points below standard - Low Status</p> <p>Dashboard Change (Fall 2019, CA Dashboard): Maintained by 1.1 DFS</p> <p>Dashboard Performance: Orange</p>				<p>Dashboard Status (Fall 2024, CA Dashboard): 46.6 points below standard - Low Status</p> <p>Dashboard Performance: Yellow</p>
<p>CA Dashboard Math Indicator: Distance from Standard - English Learners</p>	<p>Dashboard Status (Fall 2019, CA Dashboard): 84.8 points below standard - Low Status</p> <p>Dashboard Change (Fall 2019, CA Dashboard): Maintained by 2.1 DFS</p> <p>Dashboard Performance: Orange</p>				<p>Dashboard Status (Fall 2024, CA Dashboard): 72.8 points below standard - Low Status</p> <p>Dashboard Performance: Yellow</p>
<p>CA Dashboard Math Indicator: Distance from Standard - Socioeconomically Disadvantaged</p>	<p>Dashboard Status (Fall 2019, CA Dashboard): 63.8 points below standard - Low Status</p> <p>Dashboard Change (Fall 2019, CA Dashboard): Maintained by 0.1 DFS</p> <p>Dashboard Performance: Orange</p>				<p>Dashboard Status (Fall 2024, CA Dashboard): 51.8 points below standard - Low Status</p> <p>Dashboard Performance: Yellow</p>
<p>CA Dashboard Math</p>	<p>Dashboard Status (Fall</p>				<p>Dashboard Status (Fall</p>

Indicator: Distance from Standard - Foster Youth	2019, CA Dashboard): 82.1 points below standard - Low Status  Dashboard Change (Fall 2019, CA Dashboard): Decreased by 6.8 DFS  Dashboard Performance: Orange				2024, CA Dashboard): 70.4 points below standard - Low Status  Dashboard Performance: Yellow
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				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%				Students designated as "Ready" (CAASPP, 2024): 34.75%
EAP - Math (CAASPP/SBAC) All Students	Students designated as "Ready" (CAASPP, 2019): 10.92%				Students designated as "Ready" (CAASPP, 2024): 16.92%
English Learner Progress Indicator - ELPI (CA Dashboard)	Students making progress toward proficiency (Fall 2019, CA Dashboard): 40.9%  Status: Low				Students making progress toward proficiency (Fall 2022, CA Dashboard): 53%  Status: Medium
English Learner Reclassification Rate (DataQuest)	English Learner Reclassification Rate (DataQuest, 2019-20):				English Learner Reclassification Rate (DataQuest, 2022-23):

	19.1%				26.6%
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, 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, 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, 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, 2022-23): 30.0%
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, 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, 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, 2022-23): 14.7%
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 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				Dashboard Status (Fall 2023, CA Dashboard): 98.5%  Dashboard Performance (Fall 2023, CA Dashboard): Blue

	2022 Dashboard Performance (Fall 2020, CA Dashboard): n/a				
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 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 2023, CA Dashboard): 96.1%  Dashboard Performance (Fall 2023, CA Dashboard): Blue
CA Dashboard Graduation Rate Indicator  Socioeconomically Disadvantaged	Dashboard Status (Fall 2020, CA Dashboard): 95.9%  Dashboard Change (Fall 2020, CA				Dashboard Status (Fall 2023, CA Dashboard): 97%  Dashboard

	<p>Dashboard): Unknown due to lack of Dashboard until Fall 2022</p> <p>Dashboard Performance (Fall 2020, CA Dashboard): n/a</p>				<p>Performance (Fall 2023, CA Dashboard): Blue</p>
<p>CA Dashboard Graduation Rate Indicator</p> <p>Foster Youth</p>	<p>Dashboard Status (Fall 2020, CA Dashboard): 87.9%</p> <p>Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022</p> <p>Dashboard Performance (Fall 2020, CA Dashboard): n/a</p>				<p>Dashboard Status (Fall 2023, CA Dashboard): 90.9%</p> <p>Dashboard Performance (Fall 2023, CA Dashboard): Green</p>
<p>CA Dashboard Graduation Rate Indicator</p> <p>Students with Disabilities</p>	<p>Dashboard Status (Fall 2020, CA Dashboard): 85.3%</p> <p>Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022</p> <p>Dashboard Performance (Fall 2020, CA Dashboard): n/a</p>				<p>Dashboard Status (Fall 2023, CA Dashboard): 88.3%</p> <p>Dashboard Performance (Fall 2023, CA Dashboard): Green</p>
<p>Advanced Placement (AP)</p>	<p>Advanced Placement (AP) - Students completing AP exams</p>				<p>Advanced Placement (AP) - Students completing AP exams</p>

All Students	with 3 or higher (College Board, 2019-20): 66.7%				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, 2022-23): 45.1%
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, 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, 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, 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, 2022-23): 2.6%
High School 4 Year Adjusted Cohort Dropout Rate	High School 4 Year Adjusted Cohort Dropout Rate				High School 4 Year Adjusted Cohort Dropout Rate

Foster Youth	(DataQuest, 2019-20): 9.4%				(DataQuest, 2022-23): 6.4%
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, 2022-23): 1.6%
Middle School Dropout Rate  All Students	Middle School Rate (CALPADS, 2019-20): 0.11%				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 (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, Math (2023-24): 80% of RUSD students will meet or exceed end of year learning goals (measured by Rate of Improvement growth)
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 Status (Fall 2023, CA Dashboard): 53.7%  Dashboard Performance (Fall 2023, CA Dashboard):

	<p>Dashboard until Fall 2022</p> <p>Dashboard Performance (Fall 2020, CA Dashboard): n/a</p>				Green
<p>CA Dashboard College/Career Indicator</p> <p>African American</p>	<p>Dashboard Status (Fall 2020, CA Dashboard): 34.0%</p> <p>Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022</p> <p>Dashboard Performance (Fall 2020, CA Dashboard): n/a</p>				<p>Dashboard Status (Fall 2023, CA Dashboard): 43.0%</p> <p>Dashboard Performance (Fall 2023, CA Dashboard): Green</p>
<p>CA Dashboard College/Career Indicator</p> <p>Hispanic</p>	<p>Dashboard Status (Fall 2020, CA Dashboard): 42.4%</p> <p>Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022</p> <p>Dashboard Performance (Fall 2020, CA Dashboard): n/a</p>				<p>Dashboard Status (Fall 2023, CA Dashboard): 48.4%</p> <p>Dashboard Performance (Fall 2023, CA Dashboard): Green</p>
<p>CA Dashboard College/Career Indicator</p> <p>English Learners</p>	<p>Dashboard Status (Fall 2020, CA Dashboard): 18.7%</p> <p>Dashboard Change</p>				<p>Dashboard Status (Fall 2023, CA Dashboard): 43.0%</p>

	<p>(Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022</p> <p>Dashboard Performance (Fall 2020, CA Dashboard): n/a</p>				<p>Dashboard Performance (Fall 2023, CA Dashboard): Yellow</p>
<p>CA Dashboard College/Career Indicator</p> <p>Socioeconomically Disadvantaged</p>	<p>Dashboard Status (Fall 2020, CA Dashboard): 39.7%</p> <p>Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022</p> <p>Dashboard Performance (Fall 2020, CA Dashboard): n/a</p>				<p>Dashboard Status (Fall 2023, CA Dashboard): 45.7%</p> <p>Dashboard Performance (Fall 2023, CA Dashboard): Green</p>
<p>CA Dashboard College/Career Indicator</p> <p>Foster Youth</p>	<p>Dashboard Status (Fall 2020, CA Dashboard): 21.9%</p> <p>Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022</p> <p>Dashboard Performance (Fall 2020, CA Dashboard): n/a</p>				<p>Dashboard Status (Fall 2023, CA Dashboard): 43.0%</p> <p>Dashboard Performance (Fall 2023, CA Dashboard): Yellow</p>
<p>CA Dashboard College/Career</p>	<p>Dashboard Status (Fall 2020, CA Dashboard):</p>				<p>Dashboard Status (Fall 2023, CA Dashboard):</p>

Indicator	9.8%				18.8%
Students with Disabilities	<p>Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022</p> <p>Dashboard Performance (Fall 2020, CA Dashboard): n/a</p>				<p>Dashboard Performance (Fall 2023, CA Dashboard): Yellow</p>
Students completing CTE Pathway by end of 12th grade year.	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, 2023-24): 11.0%
All Students					
Students completing CTE Pathway by end of 12th grade year.	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, 2023-24): 9.4%
African American					
Students completing CTE Pathway by end of 12th grade year.	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, 2023-24): 11.8%
Hispanic					
Students completing CTE Pathway by end of 12th grade year.	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, 2023-24): 13.2%
English Learners					

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, 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, 2023-24): 12.1%
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, 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. (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)	\$220,655	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.(carryover)	\$2,000,000	N
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)	\$275,911	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.	\$388,169	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 Redesignated Fluent English Proficient (RFEP) students. (LCFF)	\$770,231	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)	\$2,396,966	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)	\$1,222,922	Y
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)	\$307,319	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)	\$2,696,904	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)	\$10,012,375	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-risk students to build foundational skills in literacy and mathematics. (LCFF)	\$1,078,936	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)	\$1,398,120	Y
2.2c	Tier II and Tier III Interventions	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)	\$1,647,067	Y
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	<p>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.</p> <ul style="list-style-type: none"> <li>● Heritage Program (African American Students)</li> <li>● Legacy Program (English learner Students)</li> <li>● Puente Program (Hispanic Students)</li> </ul> <p>(LCFF /Title III)</p>	\$1,034,256	Y
2.2f	Strategic and Intensive Services for English Learners	<p>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.</p> <p>(LCFF/Title I/Title III)</p>	\$811,999	Y
2.2g	Case Management for Foster Youth	<p>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)</p>	\$153,843	N
2.2.h	Staff Collaboration for Students with Disabilities	<p>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)</p>	\$863,063	Y
2.2i	Social Emotional Support for Preschool Students	<p>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.</p> <p>(LCFF/ Title I / State Preschool)</p>	\$354,986	Y
2.3a	Additional Allocations to Sites for Unduplicated Support	<p>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, supports for addressing barriers to improved student attendance, additional language support for English learners, and peer counseling.</p> <p>(LCFF)</p>	\$5,775,999	Y

# Goal Analysis [2021-2022]

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.

**This section will be completed as part of the 2022-23 LCAP development process**

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

**This section will be completed as part of the 2022-23 LCAP development process**

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

**This section will be completed as part of the 2022-23 LCAP development process**

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.

**This section will be completed as part of the 2022-23 LCAP development process**

**A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.**

## Goal 3

Goal 3	Description
Goal 3	Involve the Whole Family and Community in Student Learning and Well-Being

An explanation of why the LEA has developed this goal.

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 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 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.

## Measuring and Reporting Results

Metric	Baseline 2021-22	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
CA Dashboard Chronic Absenteeism Indicator  All Students	<p>Dashboard Status (Fall 2019, CA Dashboard): 9.6% - Medium Status</p> <p>Dashboard Change (Fall 2019, CA Dashboard): Maintained by 0.2%</p> <p>Dashboard Performance: Yellow</p>				<p>Dashboard Status (Fall 2024, CA Dashboard): 8.1% - Medium Status</p> <p>Dashboard Performance: Green</p>
CA Dashboard Chronic Absenteeism Indicator  African American	<p>Dashboard Status (Fall 2019, CA Dashboard): 13.8% - High Status</p> <p>Dashboard Change (Fall 2019, CA Dashboard): Increased by 1.4%</p> <p>Dashboard Performance: Orange</p>				<p>Dashboard Status (Fall 2024, CA Dashboard): 9.3% - Medium Status</p> <p>Dashboard Performance: Green</p>

<p>CA Dashboard Chronic Absenteeism Indicator</p> <p>Hispanic</p>	<p>Dashboard Status (Fall 2019, CA Dashboard): 10.1% - Medium Status</p> <p>Dashboard Change (Fall 2019, CA Dashboard): Maintained by 0.1%</p> <p>Dashboard Performance: Orange</p>				<p>Dashboard Status (Fall 2024, CA Dashboard): 10.8% - Medium Status</p> <p>Dashboard Performance: Green</p>
<p>CA Dashboard Chronic Absenteeism Indicator</p> <p>English Learners</p>	<p>Dashboard Status (Fall 2019, CA Dashboard): 9.4% - Medium Status</p> <p>Dashboard Change (Fall 2019, CA Dashboard): Increased by 1.2%</p> <p>Dashboard Performance: Orange</p>				<p>Dashboard Status (Fall 2024, CA Dashboard): 8.1% - Medium Status</p> <p>Dashboard Performance: Green</p>
<p>CA Dashboard Chronic Absenteeism Indicator</p> <p>Socioeconomically Disadvantaged</p>	<p>Dashboard Status (Fall 2019, CA Dashboard): 12.0% - High Status</p> <p>Dashboard Change (Fall 2019, CA Dashboard): Maintained by 0.4%</p> <p>Dashboard Performance: Orange</p>				<p>Dashboard Status (Fall 2024, CA Dashboard): 9.0% - Medium Status</p> <p>Dashboard Performance: Green</p>

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				Dashboard Status (Fall 2024, CA Dashboard): 12.7% - High Status  Dashboard Performance: Yellow
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				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, 2022-23): >=96.8%
School Attendance  African American	Increase student attendance rate (Aeries, 2019-20): 96.7%				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, 2022-23): >=96.8%

School Attendance English Learners	Increase student attendance rate (Aeries, 2019-20): 96.6%				Increase student attendance rate (Aeries, 2022-23): >=96.6%
School Attendance Socioeconomically Disadvantaged	Increase student attendance rate (Aeries, 2019-20): 96.6%				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, 2022-23): >=96.7%
School Attendance Homeless	Increase student attendance rate (Aeries, 2019-20): 95.3%				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				Dashboard Status (Fall 2024, CA Dashboard): 3.3% - Medium Status  Dashboard Performance: Green
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 Status (Fall 2024, CA Dashboard): 3.85% - Medium Status  Dashboard Performance: Green

	Dashboard Performance: Yellow				
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				Dashboard Status (Fall 2024, CA Dashboard): 3.2% - Medium Status  Dashboard Performance: Green
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				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 Status (Fall 2024, CA Dashboard): 7.9% - High Status  Dashboard Performance: Yellow

	Dashboard Performance: Red				
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				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 (CALPADS, 2022-23): 0.11%
Expulsion Rate  African American	Expulsion Rate (CALPADS, 2019-20): 0.31%				Expulsion Rate (CALPADS, 2022-23): 0.16%
Expulsion Rate  Hispanic	Expulsion Rate (CALPADS, 2019-20): 0.17%				Expulsion Rate (CALPADS, 2022-23): 0.11%
Student Climate Survey  All Students	Student Climate Survey - Increase Student Engagement / Connectedness to School (2020-21): 67% 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 - 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 (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' sense of Safety (2023-24): 95% Agree/Strongly Agree
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 (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 (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 (2023-24): 78% Agree/Strongly Agree
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 (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)	\$676,873	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	\$198,000	Y

		connections to school/community and promoting parent leadership development.(LCFF /Title I)		
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)	\$600,271	Y
3.2a	Translation Service	Provide translation and interpretation services to increase parent access to the school community. (LCFF)	\$1,436,452	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
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)	\$195,329	Y
3.3c	Wellness Opportunities for Employees	Continue to provide wellness opportunities for employees to reduce stress, increase productivity, and employee retention. (LCFF)	\$127,543	N
3.3d	Child Welfare and Attendance Support	Provide Child Welfare and Attendance support to students, families, and staff to promote student engagement by: <ul style="list-style-type: none"> <li>● Implementing Community Circles and utilize Restorative Practices as a prevention and intervention strategy at each school site.</li> <li>● Teaching students prosocial skills, self-advocacy, and expectations through Positive Behavior Interventions and Supports (PBIS).</li> <li>● Encouraging the use of other means of correction for disciplinary infractions through the revision and</li> </ul>	\$3,237,656	Y

		<p>implementation of district sequential discipline guidelines to promote positive student engagement.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Supporting unduplicated students prior to suspensions by providing check-ins, mentoring.</li> <li>● Promoting positive attendance initiatives and practices including the development of school attendance teams</li> </ul> <p>(LCFF)</p>		
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	\$1,929,897	Y
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)	\$2,932,694	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)	\$3,495,296	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	\$905,553	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)	\$306,587	N

# Goal Analysis [2021-2022]

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.

**This section will be completed as part of the 2022-23 LCAP development process**

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

**This section will be completed as part of the 2022-23 LCAP development process**

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

**This section will be completed as part of the 2022-23 LCAP development process**

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.

**This section will be completed as part of the 2022-23 LCAP development process**

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-2022

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
21.14%	\$73,927,452

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

### Required Descriptions

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

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 69.48%. In order to best serve these students we have developed LEA-Wide goals and actions that will address both academic and opportunity caps, and work to increase and/or improve our unduplicated students' educational experience by 21.14% or more as required.

Based on 2018-19 California Dashboard and local indicators for 19-20, the following high priority gaps have been identified for RUSD:

- Mathematics performance for Foster youth, Students with Disabilities and English Learners
- African American and Native American students on the suspension indicator, and overall school suspensions
- English learner progress towards reclassification

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:

**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 the CAASPP, with only slight gains made across 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 1.2a) 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.

*(Continuing and Determined, effective as expected in that during school closures Assistant Principals were key administrators who could connect with students and parents to re-engage unduplicated students who were assigned to distance learning but were inconsistently engaged in instruction, or who were completely disengaged during distance learning. RUSD was able to reconnect with 1000 students and families during distance learning through a tiered re-engagement process.)*

We expect the outcome to be 1400 home visits conducted over three years, a tiered re-engagement process fully institutionalized, 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 conduct professional learning to develop culturally responsive 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 300 RUSD administrators engaged in training provided by EPOCH Learning for cultural proficiency from fall 2019 through spring 2021 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, 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 Professional Growth Systems (PGS) department serves the needs, and conditions of our unduplicated students by ensuring that school site leadership (credentialed) is prepared to utilize the most effective strategies when assisting our Foster Youth, Low-income students and English learners with academic achievement support and positive behavior at school. PGS is designed not only to provide professional development strategies through training in the Danielson Framework, but also to provide quality coaching and induction for new teachers, as well as support for seasoned teachers as needed.

*(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 retention of teachers who participated in PGS was successful as only one teacher in the district at the end of school year 2021 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% retention of teachers each year by those who participated 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)*

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) RUSD will also 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 continually take into consideration their needs, conditions and circumstances when making decisions, and when implementing programs.

*(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 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 Systems of Support (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 Systems of Support 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 Systems of Support 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 3<sup>rd</sup> 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.

*(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 it's 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 DIBELS 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. Training for teachers to increase the integration of technology into their daily teaching and learning in-person is also important in helping our unduplicated students increase early numeracy and literacy skills, coding, and digital literacy and citizenship. Software platforms will also be used for the delivery and evaluation of professional learning for employees in RUSD to determine effectiveness of its implementation on unduplicated students.

*(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 professional learning supports areas indicated in the action will build upon that growth and assist RUSD in meeting it's annual targets in ELA, mathematics, college, career and world readiness for Foster Youth, English learners and Low income students.)* We expect the outcomes to be 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. 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 24,000 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 3% 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.

(Action 1.5e) RUSD identifies that Foster Youth, Low-income students and English learners should be provided with equitable resources in all areas of the curriculum as well as extracurricular activities. Securing additional funding for programs such as McKinney Vento, 1st Century Learning Communities, Career Technical Education, National Science Foundation, Visual and Performing Arts, English learning and other subject matter areas of need is essential. Training site personnel on how to apply for localized funding for specific neighborhoods and schools will increase opportunities for partnerships, sponsorships and small project-based grants.

*(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.

(Action 1.5h) 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.

*(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 2 - 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) Arts Integration has a proven impact on Linguistic, Cognitive, and Affective engagement in schooling (Anderson, 2015), making it of high value for our unduplicated students at RUSD. The district will continue to implement the board-adopted Arts Plan, which includes "Arts-to-Go Lessons," provided by the Riverside Arts Museum. These lessons, taught by expert docents in partnership with classroom teachers, offer diverse Arts education for Foster Youth, English learners, and Low-income students in PreK through 12th grade.

*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.*

We expect the outcomes to be a continuation of the Arts-to-Go Lessons through 2024 and all unduplicated students reporting 73% 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. Current 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 and Determined, not 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 improves college transitions, persistence, and completion especially for students traditionally underrepresented in higher education (College in High School Alliance, 2020). Therefore, RUSD will increase Dual Enrollment course opportunities to provide Foster Youth, Low income and English learner high school students with access to gain post-secondary credits prior to their freshman year in college. This is also a proven way to increase student confidence in applying for college. RUSD currently supports over 150 unduplicated students that annually participate in dual enrollment courses with Riverside Community College through our Career Technical Education (CTE) programs. The CTE department provides enrollment assistance to unduplicated pupils as needed.

*(Continuing and Determined, effective as expected in that Dual Enrollment course completion increased by 5.5% from 2018-19 to 2019-20 with approximately 50% of students participating being unduplicated pupils.)*

We expect the outcomes to be an increase in dual enrollment for unduplicated youth by 20 students 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 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 12<sup>th</sup> 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 bilingual opportunities. *(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-risk 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) Maintaining targeted student support programs such as the Heritage Program for African American Students, the Legacy Program for English learners, and Puente Program for LatinX students will continue to improve A-G attainment throughout the district. Unduplicated students make up the majority of the students served by these programs. The district will therefore maintain, and equitably distribute these 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, 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.

(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.

*(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.

*(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 from 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.

### **Goal 3: 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 stakeholder groups, student surveys and our certificated and classified employee bargaining units, and there is overwhelming evidence that safe schools, social emotional learning/wellbeing 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, five Town Hall meetings were held in RUSD during spring of 2021. These meetings were held in addition to our regular LCAP Committee, District English Learner Parent Advisory Committee, PTA, and African American Parent Advisory Committee meetings. The data/feedback from parents attending these public meetings demonstrated overwhelming support for the district's Family Resource Center. In order to continue to support student learning and healthy development (at home and at school) for our Foster Youth, Low-income students and English Learners, RUSD believes in establishing and strengthening partnerships with families and community members. By providing individualized services and resources for our unduplicated population through the Family Resource Center, RUSD ensures that the respect and value of the diversity of 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 Wellbeing" 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 8403 adult family members attended these workshop in the 2019-20 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) During the pandemic, RUSD expanded its daily communications to families by adding multiple platforms including social media, texting, phone calls, videos, mailers and school site-based outreach. In order to continue strengthening our communications approach for unduplicated and underserved students and their families, RUSD has determined it is vital to implement a strategic communications plan. This will increase two-way communication between the Board of Education, administration, staff, and Foster Youth, Low-income students, English learners and their parents in the RUSD community.

*(Determined, effective as expected; RUSD continued to strategize and execute communications to support District stakeholders 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 2020-21. Many of the interpreter-translators are shared between two schools. They provided 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 parents is essential as it informs the district LCAP and other funded programs. RUSD will 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, and family involvement for Foster Youth, English learners and Low-income students. 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.

*(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% 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) Considering the needs, conditions and circumstances of our unduplicated students, RUSD will continue to provide Child Welfare and Attendance support to students, families, and staff. Increasing wellness and positive school climate at RUSD sites will increase student engagement and improve student wellbeing for Foster Youth, English learners and Low-income students. Community Circles and Restorative Practices will be used in classrooms as prevention and intervention strategies, along with teachers using pro social skills through Positive Behavior Interventions and Supports (PBIS). Improvements in attendance and behaviors for unduplicated students will increase as the district will train site personnel on alternative options for disciplinary infractions, how to use Aeries Analytics to inform the reduction of

disproportionate suspensions, when to provide home visit check-ins and how to best promote positive attendance initiatives for Foster Youth, English learners, Low income students and families.

*(Continuing and Determined, effective as expected; over 700 interventions have been provided for the 20-21 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 percentage 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) Through organized activities, students learn the importance of persistence and motivation, and how accomplishing a goal requires focus and hard work (Fredricks, 2011). Providing co-curricular and extracurricular activities to connect our unduplicated middle and high school students to school and school-sponsored events is a crucial component to school 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."  
*(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.)*

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 SAP program provided over 2400 mental health/risk assessments and over 3500 social emotional therapy sessions for unduplicated students in 2020-21. With improved social emotional support including individual and group counseling, individual observations, intervention and monitoring by the RUSD Student Assistance Program (SAP) who are licensed clinicians, Foster Youth, English learners and Low-income students can feel safe and productive in a school environment. The district will 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.

*(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 2800+ 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 Systems of Support 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.*

Riverside Unified School District (RUSD) estimates that the level of Unduplicated Pupils for the LCAP year 2021-22 will be 69.48%, therefore funding for the LCFF Supplemental and Concentration in the 2021-2022 LCAP year is estimated to be \$73,927,452. As stated earlier, this equates to a Minimum Proportionality Percentage rate of the total base of 21.14%.

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. 5,775,999 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 college and career preparedness, and social emotional health.

Stakeholder 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:

- Mathematics performance for Foster youth, Students with Disabilities and English Learners
- African American and Native American students on the suspension indicator, and overall school suspensions
- 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 Fostery 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 stakeholders 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 stakeholder 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 Redesignated Fluent English Proficient students.

*(Continuing and Determined, effective as expected; Throughout the 20-21 school year, the EL team, with the input and feedback from stakeholder 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 270 unduplicated Junior and Senior IB students at J.W. North High School, unduplicated students are enrolled in 697 courses for the 20-21 school year; 90.55% of IB students received a grade of c or higher in their semester 1 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 Systems of Support 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 school targeted 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 support 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, stakeholder 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 Support - 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 unduplicate 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.

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

# Introduction and Instructions

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

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

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

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.

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

## Stakeholder Engagement

### Purpose

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

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

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

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

### Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection

- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

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

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

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

### ***Broad Goal***

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

## **Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

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

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

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

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

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

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

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

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

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

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

## Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.