

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

CDS Code: 36-67850

School Year: 2021-22

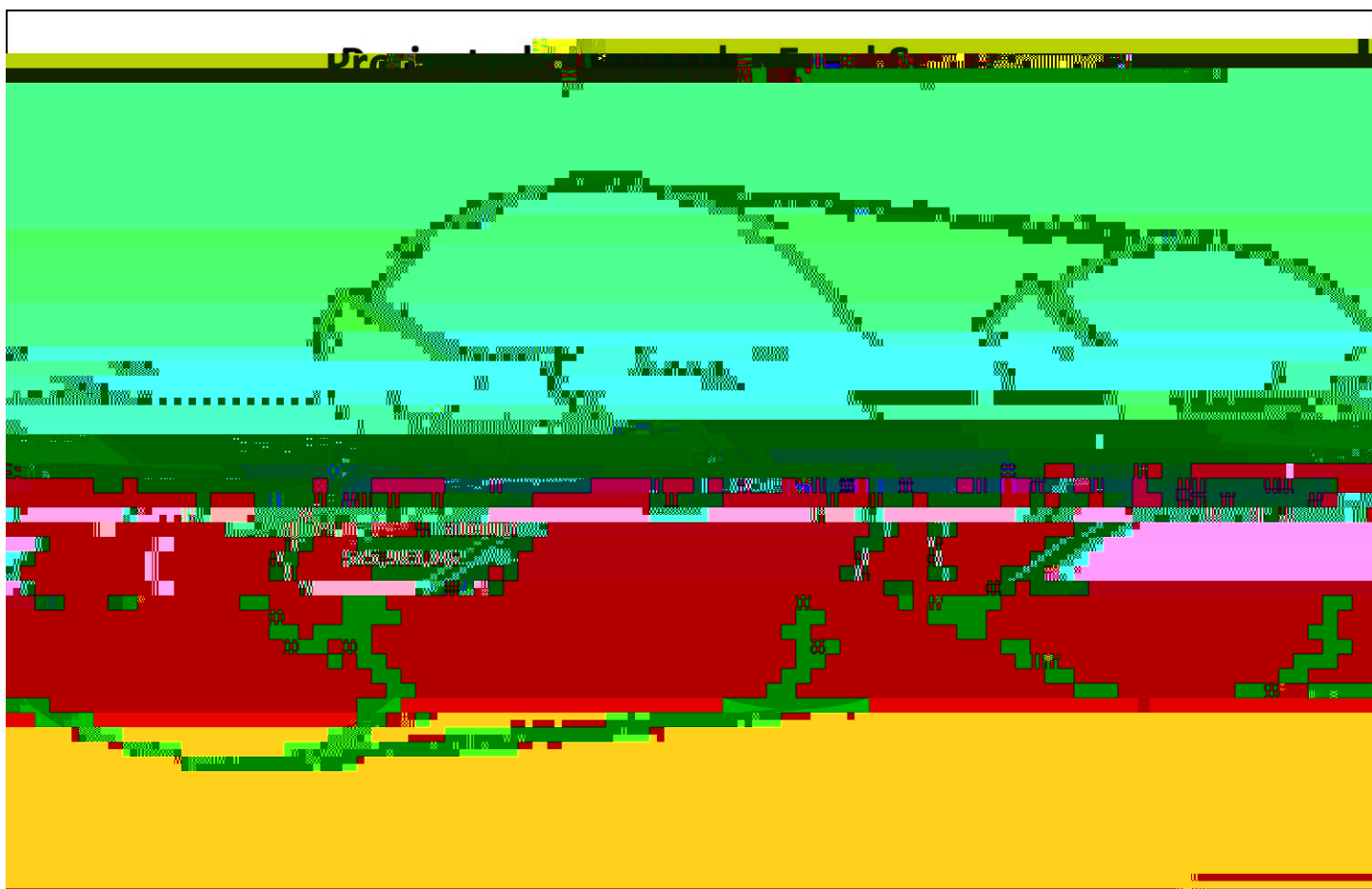
LEA contact information:

Carol Mehochko

Academic Agent: Special Programs

(909) 879-6000 x2215

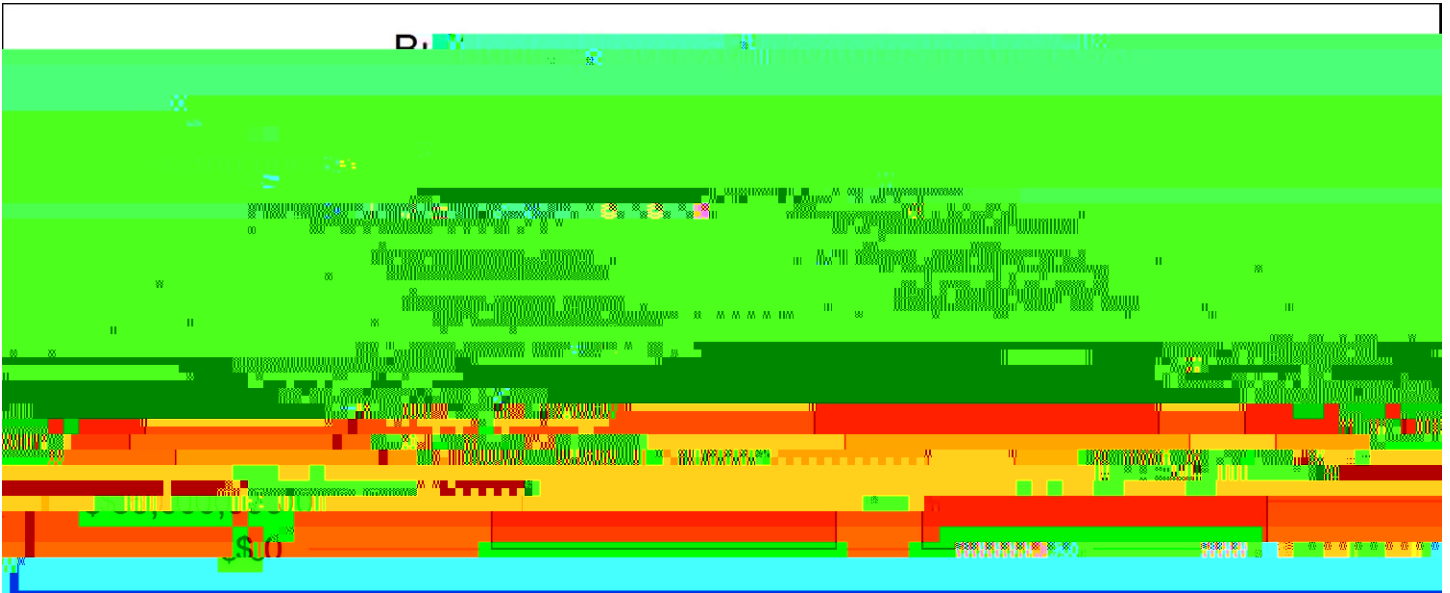
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs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



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

The total revenue projected for Rialto Unified School District is \$372,349,042, of which \$295,013,933 is Local Control Funding Formula (LCFF), \$25,923,342 is other state funds, \$15,452,191 is local funds, and \$35,959,576 is federal funds. Of the \$295,013,933 in LCFF Funds, \$75,095,032 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



This chart provides a quick summary of how much Rialto Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Rialto Unified School District plans to spend \$419,019,030 for the 2021-22 school year. Of that amount, \$290,834,777 is tied to actions/services in the LCAP and \$128,184,253 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Instruction Support Services, Instructional Aide Support, Special Education Support Services, Counseling, After School Program, Library & Media Services, School Administration, Instructional Supervision, Attendance & Pupil Support, Health Services, Transportation, Operational Support Services, Safety & Security, Grounds/ Maintenance, Utilities and Debt Payments, Capital Improvement & Deferred Maintenance

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Rialto Unified School District is projecting it will receive \$75,095,032 based on the enrollment of foster youth, English learner, and low-income students. Rialto Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Rialto Unified School District plans to spend \$80,154,508 towards meeting this requirement, as described in the LCAP.

In the 2021-22 the school district has received a significant amount of one time federal and state funding to address the acceleration of learning as a result of the COVID pandemic. Other supports identified for high needs students are being funded by the one-time federal and state funds. Funds will be assigned to continue LCAP actions once the one-time federal and state funding is expended.

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

In 2020-21, Rialto Unified School District's Learning Continuity Plan budgeted \$17,297,697 for planned actions to increase or improve services for high needs students. Rialto Unified School District actually spent \$34,579,711 for actions to increase or improve services for high needs students in 2020-21.

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LCFF -
Supplemental/Concentration

5000-5999: Services And Other
Operating Expenditures

\$162,528

Other

1000-1999: Certificated Personnel
Salaries

\$11,945

Other

2000-

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5000-5999: Services And Other

Action 1h- EAP Performance in Math- All three high schools were invited to take part in the Mathematics Reasoning With Connections (MRWC) training. Both Carter and Eisenhower teachers attended the training and Carter High School is currently offering the course. This course besides meeting UC A-G credit also waives the EAP requirement for college.

2015-16
Met

2c: The District will meet the Implementation of State Academic

<p>through the PE course for Grade 9. Materials and training for special education staff at Middle and High School grades will be purchased. The District will continue to implement SPARKS curriculum and instruction K-5. The District will continue to implement Physical Education Standards based on CA Blueprint K-12 The District will continue to implement SPARKS curriculum and instruction K-5. The District will continue to implement Physical Education Standards based on CA Blueprint K-12. The District will continue to implement SPARKS curriculum and instruction K-5. The District will continue to implement Physical Education Standards based on CA Blueprint K-12.</p> <p>The District will continue to provide an Elementary VAPA team and to provide standard aligned instruction of all 1-5 students and Music Specialists to participating 4 & 5th grade instrumental students. Standards aligned professional development will be provided to all middle and high school music teachers. The District will continue to provide an Elementary VAPA team and to provide standard aligned instruction of all 1-5 students and Music Specialists to participating 4 & 5th grade instrumental students. Standards aligned professional development will be provided to all middle and high school music teachers. The District will continue to provide an Elementary VAPA team to provide standards aligned instruction to all 1-5 student. Music Specialists will provide instrumental instruction to 4th and 5th grade students. Standards aligned professional development will be provided to all middle and high school music teachers</p>		
<p>The District will develop and communicate a consistent process and timeline for the collaborative development of master schedules within the district that ensure all students are provided with a broad course of study.</p> <p>The District will provide master schedule training to all secondary administrators and counselors.</p> <p>The District will ensure all students, including English Learners, LTELs, Redesignated FEP, Special Needs, Low Income, Foster Youth, and African American students will have access to and will be enrolled in a broad and challenging course of study that includes all subject areas</p>	<p>\$5,000</p> <p>LCFF Funds</p> <p>Services And Other Operating Expenditures</p>	<p>\$0</p> <p>LCFF</p> <p>5000-5999: Services And Other Operating Expenditures</p>

<p>and CTE Pathways through an equitable master schedule at all grade levels.</p> <p>Each high school counselor will ensure that all 9th and 10th grade students have a 4 year plan as developed in the Student Information System (SIS) and be trained in on writing personal/graduation plans. On a monthly basis, each counselor from the high schools meet and collaborate with district facilitation.</p> <p>Each high school counselor will review each student's' 4 year plan at the end of each semester.</p>		
<p>The District will provide the following programs for unduplicated students:</p> <p>English Learners: Dual Language Immersion Program - See action item 2m</p> <p>Socioeconomically Disadvantaged: Intervention strategists at all grade levels - See action item 2p</p> <p>Foster Youth: All Foster Youth are assigned to a PBIS counselor at the high school level - See action item 3h</p>	<p>See action items 2m, 2p, 3h</p>	
<p>The district will maintain the Unique curriculum for the Special education students in moderate/severe classrooms.</p> <p>The District will provide the WonderWorks and Language Live! programs that are aligned with the current District ELA/ELD adoption for intervention for RSP, and SDC students in order to increase their</p>		

Strategies to use with students who are at risk of becoming
Long Term English Learners

Small group instruction during designated and integrated ELD

SIOP Secondary - The District will provide training for a fourth cohort and a refresher series for teachers in cohorts 1 - 3 of content teachers at the secondary level in SIOP, a research-based and validated instruction model that has proven effective in addressing the academic needs of English Learners and of R-FEPs in need of remediation.

SIOP Elementary - The District will continue to SIOP train elementary teachers in teams for schools who voluntarily choose to implement this strategy at their school site.

SIOP Materials will be purchased for all teachers participating in SIOP training.

The District will maintain 63 bilingual instructional assistants to support the primary language needs through classroom support of the growing

Summer School Intervention for incoming 6th, 7th and 8th graders needing support in ELA and Math
The District will provide the following Extended Learning Opportunities

<p>The District will continue to implement Dual Language Immersion at 4 elementary, 1 middle and 1 high school. (Boyd, Kelley, Morris, Garcia, Jehue and Rialto High School). Additional strand will be at Kelley Elementary.</p> <p>A pathway to biliteracy will continue through the implementation of the Dual Language Immersion program at four elementary schools.</p> <p>The District will provide training to teachers in the Dual Language Immersion Program. (Title III) Administrators, teachers and BIA s will collaborate (Title III)</p> <p>The Dual Language Immersion Program will be implemented at 3rd Grade. Core instructional materials will be purchased through LCFF funding. Supplemental classroom and instructional materials will be purchased through Title III funding.</p> <p>The District will review data and fiscal resources to determine expansion of DLI programs to other sites.</p> <p>Ongoing assessment of recruitment efforts will be monitored.</p> <p>English Learner Programs will maintain a full-time clerk to perform clerical duties related to increased EL programs such as the Dual Immersion, ELA/ELD adoption training, professional development for teachers, materials acquisition, data disaggregation, parent involvement, paraprofessional training, intervention programs for ELs, curriculum development and other English Learner related duties. (LCFF and Title III)</p>	<p>\$163,365 cost of additional core textbooks in 2b</p> <p>LCFF Funds, Title III Funds</p> <p>Certificated Salaries, Classified Salaries, Benefits, Books and Supplies</p>	<p>3000-3999: Employee Benefits \$3,150</p> <p>State</p> <p>4000-4999: Books And Supplies \$37,689</p> <p>LCFF</p> <p>1000-</p>

	Certificated Salaries, Classified Salaries, Benefits, Books and Supplies, Services & Other Operating Expenditures	

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3000-3999: Employee Benefits

<p>Foster Youth, Students with Special Needs, English Learners and other underserved student groups.</p>		<p>\$19,752</p> <p>LCFF</p> <p>4000-4999: Books And Supplies \$63,494</p> <p>LCFF</p> <p>5000-5999: Services And Other Operating Expenditures \$139,973</p> <p>Federal</p> <p>1000-1999: Certificated Personnel Salaries \$47,185</p> <p>Federal</p> <p>3000-3999: Employee Benefits</p>
<p>The District will begin implementing the Peer Assistance Program (PAR) according to the guidelines outlined in the certificated collective bargaining agreement. The PAR Program will:</p> <ul style="list-style-type: none"> Provide seven (7) part-time PAR Consulting Teachers, who can each support up to two permanent teachers. Provide a governing PAR Joint Panel of 4 certificated teachers, selected by REA, and 3 administrators, selected by the superintendent s designee. Provide additional PAR Consulting Teachers to the program, as needed. 	<p>\$65,934</p> <p>LCFF Funds</p> <p>Certificated Salaries, Employee Benefits</p>	<p>\$10,000</p> <p>LCFF</p> <p>1000-1999: Certificated Personnel Salaries \$2,260</p> <p>LCFF</p>

with the reading of the book Social Class

<p>3b: The District will decrease the Middle School Dropout Rate as reported through the LCFF State Priorities Snapshot</p> <p>2016-17 TBD</p> <p>Maintain the Middle School Dropout Rate to under 0.5%</p>	
<p>3b: The District will decrease the High School Dropout Rate as reported through the Cohort Data Report through DataQuest</p> <p>Decrease the High School Dropout Rate by at least 1%</p> <p>2015-16 (most current) 7.3% Decrease 3.4% 147 Students</p>	<p>2019-2020: 2.3% High School Dropout Rate as reported through DataQuest</p>
<p>3c: The District will increase the Graduation Rate as reported by the California School Dashboard</p> <p>Increase by at least 1% to a total of 93.2% to move up to the next Green level.</p> <p>2015-16 (Fall 2017 Dashboard) 90.2% Increased by 3.1%</p> <p>Student Group(s) in Red: Foster Youth</p>	<p>2019-2020: 92.9% as reported through DataQuest</p>

Student Group(s) in Orange: Homeless, Students with Disabilities	

2016-2017 (Most Current)

Elementary: 95% of respondents Agree or Strongly Agree that school is a safe place for students.

Middle: 84% of respondents Agree or Strongly Agree that school is a safe place for students

High: 91% of respondents Agree or Strongly Agree that school is a safe place for students.

3f: The District will increase the percentage of staff that report school is a safe place for staff as measured by the California School Staff Survey

Increase by at least 2%

Elementary: 99%

Middle: 91%

High 97%

2016-2017 (Most Current)

Elementary: 93% of respondents Agree or Strongly Agree that school is a safe place for staff.

Middle: 85% of respondents Agree or Strongly Agree that school is a safe place for staff.

High: 91% of respondents Agree or Strongly Agree that school is a safe place for staff.

Elementary: 93% (no change) of respondents Agree or Strongly Agree that school is a safe place for staff.

Middle: 87% (increase of 2%) of respondents Agree or Strongly Agree that school is a safe place for staff.

High: 81% (decrease of 10%) of respondents Agree or Strongly Agree that school is a safe place for staff.

The California School Staff Survey was conducted during 2018-2019.

<p>The District will provide an absenteeism recovery program that will monitor and reduce the number of student absences.</p> <p>All schools will provide additional communication with parents through an automated communication system.</p>	<p>Supplies, Services & Other Operating Expenditures</p>	<p>\$144,348</p> <p>LCFF</p> <p>2000-2999: Classified Personnel Salaries \$158,033</p> <p>LCFF</p> <p>3000-3999: Employee Benefits \$876,587</p> <p>LCFF</p> <p>4000-4999: Books And Supplies \$21,657</p> <p>LCFF</p> <p>5000-5999: Services And Other Operating Expenditures \$65,425</p> <p>Federal</p> <p>5000-5999: Services And Other Operating Expenditures</p>

<p>Annual Title I Parent Survey Annual EL Parent Survey PBIS - TFI Survey Customer C.A.R.E. Survey California Healthy Kids Survey</p> <p>The District will continue to meet the Williams requirements with school facilities that are maintained in good repair.</p>	<p>Services And Other Operating Expenditures</p> <p>\$12,230,000</p> <p>LCCF Funds contribution to RMA Fund and RDA contribution to Fund 14</p> <p>Classified Salaries, Benefits, Books and Supplies, Services/ Operating Expenditures, Capital Outlay</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>\$11,230,000</p> <p>LCFF</p> <p>8980-8989 Contributions from Unrestricted Revenue</p> <p>\$2,560,384</p> <p>Local</p> <p>7000-7439: Other Outgo</p>
<p>The District will maintain 1 PBIS Coordinator to provide support and follow up in the implementation of RTI/PBIS at each cohort at school sites.</p> <p>The District will implement MTSS with the features of a systematic</p>		

Over the course of the third year, continued support and maintenance of Rialto Equity Council and equity action teams with support of “bridges” that are identified, trained and monitored for full implementation. Included are training materials, printing and refreshments.	Included in 3h & 2o	Included in 3h & 2o

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers,

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction -

During the summer before school started, teams of teachers and coaches came together to create model distance learning modules. These 4 week modules allowed teachers the opportunity to experience best practices of using various District curriculum and new virtual platforms in distance learning. While teachers were using these created resources, intense professional development was occurring during asynchronous time.

Successes-

Instruction continued seamlessly during the 19-20 school year with Bridge Academy (Rialto Unified's branding for Distance Learning).

Students with unmet needs were provided digital devices and hot spots.

Teachers were provided a materials stipend to purchase additional materials to support at home classroom learning environments.

Special Services provided hands-on learning materials for families of students with exceptional needs. For example, are preschool through 2nd grade SDC M/M and M/S students received; playdough mats for learning letters and numbers; double-sided magnetic whiteboards with magnetic numbers and upper and lowercase letters

Challenges-

August 2020 the Rialto Unified School district experienced a districtwide malware incident forcing the district to shut down the district network system. The challenge for the district was the need to collect all Windows devices from students and staff and reimage all 15,000 devices. Teachers of grades K-8th were provided Chromebooks and provided professional development to transfer learning from a Windows device to a Chromebook. Students in grades 9th-12th grades were provided print materials and project based learning activities for 15 instructional devices. Reimaged laptops were provided back to students 9-12 grades.

In addition, Rialto Unified had challenges with connectivity, which made it difficult for students with exceptional needs to receive their specialized academic instruction (SAI), speech services, social emotional support, etc. Also, many of our students with exceptional needs had difficulty engaging virtually with teachers and their classmates due their disability. For our students home is a space for them to participate in activities they enjoy, which made it difficult for students to want to attend Bridge Academy.

Pupil Participation and Progress

Successes:

With the data collected from Google reports provided by Information Technology site administrators were able to reach out to all families and students in person to provide supports.

Site Administrators were provided support and encouragement for all students and families to reengage students that had disconnected.

District and school administrators were able to provide the required support to students with exceptional needs to ensure full participation.

Challenges:

Attendance monitoring was a challenge after the malware incident. The district shifted to Pupil Participation Progress which was monitored through weekly Google reports to demonstrate the time and date students last logged onto Google Classrooms.

Supporting students with exceptional needs with behavioral challenges. The challenges were getting students to understand they will be attending school from home via the computer, which was difficult because home for our students is their personal space

Student Engagement logs were established to address attendance due to the loss of our Student Information System.

Distance Learning Professional Development

Successes:

Challenges:

the program needed to be expanded to elementary and middle schools. The need for electronic platforms to support our distance learning programs required the District to invest more in various intervention, support and enrichment programs.

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Prior to the 2019-20 school closure, RUSD had made student behavioral, social-emotional and mental health supports a top priority. Staff was hired to address the needs of students in these areas. This was a success that allowed the district to address student needs

Reasons specified under EC 48205 were used to determine if the absence would be considered excused or unexcused. Students were considered present if there was evidence of participation in online activities, completion of regular assignments, completion of assessments, and/or contacts between district employees and pupils/parents or guardians. Teachers kept a record of each student's weekly engagement verifying daily participation and assignments issued. The process to create these records was collaborative with stakeholders that included district staff, principals, and teachers.

Success in implementing the Tiered Re-Engagement Process allowed for the identification of needs and barriers that student/families were experiencing. In addition, it allowed the opportunity for schools to provide support/options, hear concerns, provide legal expectations, stress academic impact of irregular daily in-person and/or distance learning attendance, etc. With those supports, many students were successfully re-engaged in the learning process.

Successes related to pupil engagement and outreach during the 2020-21 school year included:

- Teachers were able to utilize various communication methods such as Remind, email, phone calls, and Google Classroom to re-engage students.

- School sites were able to access Google G-Suite student login information which allowed them to monitor which students were not logging in on a consistent basis.

- The Child Welfare and Attendance department conducted 123 home visits throughout the year and assisted school sites with procedures and protocols for conducting their own home visits.

- Ten (10) Rialto Unified families who were experiencing homelessness were given shelter in a local hotel for a three month period throughout the school year.

Challenges related to pupil engagement and outreach during the 2020-21 school year included:

- Inability to physically make home visits due to statewide quarantine

- Lack of communication from families who relocated due to financial or COVID-related issues

- Barriers to accessing updated address and phone numbers

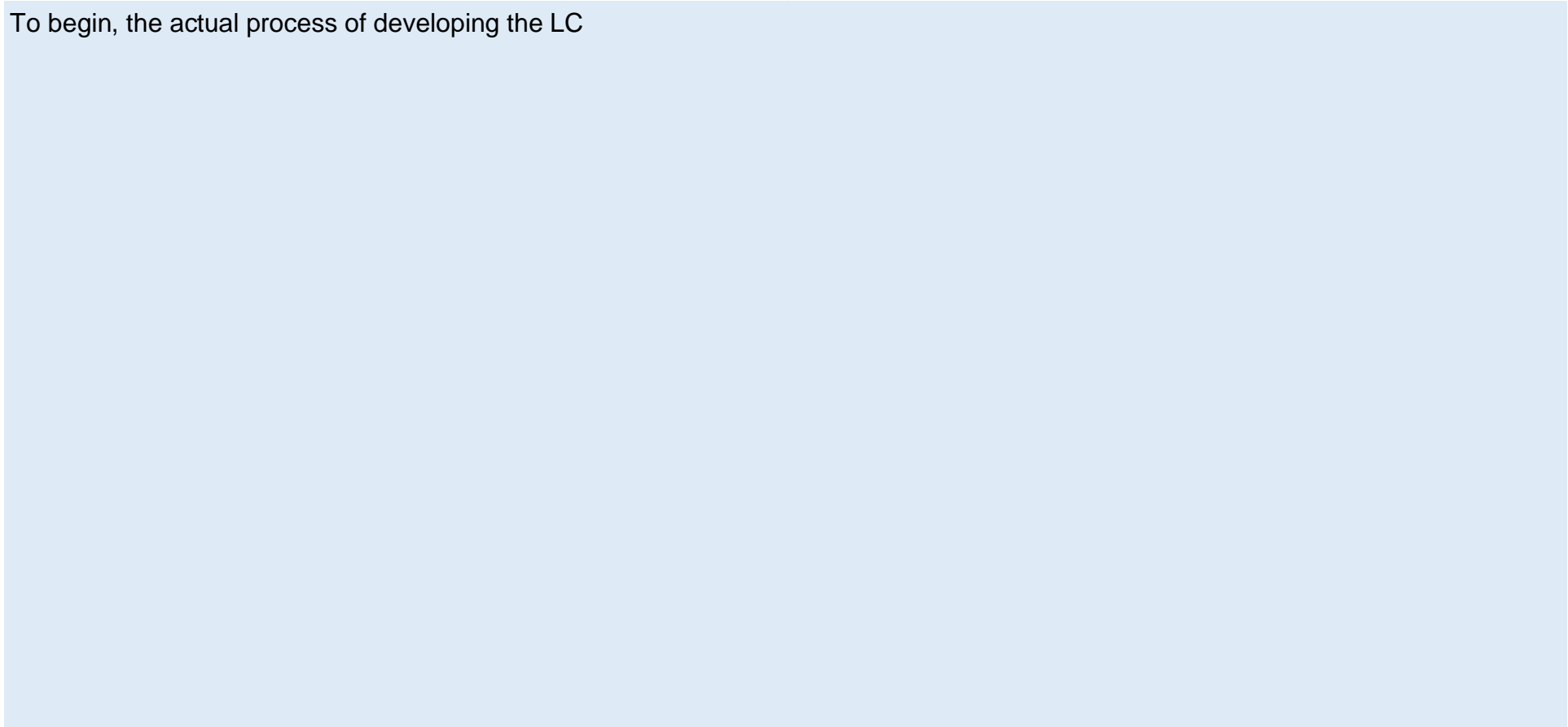
- Students and families were experiencing virtual meeting exhaustion

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Since March 2020, Rialto Unified Nutrition Services department worked to provide meals as outlined in the Learning Continuity Plan. To begin, bus drivers provided delivery to centralized locations where parents and guardians could pick up food. After the start of the school year, central locations were available where families could pick up food items that would equate to breakfast and lunch for each school day. Nutrition Services maintained an active social media presence to communicate when and where food pick up was available. In addition, through partnerships with other organizations, events such as story book characters present as well as other giveaways were available to families as a way of providing support and additional resources during the pandemic.

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

To begin, the actual process of developing the LC



Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

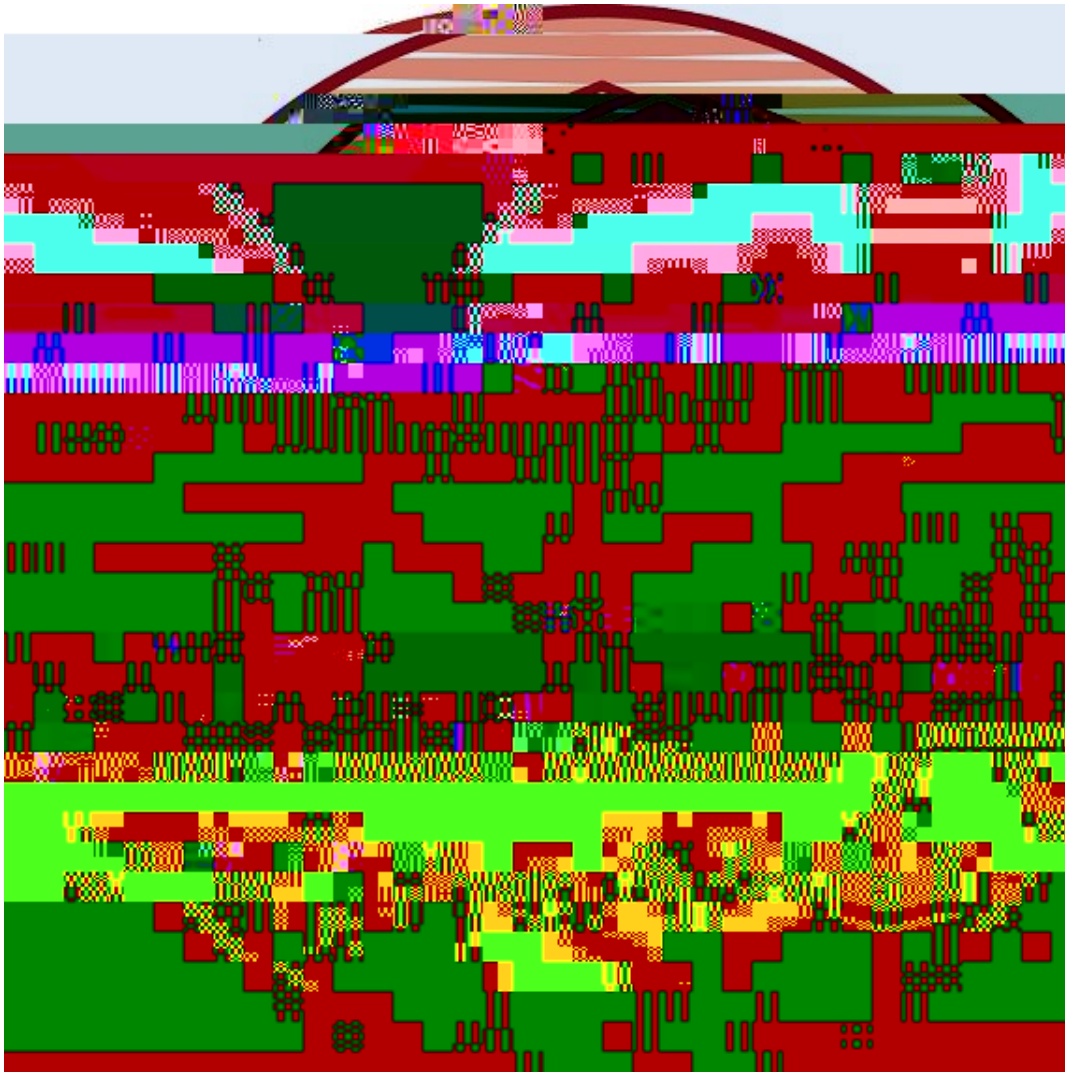
The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

In the table, identify the planned actions and the budgeted expenditures to implement actions res aarning Loss

	\$2,500,000.00	\$2,762,487.00
	\$10,797,014.00	\$26,931,019.00



Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rialto Unified School District	Carol Mehochko Academic Agent: Special Programs	cmehochk@rialtousd.org (909) 879-6000 x2215

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

The Rialto Unified School District is located in the San Bernardino Valley and includes the City of Rialto and portions of the cities of San Bernardino, Colton and Fontana. Rialto has an ethnically rich and diverse community. The student population is approximately 85% Latino, 9% African-American, 3% Caucasian and 3% other groups. In addition, according to data reported for the 2020-21 school year, approximately 44.39% of parents report that a language other than English is spoken at home; this percentage as reported in DataQuest, is higher than San Bernardino County and the State of California. Moreover, the District reports 22.2% of the student population are designated as English learners and is also a greater percentage than the averages for San Bernardino County and the State of California. In regards to students of low income, approximately 88% was reported during the winter 2020-21 submission of the Consolidated Application. With this data in mind, the District's leadership is committed to promoting continued increased student achievement, fiscal responsibility and solvency, and a safe learning and working en

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

While some elements of the District's CA Dashboard reports have been on hold due to the pause of CAASPP testing and other elements as allowed by SB 98, the District's report for Graduation Rate for 2019-20 continues to show a percentage above 90 (specifically 92%) - a percentage that is higher than reported for the state of California. In addition, in regards to the College and Career Indicator, data reported during 2018 noted that 44.7% of students were not prepared while 55.3% were approaching to be prepared or were prepared based on the various pathways to make progress in this Dashboard area while in 2020, 40.9% were not prepared while 59.1% were approaching to be prepared or were prepared.

For the Local Dashboard Indicators, for 2019, the District reported "Standards Met" in all areas.

In regards to Williams Inspections for materials, teacher credentials, and facilities, the District passed all inspections for the 2019-20 and 2020-

Although the area of Mathematics the district was rated as "yellow" with 78 points reported below standard. African American students were reported as

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

Once schools were identified as CSI in January 2020, the Academic Agent for Special Programs, sent an email to the eligible school principals. In addition, this information was reviewed with members of Education Services in order to prepare appropriate content support to the identified schools. Before the funding application was completed, the Academic Agent met with school administrators in a small group setting to review dashboard data and to review areas that led to identification. In addition, she shared with principals templates of presentations and letters that could be used to explain the CSI process with stakeholders - including parents, teachers, and other staff.

Each principal took the lead on sharing this information with his/her stakeholders, holding parent meetings or sharing during existing, schedule times as well. As this notification was prior to March 2020 and the world pandemic, most of the sessions were in a face-to-face format. Each site also shared information with staff in regards to the data and identification as well as what the process would be for the followiywr t07.07 0 1se coCll. (ls.)-3(ln)14(a)-5(d)-3(d)-3(i)16(o)-3(Mt4.39-3(a)-3(t3e3(e)-3()18stt)-3(h)-3th)-3(-3(d3(e)-3(n)-3(t)-3(m)13(e)-:

excluding full time staff - including purchases of one time training or supplemental materials to address areas of need. School Plans were reviewed by the Academic Agent for Special Programs and feedback was submitted for site's consideration and revision. Fitzgerald, Preston, Werner, and Frisbie's School Plans were Board approved October 21, 2020; Zupanic's School Plan was approved on November 18, 2020. (Due to District's malware issue in August 2020, high schools had delayed instruction and device clearance and the board date was adjusted for secondary schools to reflect this delay.)

A description of how the LEA will mo

that this student group's needs were well met with all actions that were included. No further suggestions for improvement were suggested and high praise was given for those actions that were included.

DELAC/English Learner Equity Team (English Learner Parent Advisory Committee)

The English Learner Equity Team was formed with parents from DELAC, teachers, administrators and classified staff to study the root cause of inequities existing within our school district that have led to lower performance levels for English Learners in state testing, class/course grades and district assessments. In addition to the EL Equity team, a subcommittee of additional DELAC parents, made up of 12 members, was formed to provide deeper input in the area of parent engagement and the rest of the identified action areas. Actions addressing 5 umbrella areas were developed by the EL Equity Team and the DELAC Parent subcommittee over the 20-21 school year. The EL Equity

The LCAP Actions Teams, each who focused on a different goal, provided the following feedback:

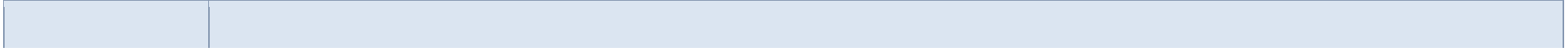
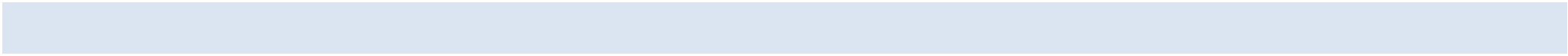
Provide additional support for student engagement activities

Provide positive, safe, and engaging learning environments that are student and parent centered

Provide additional Social Emotional Supports for students at all grade levels

Provide Parent and Family Development through the Parent Center in preferred format

Provide a clear line of communication for parents and the community



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Foster, and 29% McKinney-Vento 6-8th grade: 33% overall, 30% AA, 6% EL, 4% Sped, 23% Foster, and 26% McKinney-Vento				

Increase the number

Action #	Title	Description	Total Funds	Contributing
		<p>additional elementary schools with a pathway to 1 middle school and 1 high school in 2021-2022 (Bemis, Curtis, Dunn, Trapp, Werner Elementary, Rialto Middle School and Eisenhower High School). The District has gathered evidence from stakeholders and has reviewed data in support of including this action, specifically created to support English learners and promote primary and secondary language acquisition.</p> <p>This action sets in motion the staffing needed for current program funding as well as the new DLI classroom at Bemis, Curtis, Dunn, Trapp and Werner Elementary Schools.</p> <p>Administrators, teachers and BIA s will collaborate to ensure continuous improvement of the DLI program. The Administrator for Multilingual Programs will continue to monitor and support this program.</p> <p>Population Served: English Learners & Low Income students</p>		

Dual Language
Immersion

Action #	Title	Description	Total Funds	Contributing
		<p>Performing Arts to provide grade 1st - 5th grade with lessons in the areas of art, drama, music as a mode to provide enrichment and additional experiences that at risk students may not individually have the means to participate in.</p> <p>In addition, this action allows for necessary materials to support the Elementary Music and VAPA programs as a way to support students' well rounded education.</p> <p>The Academic Agent for Special Programs will supervise these activities and monitor progress.</p> <p>Students Served: English Learners, Low Income & Foster Students</p>		
	Diversified Curriculum	Based on feedback from stakeholder groups, specifically equity action teams, the need to increase diversity and cultural representation in Rialto Unified curriculum has been expressed. Therefore, the following was suggested:		

Action #	Title	Description	Total Funds	Contributing
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Supplemental curriculum and materials will be purchased to support Culturally and Linguistically Relevant Teaching and Learning (CLR) for those schools who are implementing this model.

Curriculum and support materials for new high school courses such as Ethnic Studies, Multicultural Literature, U.S. History: Race & Gender, and Women s Studies.

Supplemental materials need to be purchased for secondary science classrooms to develop students

Action #	Title	Description	Total Funds	Contributing
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The District will support expanded career awareness in middle and elementary schools by providing opportunities to personalize learning for students strengths, needs, personal passions, and academic interests. Middle schools will implement interest profilers and create exploratory career courses.

District will support expanded K-8 awareness and recruitment opportunities after school and over calendared breaks through

Action #	Title	Description	Total Funds	Contributing
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Action #	Title	Description	Total Funds	Contributing
		<p>educators using this product, it has been deemed useful to assist in creating goals for students.</p> <p>Implementation will be trained and monitored by the Lead Special Services Agent.</p>		
	Technology Devices and Instructional Technology Assistants	<p>The increased purchase of technology that allows a 1:1 technology to student ratio, the District will continue to provide Instructional Technology Assistants (ITAs) at all elementary and middle schools as well as the continuation high school. The ITAs will increase student use of technology by providing technology support using the Common Core State Standards K-12 Technology Skills Scope and Sequence, Keyboarding and Digital Citizenship.</p> <p>The District will continue to support Education Technology by maintaining 1:1 devices for student classroom use and the required infrastructure. The District will continue to provide access to internet service upon request.</p> <p>Implementation will be monitored by the Agent for Academic Technology.</p> <p>Students Served: Low Income, English Learners & Foster Youth</p>	\$23,452,320.00	Yes
	Math Intervention	As a District, in grades 6-8 specifically, approximately 75% of students reported to be one to three (or more) levels below grade level on the	\$255,000.00	Yes

Action #

Action #	Title	Description	Total Funds	Contributing
		<p>The District will offer six Rialto preschool programs that support innovative instructional offerings such as inclusion, social emotional learning, STEM and early literacy. These classrooms have been created and will be maintained for parents who do not meet the necessary qualifications for State Preschool classes.</p> <p>This action was carried over from the 2017-20 LCAP as enrollment has continued at capacity for those classrooms.</p> <p>Implementation will be trained and monitored by the Agent for Early Education.</p> <p>Students Served: Low Income Students</p>		
	<p>Bilingual Instructional Assistants for Primary Language Support</p>	<p>The District will maintain 64 bilingual instructional assistants to support the primary language needs of English Learners at the beginning levels of English proficiency through classroom support. These Instructional Assistants will be assigned to classes with the highest number of English learners at the lower English proficiency levels and will support students with one on one and small group instruction. In addition, primary language support is provided to the students as needed.</p> <p>Implementation will be trained and monitored by the Agent of Multilingual Programs.</p> <p>Students Served: English Learners</p>	<p>\$862,006.00</p>	<p>Yes</p>

Action #	Title	Description	Total Funds	Contributing
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Action #	Title	Description	Total Funds	Contributing
	Middle and			

Metric

Baseline

Action #	Title	Description	
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Action #	Title	Description	Total Funds	Contributing
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site communicator on EL needs in addition to administration and support staff.

At the high school an Emerging Linguist Specialist (ELS) will provide intervention services to English Learners during the school day. Services will include tracking student progress and recommending resources to ensure student academic success. The ELS will support site administrators and teachers to implement an effective English Learner program.

Implementation will be performed and monitored by the Agent for Multilingual Q04.05 241.3 1fpnBT/F2 12 Tf1 0 0 1 206.71 f203.57 t7Q04

Action #	Title	Description	Total Funds	Contributing
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During the 2022-23 school year, initial training will include a specific overview to build foundation for all teachers (and other participants).

During the 2023-24 school year, the following will occur:

Follow up support to include site based training as well as the inclusion of CLR in all instructional and content area training. Follow up coaching to support the application and implementation of instructional strategies that would focus on building students brainpower and helping them build upon their existing knowledge.

Follow up training and support in differentiated lesson design that is inclusive of culturally relevant practices and culturally relevant and diverse instructional materials in all subject areas.

Implementation will be performed and monitored by the Lead Academic Agent for Professional Learning and Induction.

Students Served: Low Income, English Learners and Foster Students that are African American or Latino Students

Action #	Title	Description	Total Funds	Contributing
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Action #	Title	Description	Total Funds	Contributing
	Williams Textbook Requirement	<p data-bbox="543 151 1549 329">The District will ensure that all students, in all schools, are provided textbooks and instructional materials in all core subject areas at a 1:1 ratio. Providing adequate textbooks and instructional materials in the classroom and at home ensures students have the appropriate reference materials to learn.</p> <p data-bbox="543 402 1549 508">The District plans to complete a textbook adoption for Science (TK-12) and World Languages (6-12) during the 2021-22 school year.</p> <p data-bbox="543 581 1549 654">Implementation will be performed and monitored by the Agent Early Education and the Academic Agent for Special Programs.</p> <p data-bbox="543 727 1549 756">Students Served: Low Income Students</p>		

Action #	Title	Description	Total Funds	Contributing
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Action #	Title	Description	Total Funds	Contributing
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Co-teaching best practices training will be provided annually for the Reading Specialists.
 Intensive training in Literacy for Elementary Strategists (for example, LETRS or Neuhaus).
 Training in RACE and CER writing strategies for secondary coaches.

Targeted Tier 3 Professional Development Supports (for individual teachers, parents, and students) will include:

Based on feedback from teachers and staff, the Reading and Literacy Authorization courses will be available to all K-12 teachers and will be in collaboration with the University of Southern California. Over the course of this funding, this opportunity will be provided to any interested teacher. Enrollment and textbook will be paid for by the District for up to 100 teachers each academic

Action #	Title	Description	Total Funds	Contributing
		<p>Rialto uses Strategics which is the method by which a community continuously creates a plan to serve extraordinary purpose.</p> <p>In turn, each school site has previously developed and will refine a its own site Strategic Plan during the 2021-22 school year. The District will provide Professional Development support to individual schools as they implement their site Strategic Plans through the use of existing trained staff as well as materials from Dr. William J. Cook, Jr.</p> <p>A district created a video series on strategic thinking and social class to be facilitated by principals to share with staff. All district sites will create new two year strategic action plans. A consultant will provide strategic thinking and social class training to new administrators.</p> <p>Implementation will be performed and monitored by the Lead Academic Agent Elementary for Innovation and Lead Strategic Agent for Strategics, Congruence, and Social Justice.</p> <p>Students Served: Low Income Students</p>		
	<p>Numeracy (Math) Training</p>	<p>For the 2021-22 school year, Tier 1 Professional Development Supports (for all elementary teachers and all secondary math teachers) will include an introductory professional development for all elementary teachers on math routines that support diverse learners.</p> <p>Ongoing professional development for all 6th -8th grade math teachers will have a different focus each school year as follows:</p>	<p>\$1,096,723.00</p>	<p>Yes</p>

Action #	Title	Description	Total Funds	Contributing
		<p>Training for Education Specialists, General Education Teachers, Paraprofessional Trainings will include (based on individual site or program need):</p> <p style="padding-left: 40px;">Differentiation and Universal Design for Learning; IEP Process Training, Co-Teaching Training for Teachers; Specialized Academic Instruction; Tiered Interventions (reading/encoding strategies; comprehension strategies, metacognitive strategies) Supporting Inclusive Practices, PECKS, Smart Boards, iPads, Writing Tools, FBA/BIP, Professional Crisis Management (PCM), Family Engagement; Applied Behavioral Analysis (ABA) Methodology and Services; Least Restrictive Environment/Inclusive Practices Guidelines; Transition Services (Virtual Video Shadowing); INTELLIKEYS - Access for All.</p> <p>Implementation will be supported and monitored by the Lead Special Services Agent.</p>		
	Multilingual Programs Professional Development	<p>The Multilingual (ML) Programs Office will provide training and implementation support teachers in the following areas:</p> <p style="padding-left: 40px;">Instructional strategies to implement in the classroom with RFEPs who are not making academic progress. Strategies to use with students who are at risk of becoming Long Term English Learners Small group instruction during designated and integrated ELD</p> <p>Professional Development and Ongoing Collaboration will be provided to teachers at each Dual Language Immersion Site.</p>	\$258,678.00	Yes

Action #	Title	Description	Total Funds
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Action #	Title	Description	Total Funds	Contributing
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Action #	Title	Description	Total Funds	Contributing
	STEM (Science Technology Engineer and Math) Training	<p>For the 2020-21 school year,</p> <p>Tier 1 Professional Development Supports (for all elementary teachers and all secondary science teachers) will be provided as follows:</p> <p style="padding-left: 40px;">Introductory professional eacfessional eacfessional eac</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>upon coaching calendars and feedback from teachers after the delivery of professional development.</p> <p>Implementation will be performed and monitored by the Lead Academic Agent Elementary Innovation and Lead Academic Agent Math.</p> <p>Students Served: Low Income Students</p>		
	Home to School Transportation	<p>The District will continue to offer home to school transportation at no cost to eligible students. Providing home to school transportation to low income families helps these students maintain good attendance.</p> <p>Implementation will be performed and monitored by the Lead Risk Management & Transportation Agent</p> <p>Students Served: Low Income Students</p>	\$3,647,117.00	Yes

Health Clinic & Services

Action #	Title	Description	Total Funds	Contributing
		Students Served: Low Income Students		
	Program Specialist	Assists schools sites with smaller enrollment numbers with support in monitoring and coaching instruction, planning for short term and long term needs, as well as promoting positive school culture with one on one work with students and families.	\$1,031,132.00	Yes

Routine, Repair & Maintenance of School Sites

The District is required to maintain a restricted maintenance account within they.8list rwithies.isomime

Action #	Title	Description	Total Funds	Contributing
		<p data-bbox="546 203 1524 272">Supervision of this program and these staff members will be the Lead Academic Agent for Student Services.</p> <p data-bbox="546 345 1461 415">Students Served: Low Income Students, English learners, Foster Youth</p>		
	<p data-bbox="218 602 485 704">Engagement of students in extra curricular activities</p>	<p data-bbox="546 602 1495 743">The District will maintain support for middle and high school extra curricular activities to keep students engaged. The Middle School Sport program is staffed with a program coordinator. Funds will be allocated to purchase the necessary supplies and services.</p> <p data-bbox="546 816 1524 886">Supervision of this program and these staff members will be the Lead Academic Agent for Student Services and Lead Academic Agent for</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Wellness Centers will be maintained and staffed at the 5 middle schools, 3 high schools, and 1 continuation school. This action will be supported and monitored by the Student Services Department.</p> <p>Supervision of this program and these staff members will be the Lead Academic Agent for Student Services and Lead Academic Agent for Secondary Innovation.</p> <p>Students Served: Low Income, English learners, Foster Youth</p>		

Social Emotional
Learning/Educational
Related Mental
Health Services

Action #	Title	Description	Total Funds	Contributing
		<p>Students Served: Low Income Students, English learners, and Foster Youth</p>		
	<p>Student Services Support for Students and Families</p>	<p>The District will maintain 1 Positive Behavior Intervention and Support (PBIS) Teacher on Special Assignment (TOSA) to provide support and follow up in the implementation of PBIS at each cohort at school sites. This support will include trainings and support of Self Assessment Surveys.</p> <p>The District will continue to implement Positive Behavioral Interventions and Supports (PBIS) for cohort 1 and 2, and 3.</p> <p>All Cohorts Ongoing support provided by RUSD PBIS TOSA The District and/or School Site will provide extra duty hours to PBIS team members in order to plan for training of site staff. District will provide a stipend to a secondary counselor who has a Masters in Social Work to supervise university social worker interns. In addition, the district will maintain a Counselor on Special Assignment (COSA)/Restorative Practices Coach.</p> <p>The District will maintain 3 PBIS/At-Risk (At-Promise) High School Counselors whose caseloads will consist of all high school foster and low income students that do not have permanent housing. The counselors will service the middle school and elementary school foster youth as well. They will monitor attendance, discipline, grades and credits.</p> <p>Supervision of this program and these staff members will be the Lead Academic Agent for Student Services and Lead Academic Agent Secondary Innovation.</p>	<p>\$832,974.00</p>	<p>Yes</p>

Action #	Title	Description	Total Funds	Contributing
		<p>Supervision of this program and these staff members will be the Lead Academic Agent for Professional Learning and Induction.</p> <p>Students Served: Low Income, Foster and English Learner Students</p>		
	<p>Communication with Parents and Community</p>	<p>Based on feedback from parent equity groups and the LCAP Planning and Action Team, Education Services Department will work to improve district-wide communication and principally directed to unduplicated parents for the purpose of increasing positive parent survey to district and school connectedness, student academics, and social-</p>		

Action #	Title	
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Action #	Title	Description	Total Funds	Contributing
		Students Served: Low Income, Foster and English Learner Students		

Chronic Absenteeism As an area of past District Differentiated Assistance (during the 2019-

Action #	Title	Description	Total Funds	Contributing
	Equity and Cultural Community Engagement			

Action #

Action #	Title	Description	Total Funds	
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non-DLI programs. In addition, in 2018, the principal of Dr. Ernest Garcia Elementary School was named CABEL (California Association for Bilingual Education) "Administrator of the Year" for her work in implementing a Dual Language Immersion program at her school site. In 2021, a third grade teacher at J.P. Kelley Elementary School, was named CABEL Teacher of the Year, for excellence in a DLI classroom. Various members of the DLI team have been invited to present at the San Bernardino County Bright Spots Annual Conference and at the state CABEL conference. Outside district leaders and teachers have come to visit and observe Rialto DLI Programs through the San Bernardino Dual Immersion Network because of the innovative practices and program design that Rialto has implemented.

NEW - Expansion of DLI model to 5 additional elementary schools with a pathway to 1 middle school and 1 high school in 2021-2022 (Bemis, Curtis, Dunn, Trapp, Werner Elementary, Rialto Middle School and Eisenhower High School).

OUTCOMES - The District expects this to result in

ACTION - As a way of providing a well rounded education to students and to give them access to the arts that may be limited due to status of language acquisition, Foster Youth placement or low or limited income. the District will maintain 5 Elementary Music Specialists and 11 Elementary VAPA teachers to provide instruction in Visual and Performing Arts for students in grades 1st - 5th. In addition, the 11 Elementary VAPA teachers allow for elementary classroom teachers to have 16 hours, each, of additional planning to differentiate lessons for students, specifically low-income, English learners, and Foster Youth.

NEED - On the CAASPP for ELA in 2018-19, 36.0% of all students were at or above proficiency level while 34.5% low-income students, 7.7% English learners, and 28.13% of Foster Youth were at that same benchmark. Moreover, on the CAASPP for Math in 2018-19, 22.42% of all students were at or above proficiency level while 21.02% low-income students, 4.68% English learners, and 6.25% Foster Youth were at that same benchmark. There is a need to increase students' access to a well rounded education in addition to supporting teacher's collaboration time for increased lesson planning.

CONTINUANCE - Supplemental funds have supported similar actions to increase access students potential limited access to visual and performing arts and music. In addition, there were past increases in ELA and Math in comparison from beginning of the year to the end of the 12 reW*n/i12-6(b)-5(e)-3(g)-3(i)22((e216(u)-IW*nBT/F2 12-3(n))185.7-3(9)-3.g0 G[(n)-f-3(b)16(o)-3(rt-3(f)-3(th)14(a)-3(

Teachers/Strategists to support the elementary schools (1 for each of the 19 elementary schools) who will model effective instructional strategies through professional development and coaching for all classroom teachers, provide intervention for students in academic need, and train parents. In addition, to support secondary content areas of English/Language Arts and Math, the District will maintain 19 Secondary Coaches to support teachers in ELA and Math. Because of the high academic needs of low income students, this is a crucial support needed for those most at risk.

NEED - On the CAASPP for ELA in 2018-19, 36.0% of all students were at or above proficiency level while 34.5% low-income

NEW - The addition of other extra curricular activities, including eSports, are new actions. Baseline data will be collected to support student outcomes actions will be principally directed to English learners, Foster Youth, and low-income students.

OUTCOMES - The District expects this to result in continued decrease amounts in student suspensions and with chronic absenteeism.

Social Emotional Learning/Educational Related Mental Health Services and Staff Professional Development - (Related Goals and Actions - 3.6 and 3.8)

NEED/ACTION - Every school will implement a social-emotional curriculum during the 2021-22 school year. This curriculum will be chosen by the individual sites based on stakeholder feedback. In addition, all site administrators will be trained in restorative practice and alternatives to suspensions by the National Council for Behavioral Health. In addition, staff and positions included in these actions support the educational related mental health needs of all Rialto Unified School District. These actions are contributing as the focus is to help staff with understanding of the high needs of the most at risk students, including low income, Foster Youth, and English learners.

CONTINUANCE - While some professional development and some positions were supported in the 2017-2020 LCAP, the additional actions that are planned are expansions to that work to address student engagement and chronic absenteeism. Actions will be principally directed to English learners, Foster Youth, and low-income students.

OUTCOMES - The District expects this to result in continued decrease amounts in student suspensions. For 2019-20 school year, 4.6% of all students were suspended while 4.8% low-income students, 4.8% English learners, and 10.9%% Foster Youth were at that same benchmark. The District anticipated an decrease of 1% of in each supplemental/concentration group during the 2021-22 school year. In addition, attendance outcomes for students should also improve. For 2019-20, Chronic Absenteeism was 16.8% of all students were at or above proficiency level while 17.8% low-income students, 13.7% English learners, and 24.6% of Foster Youth were at that same benchmark. The District anticipates an decrease of 2% of in each supplemental/concentration group during the 2021-22 school year.

Family Engagement - (Related Goals and Actions - 3.10, 3.11, 3.12)

NEED/ACTION - The District will maintain a District Parent Center - The Curtis T. Winton Parent Institute - to provide parent classes and training on all preschool - 12th Grade programs and curriculum. This support is additional outreach that is needed to build and maintain relationships with parents or guardians of low-income students, Foster Youth, and English learners. In addition, communication methods between the district and school site, school site to families, and families to district and school site. In the Spring of 2021, a Title I survey was sent out to Rialto families. Approximately, 3000 parents responded. In that survey, 77% reported that they understood their child's academic goal, 56% reported that they knew how to get involved with committees or groups at school, and 67% of parents new about support services such as counseling or tutoring. Finally, the Remind application, text and email messages and phone calls were the preferred methods of contact.

CONTINUANCE - While some family engagement activities were supported in the 2017-2020 LCAP, the additional actions that are planned are expansions to that work to increase parent and family engagement. Actions will be principally directed to English learners, Foster Youth, and low-income students.

OUTCOMES - The District anticipates an increase of 5% on the Title I Survey that will be sent out in the Spring of 2022.

Independent Study - Expansion and Lower Class Sizes- (Related Goal and Actions - 1.19, 1.28, and 1.31)

ACTION - For the 2021-22 school year, in the fall of 2021, the district expanded an Independent Study program that previously focused on grades 9-

benchmark. Moreover, on the CAASPP for Math in 2018-19, 22.42% of all students were at or above proficiency level while 21.02% low-income students, 4.68% English learners, and 6.25% Foster Youth were at that same benchmark.

CONTINUANCE - With positive feedback during certification visit during the 2019-20 school year from the CA Commission on Teacher Credentialing along with the increase need for induction support by 25%, this action was moved forward from the 2017-2020 LCAP. In comparison of Spring 2018 and 2019 CAASPP Scores, all students decreased distance from standard by - 6.5 in ELA; in the same content, low-income students decreased by - 6.9 points, English learners by - 6.7, and Foster Youth by - 8.4. Using the same comparison years, all students decreased by - 5.6 on the distance from standard in Math; in the same content, low-income students decreased by - 5.9 points, English learners by - 6.5, and Foster Youth by - 13.4.

OUTCOMES - The District expects this to result in continued amounts of teachers who participate in these training programs. The

STEM (Science, Technology, Engineering, and Math) and Assessment Training - (Related Goals and Actions - 2.15 and 2.18)

ACTION - Based on teacher's feedback in regards to the Local Dashboard Indicators, there is a need to increase professional

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

Emerging Linguist Specialist, Site English Learner Facilitators, and Bilingual Instructional Assistants for Primary Language Support - (Related Goals and Actions - 2.13 and 1.21)

ACTION - Based on stakeholder feedback to increase site support and develop understanding of English learner needs, all elementary, all middle school and the continuation/independent study will be provided a stipend to implement a Site English Learner Facilitator (SELF) position. At the high school an Emerging Linguist Specialist (ELS) will provide intervention services to English Learners during the school day. This is targeted support specifically for English learners. In addition, the District will maintain 64

Staff Support for Foster Youth - (Related Goal and Action - 3.1 and 3.2)

ACTION - Two staff members will be hired to support Foster Youth students and families. These supports include connection with school and community resources as well as other ongoing support such as connection with counselors or other services. In addition, each secondary school is assigned a "PBIS Counselor" who works with Foster Youth in grades K-12 to ensure that both academic and social and emotional needs are being met.

NEED - For 2019-20 school year, 4.6% of all students were suspended while 4.8% low-income students, 4.8% English learners, and 10.9% Foster Youth were at that same benchmark. In addition, attendance outcomes for students should also improve. For 2019-20, Chronic Absenteeism was 16.8% of all students were at or above proficiency level while 17.8% low-income students, 13.7% English learners, and 24.6% of Foster Youth were at that same benchmark. Foster Youth has remained disproportionate in both measures.

The District anticipates an decrease of 2% of in the Foster Youth student group during the 2021-22 school year in both suspension as well as chronic absenteeism data.

The limited actions described here, in Prompt 2, coupled with the LEA-wide and schoolwide actions described above in Prompt 1, allow the district to meet or exceed its percentage to increase or improve services of 34.15% quantitatively.

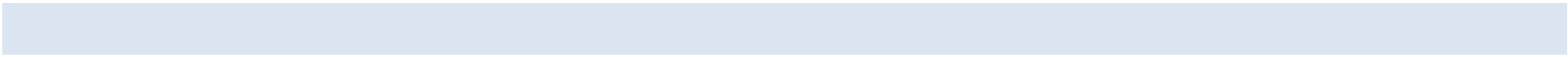




		English Learners Foster Youth Low Income	Culturally Responsive Teaching and Learning	\$260,023.00			\$36,312.00

		English Learners Foster Youth Low Income	Social Emotional Learning Professional Development	\$1,000.00			\$457,000.00	\$458,000.00
		English Learners Foster Youth Low Income	Wellness Centers	\$478,998.00	\$1,006,813.00			\$1,485,811.00
		English Learners Foster Youth Low Income	Social Emotional Learning/Educational Related Mental Health Services					

	\$55,773,084.99	\$80,154,507.99



A well-

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 (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:

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

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.

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 goal

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])

: 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 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.

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 to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

