

Local Control and Accountability Plan

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

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

Plan Summary [2023-24]

General Information

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

Riverside Unified School District (RUSD) has earned the reputation of being a highly diverse and equitable organization for all students and staff. We encourage our students and staff to strive for excellence and be extraordinary every day. RUSD is located in the City of Riverside, which is also known as the City of Arts and Innovation. As the sixteenth largest District in the state, RUSD is also well known throughout the Inland Empire region of California which is distinguished for its geographical area including famous deserts, chaparral vegetation, and stunning mountain peaks. Our school District serves a large portion of the City of Riverside as well as unincorporated areas of Highgrove and Woodcrest in Riverside County. RUSD currently serves over 39,626 students in grades preschool through twelfth, and adult students enrolled in the popular Riverside Adult School. There are 50 schools in the District: 29 Elementary Schools, 7 middle schools, 5 comprehensive high schools, and 8 alternative/specialty schools. Within the 8 alternative schools, RUSD offers a STEM academy, a STEM High School, and a large preschool program that offers State-sponsored and Head Start options, as well as preschool for Students with Disabilities. Ten of the RUSD schools provide dual language curriculum, four are AVID Demonstration schools, thirty of the schools have been awarded the “Distinguished School” award by the state of California, seven Golden Bell awards have been earned by outstanding programs in the District since 2000, and five of our schools are recognized as “Blue Ribbon” schools by the US Department of Education. The Riverside student population continues to grow more diverse each year with the ethnic distribution breakdown as follows: 67.5% Hispanic, 17.9% White, 5.9% African American, 3.6% Asian, 1.9% Two or More Races, 1.2% Filipino, 0.3% Pacific Islander, and .04% Native American/Alaska Native. Approximately 74% are socioeconomically disadvantaged/Low-income and 16.5% of students in the District are identified as English learners, 0.4% are Foster Youth, and 2.8% are Homeless students. Over 90% of the District’s English learner population speaks Spanish, however, there are over 45 different languages represented among the English Learner students in RUSD. Over the past five years, the District has enrolled over 450 Newcomer students mostly from Guatemala and Honduras. This has posed an excellent opportunity for sites as they strive to provide quality education to students who may never have been to school and speak neither English nor Spanish. RUSD has also experienced a decline in enrollment over the past three years due to families moving out of the area, and low birth rates which has changed some of the master schedules and staffing configurations across all schools. There are still some noticeable repercussions from school closures during the pandemic, as we still work on credit recovery, classroom behavior, and student wellness; but the dedication of the District employees, administrators, educational partners, families, and students has been remarkable!

Riverside Unified School District's employees, a total of 4142, (2108 Certificated, 1863 Classified, and 201 Managers) all strive to excel at serving our diverse student population, affirming that each student is guaranteed an excellent and equitable education that ensures readiness for college, career, and the world. Our District also continues to focus on high levels of academic achievement, and endeavors to close equity and opportunity gaps for all populations. Both student learning and well-being, and the well-being of our employees directly affects the success of our District. This has been paramount throughout 2022-23 and as we move into 2023-24.

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 Districtwide direction and focus through the following four steps: 1) Clearly define mastery of guaranteed learning; 2) Deepen learning through an effective instructional program, which leverages high-quality, best, first instruction; 3) Build capacity through focused collaboration guided by informative inquiry (assessments); and 4) Provide strategic whole-system engagement strategies and support. These four steps are also 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 our Unduplicated student groups. The LCAP team monitors specific Success Indicators to raise the level of the District's work and provide focus for our systems in building capacity through outcomes. This work is always done with guidance from students, teachers, parents, community, and the LCAP Parent Advisory group. Student equity and achievement are primary themes in our LCAP, which serves as our District Strategic Plan. The RUSD LCAP outlines a broad, yet cohesive array of 65 actions and services centered around three overarching research-based goals that will lead to improved student outcomes and performance:

Our 2023-24 LCAP Goals:

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

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

Our Motto: "Be Extraordinary"

Our Core Values:

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

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

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

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

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

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

Reflections: Successes

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

Based on a review of performance from state and local indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools including universal screeners, and educational/collaborative partner input, Riverside Unified School District is proud of our high graduation rate at 94.1%, which includes 307 students earning the Seal of Biliteracy and 610 graduates earning a Golden State Seal Merit Diploma. 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, and continuing and/or increasing dual enrollment options, Career Technical Education (CTE), Arts, Designated and Integrated English Language Development, and credit recovery programs at all high schools, along with college and career planning starting 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 Unduplicated students; and we have made excellent strides in our AVID programs, and before/after-school tutoring. School-based clubs and athletics are back to “normal” since the pandemic, and we will continue to hold expanded summer school to offer more services for English learners, additional credit recovery for high school students, as well as, more A-G classes that will subsequently allow students’ schedules more openings for CTE, the Arts, and STEM during the school year. All of these interventions will continue into the new 2023-24 LCAP cycle along with other programs and activities that are aligned to our LCAP actions and services which are funded by the Elementary and Secondary School Emergency Relief (ESSER) funding, the Expanded Opportunities Learning (ELO) Grant/Plan, the A-G Completion Grant, and Prop 28 funding.

Another exciting outcome of our long-term planning is the Districtwide implementation of the Multi-Tiered System of Supports (MTSS) which has also become the framework for our 2021-24 LCAP Actions and Services. We are basing our intervention protocols on Tier 1: high-quality, universal core curriculum focusing on best, first instruction and social-emotional learning (SEL) for all students. Our Tier 2 level includes: targeted support in academics for struggling learners in the form of differentiated instruction, credit recovery, before/after-school tutoring, and enhanced summer school experiences, along with opportunities for clinical therapy provided by our licensed clinicians (Student Assistant Program Counselors) on campus. Finally, our Tier 3 level provides the highest level of services including referrals to County Mental Health for social-emotional crises, one-on-one tutoring, home visits, psychological services on campus, and continuation or specialty school options for academics. To fully carry out the work of the Multi-Tiered System of Supports initiative (Actions 1.3e, 1.3f, 1.3g), this past year additional staff was brought on with LCAP funding to build an infrastructure of services necessary for a robust, inclusive program across all 50 schools in the District. (Action 1.3e) specifically funded the following positions: 23.0 FTE MTSS Liaisons, 25.5 FTE MTSS Counselors at Elementary, 10.0 FTE MTSS Counselors at Secondary, 42.0 FTE SAP Counselors, 11.25 FTE SAP Prevention Assistants, 5.0 Clinical Psychologists, and 6.0

Inclusive Practices Specialists. This year, an additional 4 MTSS Liaisons will be hired to broaden the availability for the Liaisons to the elementary schools. The development of a Districtwide Multi-Tiered System of Supports and the addition of MTSS Support Staff (MTSS Counselors, MTSS Liaisons, Inclusive Practices Supports, and MTSS Psychologists) has contributed to the following outcomes:

Results of 2022-23 FastBridge Winter screeners:

Grades K-1

- earlyReading: (not administered)
- earlyMath: 65% low risk, 20% some risk, 15% high risk
- SAEBRS: 83% low risk, 14% some risk, 3% high risk

Grades 2-12

- aReading: 23% college pathway, 26% low risk, 25% some risk, 26% high risk
- aMath: 24% college pathway, 27% low risk, 29% some risk, 20% high risk
- mySAEBRS: 72% low risk, 24% some risk, 4% high risk

Grades:

- K-6 Reading (Trimester 2): 59% earned 3/4 - 5% Growth from Trimester 1 2022-23
- K-6 Math (Trimester 2): 50% earned 3/4 - 12% Growth from Trimester 1 2022-23
- 7-8 English (Semester 1): 80% earned A-C - 1% Growth from Semester 1 2021-22
- 7-8 Math (Semester 1): 76% earned A-C - same from Semester 1 2021-22
- 9-12 English (Semester 1): 77% earned A-C - 2% Growth from Semester 1 2021-22
- 9-12 Math (Semester 1): 76% earned A-C - 5% Growth from Semester 1 2021-22

Elementary MTSS School Counselors primarily support Tier 1 in the domains of behavior and social-emotional learning, and Tier 2 academic, behavior, and social-emotional learning. Data from July 2022 to April 2023 shows school counselors have had 49,699 touchpoints with students/parents/families from 24 counselors. This represents a 420% increase in interactions from October 2021 to April 2022. In addition, elementary school counselors have held 1399 small groups, 848 “lunch bunches” (elementary intervention strategy) with 8330 student participants, and 1285 classroom lessons. The small group, lunch bunch, and classroom lesson data will be the baseline for future goal setting. Elementary Winter SEL screening data demonstrates that 74% of students in grades K-6 were identified as “Low Risk” in SEL and have reported participation in 149 SARBs during the 2022-23 school year.

Secondary MTSS Counselors primarily support Tier 1 in the domains of behavior and social-emotional learning and students in Tier 2 for academics, behavior, and social-emotional learning. Data from July 2022 until April 2023 shows school counselors have had 49,129 touchpoints with students/parents/families from 63 counselors. This represents a 160% increase in interactions from October 2021 to April 2022

with 5075 touchpoints with Tier 2 students from 11 MTSS School Counselors. Middle and High School Winter SEL screening data demonstrates that 74% of students in grades 7-12 were identified as “Low Risk” in SEL.

MTSS Liaisons support the development of Multi-Tiered System of Supports including data analysis, equity, coaching, and teacher support. MTSS liaisons have provided 170 professional development sessions and/or staff meetings, 555 touchpoints with individual teachers, and 261 touchpoints with teams.

Inclusive Practices Specialists support increasing knowledge of inclusive practices and provide coaching, and teacher support in the areas of the least restrictive environment and implementation of student supports. In 2022-23, Inclusive Practices Specialists have provided 468 individual, small group, and whole staff professional learning sessions. 1827 out of 2714 or 67.5% of elementary students in Special Education are participating in general education 80% or more of the school day. This is 13% higher than the target for this year.

MTSS Psychologists support school sites in the development of schoolwide positive behavior systems. In 2022-23, 100% of school sites have identified schoolwide expectations, developed behavior matrices, and created an implementation plan for the 2023-24 school year.

Approximately 1800 staff attended 5 rounds of MTSS training (Action 1.3f) including leadership teams from across all 50 schools who participated in 250 sessions. The session topics included mindset and barriers, how to teach behavior, developing communities of belonging, verbal praise and feedback, leading change, reward systems, and correction. By the end of the last training session, all 50 school sites had finalized their school-wide behavior expectations and behavior matrices. Professional learning evaluation results from the MTSS training indicated that 87% of participants left the training with a plan to apply their learning into practice – this figure exceeded the 2021-22 rating at this time by 8% and exceeded the 2022-23 MTSS goal. To support the implementation and usage of the resultant data from our universal screening system (Action 1.3g), RAE provided training to 234 teachers and administrators across 10 training opportunities in both in-person or virtual synchronous models. This includes 186 elementary teachers out of approximately 848 teachers in grades K-6. who received training in data analysis and progress monitoring. During the 2021-22 school year, 252 teachers out of 302 teachers in grades TK-1 participated in initial training for the universal screeners. Additionally, teachers have completed 534 hours of asynchronous training through the FastBridge system outside of contract hours and have been compensated via the timecard process.

Another notable highlight is the RUSD Equity Task Force, which is made up of teachers, managers, community members, union leadership, and parents completed the work on restructuring and reframing the RUSD Board Policy for Equity and the new revisions were approved by the RUSD School Board in December 2022. The team also created a preliminary District Equity Framework and Equity Actions Continuum for the classroom. The RUSD Equity Task Force made up of employees meets monthly (internally) with designated staff representatives, and then also monthly (externally) with the full task force.

The Equity Actions Continuum is a new internal tool that provides a common language to help teachers and administrators understand the definition of equity and how it should be represented in the classroom, as well as, thrive in the classroom and workplace. The intention of the Equity Actions Continuum is to provide a structure for discussions and reflection as well as provide a positive presumption path to ensure our students are in classrooms and school sites that are equitable for all. In addition, there were several trainings for teachers and staff this year (2022-23) in partnership with Epoch Education that focused on working through sensitive issues and how to create a culture of equity and belonging in Riverside Unified. The Equity Learning Series for District staff and principals took place at Arlington High School, Gage Middle School, John W. North High School, Poly High School, and additional coaching for Martin Luther King High School. The Anti-Defamation

League (ADL) has been contracted to provide coaching support to Earhart Middle School. Anti-bias training is being planned through the recommendation of the Professional Development Planning Committee, utilizing Educator Effectiveness Block Grant (EEBG) funds. This includes five 2-hour coaching sessions for staff and/or teachers, along with implementation sessions. There are also up to 30 participants per cohort for the Creating and Sustaining Equity Series (CSES) taking place at Arlington High School, Gage Middle School, John W. North High School, Poly High School; and 14 hours of Coherence Training for Martin Luther King High School (Action 1.3i).

We are also proud of the Professional Growth Systems (PGS) in our District which has provided induction services and evaluation protocols for our new teachers, as well as coaching and professional development for our teachers and administrators in need of support (Actions: 1.3b,1.3c,1.3d). This school year, 258 teachers new to the profession and/or new to RUSD and 13 site principals have been supported through PGS with an average of 1 hour a week of one-on-one coaching. There have been 61 temporary teachers served and 95.9% of all participating teachers and principals are being retained by the District. Staffing for this year included 11 support teachers and 27 collaborative coaches, 1 Principal Liaison, and 1 Support Principal. There have been 6,083 coaching hours on the Danielson Domains with 2 follow-up forums and 4 observation days. In 2023-24 RUSD will hire a Director III position to oversee PGS.

RUSD continues with the ongoing dissemination of Chromebooks to students and hotspots to families needing stronger internet connection (Action 1.5c). The large Chromebook count which is at 100% distribution (approximately 39,500 students) led to the installation of an RUSD-based “tech repair shop” last year which has proven to be highly successful and can expedite the turnaround time for students who need to switch out a Chromebook that is failing. No students go without a working Chromebook at any time (35,890 school technology work orders were completed in 2022-23). Performing in-house repairs offers the District huge cost savings in parts and labor. 1034 requests for hotspots have also been fulfilled this year for families who need access to the internet and a plan for families to sign up for free or reduced-priced internet is underway in order to give a long-term solution to this issue.

In addition, the Innovation and Learner Engagement (ILE) Department at the District has created a series of training videos for employees as well as asynchronous courses for teacher professional development. To date, the department has held 66 professional development sessions online serving over 700 teachers. The post-training participant surveys demonstrated a 96% participation satisfaction rating. Additionally, the ILE department has created over 80 different online courses across all subject matter disciplines and District departments. Some examples of unique topics include “Grant Writing for School Sites,” “How to Use Gizmos in the High School Science Classroom,” “Phishing Awareness” and “Prevention, Resilient Today, Resilient Tomorrow,” and more. In 2022-23 there have been 4069 learners engaged in the online courses, 11,819 lessons completed and 7227 participants engaged in learning videos.

The RUSD STEM program has developed and delivered large-scale STEM kits to all TK-6 schools, and has provided model lessons to use with the equipment from the kits including Lego Engineering, Spheros, Micro Bits, Ozo Bots, and other hands-on lessons for the elementary sites to use as enrichment for current math and science programs. Additionally, this year’s school-site events were finally up and running again with strong attendance: 251 students attended Inspire Her Mind event in the fall and spring; 894 parents attended Family Code Nights and Family STEM Nights across the District. 100% of families who participated in these events rated the events as highly valuable for their respective families.

Summer School offerings have been expanded, enriched, and encouraged in RUSD since returning from the pandemic. 2022 Summer Program Outcomes funded in part by Action 2.2a include:

Elementary: 1850 enrollment, 78% of students grew in ELA, 70% grew in Math as measured by pretest/posttest

Middle: 698 enrollment, pretest ELA 18% of students proficient, posttest ELA 39% of students proficient; pretest Math 11% of students proficient, posttest 30% of students proficient

High school: 2,984 students earned credits in the first summer school session and 2,843 students earned credits in the second summer school session. 36 additional graduates in RUSD were the result of the credit recovery sessions.

For Summer 2023, there will be 3 blocks to support students in the following: English Language Arts review and preview; Mathematics review and preview; an enrichment block for high school in-person summer school which will be offered at all five comprehensive high school sites. In addition, at Educational Options Center (EOC) an online asynchronous summer school and a “non-grad” summer school session will be offered. Presently, we are planning to offer a VAPA or CTE introductory course to rising 9th graders to put them on track for A-G as they enter their freshman year. There are 4000 students enrolled in our 2023 Secondary Summer School and the Middle School Summer program will be hosted at 8 of our comprehensive middle schools, and 15 elementary schools will host the K-6 Summer School Program that currently has over 2000 students enrolled.

Our American Indian Parent Advisory and Student Listening Sessions are the foundation for the second year of our American Indian Initiative in RUSD. We continue to make progress in building connections with our local American Indian community to increase the resources to support Native American history, culture, and connections for our RUSD community. These efforts are in response to misconceptions and biased treatment of Indigenous students and disproportionate suspension rates for students identifying as Native American. This initiative has multiple components, including: leadership, policies, laws, and practices including Land Acknowledgments, review of Tribal Sovereignty, and other issues impacting students, staff, and families with Indigenous ancestry. This initiative under the guidance of the American Indian Parent Advisory will re-establish expectations, interrupt situations that do not represent our values, promote our Board Policy 4119.21, and increase student learning and well-being. Local Tribal Leaders from the San Manuel Band of Indians, Cahuilla, Gabrieleno-Tongva, and Pechanga tribes have been consulted regularly since the fall of 2021. RUSD established 6 parent advisory meetings for parents of American Indian students, and 6 student listening sessions. At the meetings, responses were gathered around key need assessment questions.

Student Responses:

- More college scholarships, maybe even help for displaced natives from other countries
- A priority for making sure Indigenous students are seen and are adequately supported by teachers, counselors, and administration
- More recognition for Native American culture overall
- Help Indigenous students stay involved and make sure the school has more opportunities for things like clubs for Native American students
- Create a Native American history course and a culture course
- Spread the word to the rest of the District about having, and being involved in the Native American culture
- To improve how teachers, teach and create programs and be more open about different cultures rather than waiting for an event to happen to introduce them

- Hold more gatherings for groups of Native Americans and recommend different Ethnic classes or an American Indian class provided by the school or community
- Help families with Native American students to meet and interact with each other to understand our diverse Native American/Indigenous backgrounds

Parent Responses:

- Continue to ask tribes, tribal leaders, and tribal community for feedback about programs to start in RUSD
- Remember that amends still need to be made with the District regarding the John W. North High School incident
- RUSD needs to help normalize and combat the “erasure” of indigenous peoples; the more RUSD does that, the more the community will feel comfortable identifying as Native
- Parents and students would like to see a Native American Heritage Day/Month intentionally celebrated
- More educational books on Indigenous people should be provided to students to bring home
- More representation of Indigenous tribes in school lessons starting from a young age, more representation in American Indian authors
- More information regarding Native American colleges and how to achieve those Partnerships with RUSD
- Involvement with TANF/ Therapy/counselors for American Indian Students, collaborate with Desert Sage Therapy (American Indians get nervous giving up information, fear enrollment numbers will be used maliciously)

RUSD has already responded to Professional Development requests to address cultural competence and anti-bias practices. Between school years 2023 through 2026, RUSD is committed to having every single employee participate in Anti-bias training. RUSD has also added the implementation of culturally responsive curriculum and a review of teacher instructional materials especially regarding the 3rd grade history/social science curriculum which focuses on local American Indian tribal history. Other strides such as promoting programs and field trips for American Indian students are planned for 2023-24 such as attending the UC Riverside annual Pow-Wow, indigenous author and actor visits to campuses, more books in libraries on the history of local tribes, and current information on modern urban tribal peoples. (Action: 3.3e)

After numerous challenges during and immediately following the pandemic, businesses have been reluctant to sponsor students in the workplace. However, our RUSD Career Technical Education (CTE) program has finally bounced back – making positive strides in 2022-23 and poised for expansion in 2023-24. Our RUSD Job Development Specialist (Action: 1.4f) continues to work with Business and Industry partners to create connections for students to complete Work-Based Learning opportunities, such as internships and job shadowing. This work is ongoing and on track given last year, many of these types of opportunities were still on pause by the business partners. RUSD CTE now has Grid Solar Futures training for Construction students at Ramona High School which will allow them to do a solar build in the second semester of each year. Martin Luther King High School’s engineering students will be interning at Ruhnau-Clarke architecture offices starting in December of 2024, and other internship opportunities now and forthcoming include the “Live Tech” sessions at the Riverside Fox Theater for students in the Stage Technology Pathway; and CTE Graphic Design students working with Progressive Graphics, Riverside TV, and KamEdits. First Responder pathway students are engaging with Riverside PD, Parkview Hospital, Riverside Community Hospital and the Clean & Green Vocational Training Program restarted in February of 2023 after being dormant for three years. RUSD is currently working on MOU with Southwest

Mountain Carpenters Union Local 951 for the Construction Tech programs which will be expanding this year, and there is also an MOU with Tomorrow's Talent coming for a pre-apprenticeship program in Cybersecurity and Information Communication Technologies programs. The ACE Mentor Program provides mentors from the construction field weekly who come to Ramona High School (after school) to guide and prepare construction students for projects and opportunities after high school.

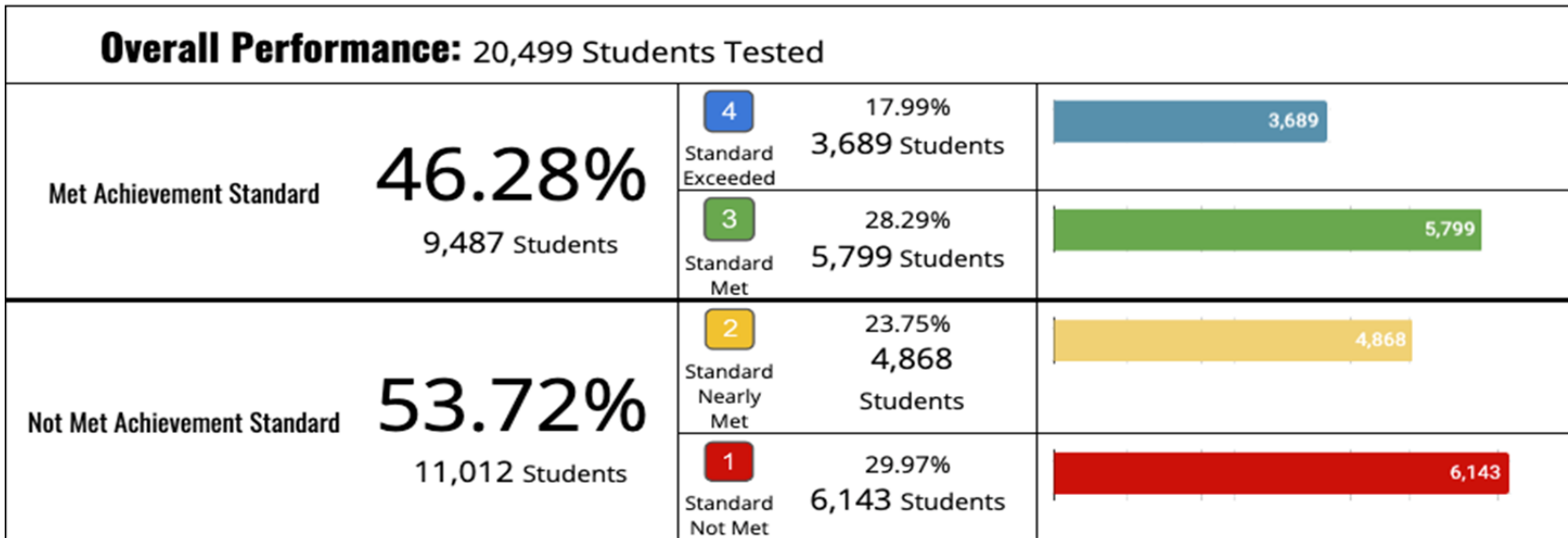
For (Action: 2.1k) the Career Technical Education Department is continuing to increase opportunities for RUSD students to learn about, and understand the importance of the Competitive Advantage offered by all RUSD CTE programs. (Competitive Advantage pillars are Rigorous Academic Knowledge, Technical Mastery, and Professional Skills which give students strong career readiness skills). Virtual CTE Parent Nights for rising 8th graders (and any interested 9th or 10th grade students or parents) was hosted on November 28, 2022, with follow-up demonstration evenings taking place on Dec 5 & 12, 2022 at all comprehensive high schools to help recruit prospective students. The demonstration evenings were "Open House" style and parents and students saw programs in action. CTE is offering several introductory courses during summer school in June 2023 - one per high school. The current plan is to offer World History, PE, or VAPA courses during the summer so that students currently enrolled in a CTE program can stay in the program as sophomores because their schedule will not be so impacted by A-G coursed. We will also be expanding course opportunities for CTE in 2023-24 including continuing to build our Education Program, and expanding enrollment in existing CTE programs (Auto/Construction) to begin in fall 2023.

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.

For this year's reporting on "Identified Need" we will be utilizing a review of Riverside Unified School District's results on the California School Dashboard. These measures are based on student performance on the California Assessment of Student Performance and Progress (CAASPP) - Smarter Balanced Summative Assessment. To gain a true perspective on where our students are at regarding achievement since pre-pandemic dates, we have compared the 2021-22 school year scores with the scores from 2018-19.

2021-22 English Language Arts – Overall District



English Language Arts (ELA) Comparison Data

(Riverside Unified)

2018-19 to 2021-22 CAASPP ELA – by Grade Level

Grade Level	2018-19 Standard Met or Exceeded	2021-22 Standard Met or Exceeded
Grade 3	45.5% (student n = 2,736)	38.8% (student n = 2747)
Grade 4	49.0% (student n = 2886)	42.3% (student n = 2771)
Grade 5	51.1% (student n = 3162)	44.4% (student n = 2920)
Grade 6	54.2% (student n = 3122)	47.2% (student n = 2830)
Grade 7	50.7% (student n = 3316)	47.8% (student n = 2943)
Grade 8	51.3% (student n = 3088)	45.4% (student n = 3171)
Grade 11	56.0% (student n = 3071)	56.7% (student n = 3117)

*Note: The “student n” reflects the total number of students tested within each respective group.

(Riverside Unified)**2018-19 to 2021-22 CAASPP ELA – by Race/Ethnicity**

Student Group	2018-19 Standard Met or Exceeded	2021-22 Standard Met or Exceeded
Hispanic	45.5% (student n = 13,865)	39.8% (student n = 13,847)
White	66.5% (student n = 4344)	63.0% (student n = 3661)
African American	45.4% (student n = 1304)	41.0% (student n = 1208)
Asian	78.6% (student n = 747)	75.9% (student n = 754)
Filipino	80.5% (student n = 246)	75.4% (student n = 244)
American Indian	46.4% (student n = 84)	47.6% (student n = 63)
Two or More Races	72.4%% (student n = 424)	52.8% (student n = 51)

*Note: The “student n” reflects the total number of students tested within each respective group.

(Riverside Unified)**2018-19 to 2021-22 CAASPP ELA – by Student Program**

Student Group	2018-19 Standard Met or Exceeded	2021-22 Standard Met or Exceeded
English Learner	8.9% (student n= 2975)	10.2% (student n= 3168)
Students with Disabilities	12.4% (student n= 2431)	14.1% (student n= 2263)
Low Income	42.1% (student n= 14,528)	39.3% (student n= 15,299)
Homeless Youth	37.8% (student n= 1116)	25.8% (student n= 598)
Foster Youth	N/A	20.7% (student n=82)

*Note: The “student n” reflects the total number of students tested within each respective group.

2021-22 CAASPP ELA – RUSD Overall – Gap Change by Ethnicity & Program

GAP Narrowed		Continue Monitoring		Gap Widened	
Hispanic	-0.3%	White	+1.6%	Homeless Youth	+6.7%
African American	-0.5%	Filipino	-0.1%		
American Indian	-6.3%	Asian	+2.2%		
Pacific Islanders	-2.9%	Two or More Races	+5.1%		
English Learners	-6.8%				
Low Income	-2.7%				
Students/Disabilities	-5.7%				

2021-22 CAASPP Math – Overall District

Overall Performance: 20,529 Students Tested			
Met Achievement Standard	30.1% 6171 Students	<div style="display: flex; align-items: center;"> <div style="background-color: #4a90e2; color: white; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin-right: 5px;">4</div> <div> <p>Standard Exceeded</p> <p>12.76%</p> <p>2620 Students</p> </div> </div>	2620
		<div style="display: flex; align-items: center;"> <div style="background-color: #54b18d; color: white; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin-right: 5px;">3</div> <div> <p>Standard Met</p> <p>17.30%</p> <p>3551 Students</p> </div> </div>	3551
Not Met Achievement Standard	69.9% 14,358 Students	<div style="display: flex; align-items: center;"> <div style="background-color: #f1c40f; color: white; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin-right: 5px;">2</div> <div> <p>Standard Nearly Met</p> <p>26.01%</p> <p>5340 Students</p> </div> </div>	5340
		<div style="display: flex; align-items: center;"> <div style="background-color: #e74c3c; color: white; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin-right: 5px;">1</div> <div> <p>Standard Not Met</p> <p>43.93%</p> <p>9018 Students</p> </div> </div>	9018

**Math Comparison Data
(Riverside Unified)**

2018-19 to 2021-22 CAASPP Math – by Grade Level

Grade Level	2018-19 Standard Met or Exceeded	2021-22 Standard Met or Exceeded
Grade 3	48.9% (student n=2,746)	40.3% (student n =2,755)
Grade 4	41.1% (student n=2,888)	35.1% (student n =2,780)
Grade 5	33.6% (student n=3,180)	27.8% (student n =2,927)
Grade 6	36.3% (student n=3,140)	31.4% (student n =2,836)
Grade 7	32.3% (student n=3,326)	28.2% (student n =2,943)
Grade 8	32.7% (student n=3,089)	25.8% (student n =3,166)
Grade 11	30.1% (student n=3,070)	23.4% (student n =3,122)

*Note: The “student n” reflects the total number of students tested within each respective group.

(Riverside Unified)

2018-19 to 2021-22 CAASPP Math – by Race/Ethnicity

Student Group	2018-19 Standard Met or Exceeded	2021-22 Standard Met or Exceeded
Hispanic	28.7% (student n=13,930)	23.1% (student n=13,873)
White	53.0% (student n=4,331)	47.9% (student n=3,656)
African American	28.0% (student n=1,306)	19.9% (student n=1,202)
Asian	71.6% (student n=768)	67.0% (student n=760)
Filipino	64.9% (student n=248)	64.9% (student n=243)
American Indian	36.1% (student n=83)	25.4% (student n=63)
Two or More Races	52.4% (student n=424)	32.4% (student n= 661)

*Note: The “student n” reflects the total number of students tested within each respective group.

(Riverside Unified)

2018-19 to 2021-22 CAASPP Math – by Student Program

Student Group	2018-19 Standard Met or Exceeded	2021-22 Standard Met or Exceeded
English Learner	7.1% (student n=3,078)	6.9% (student n=3,237)
Students with Disabilities	8.9% (student n=2,424)	9.2% (student n=2,254)
Low Income	26.6% (student n=14,603)	23.3% (student n=15,306)
Homeless Youth	22.1% (student n=1,152)	12.4% (student n=622)
Foster Youth	N/A	8.6% (student n=81)

*Note: The “student n” reflects the total number of students tested within each respective group.

2021-22 CAASPP Math – RUSD Overall – Gap Change by Ethnicity & Program

GAP Narrowed		Continue Monitoring		Gap Widened	
Hispanic	-1.0%	White	+1.4%	African American	+1.5%
Pacific Islanders	-2.5%	Filipino	+6.7%	American Indian	+4.1%
English Learners	-6.4%	Asian	+1.9%	Homeless	+6.8%
Low Income	-3.2%	Two or More Races	+9.6%		
Students/Disabilities	-7.0%				

Recap

RUSD’s overall English Language Arts results = -13.5 (Difference from Standard) = Low Status / **2023-24 Target: -9.5**

RUSD’s overall Mathematic results = -58 (Difference from Standard) = Low Status / **2023-24 Target: -54**

RUSD’s overall English learner Progress = 46.1% = Medium Status/ **2023-24 Target: 48%**

Systems Response by Riverside Unified School District – Instructional Action Plan

In order to address the gaps in learning as evidenced by our most recent CAASPP scores, four Instructional Areas of Support have been activated: 1) Stronger standards-based learning and teaching, 2) Deeper Depth of Knowledge & rigorous lessons, 3) Closer examination of learning artifacts by teachers and curriculum teams, 4) Immediate and “on the spot” intervention by teachers, tutors, and learning support staff. Instructional strategies also include a strong focus on Tier 1 best, first instruction, providing all students increased experiences and support with rigorous questioning and practice testing, and a continued effort to refine our local assessments ensuring their reliability and structure is aligned with instruction. Professional development (PD) will focus on how teachers can ensure that students can make meaningful connections in mathematics and English Language Arts by identifying the important ideas behind facts, procedures, themes, and patterns. Instructions will highlight connections between skills and concepts, and relating concepts to each other; and engage students in making sense of mathematics, literature, and writing by providing opportunities for them to grapple with difficult concepts, not just simply received knowledge. Providing opportunities for students to participate in meaningful learning that is both captivating and accessible can happen when teachers use language supports and visual representations, and allow students to explain their ideas, change their minds, and build upon the ideas of others. Other important professional development provided by the District includes PD for our new teachers in the Professional Growth Systems program, several PD sessions for Multi-Tiered System of Supports Initiative, Anti-bias training for all employees, College and Career Counseling PD for staff and parents, Career Technical Education teacher PD, Dual Language Immersion PD, Integrated and Designated ELD, Leadership Academy for employees, TK-2 Literacy PD; workshops for STEM and Mathematics, Wellness for students and employees, and additional training for Campus Supervisors. In addition to professional development, the District will continue to conduct regularly scheduled local assessments to monitor progress, provide time for teachers to engage in the Cycle of Inquiry (Action 1.2a) at the classroom level, grade level and school-wide level, and obtain more student voice and experience to garner their authentic learning needs. Consistently providing quality English Language Development leading to increased student reclassification is also a vital goal for the District, which is also the motivation for adding an additional English Learner Coordinator position (Action 2.1i) in 2023-24. In order to carry out these areas of support and intervention



at the elementary level, there will be targeted professional development in Reading for 3rd Grade, and training in Advanced Phonics for 4th through 6th grade teachers. There is also targeted professional development planned for teachers in mathematics to address the gaps revealed on the CAASPP data (Action 1.4a). For secondary teachers there will be targeted professional development for both mathematics and English Language Arts based on the areas of need shown on CAASPP data, and there will be an increased focus on aligning History and English Language Arts curricula to improve writing skills.

Chronic Absenteeism and Suspension

Since the pandemic, the rate indicator status level for RUSD’s chronically absent students has been on the rise. Our “Absent Rate” for 2021-22 on the California State Dashboard shows 28.3% of K-8 students as chronically absent = Very High Status. The rates by Student Demographic Groups all land in the Very High status which means there are 9% or more chronic absenteeism in each student population. Our highest absenteeism rate is 47% for our Homeless students. The District goal is to reduce absenteeism significantly by increasing our Multi-Tiered System of Support (MTSS) counselors at the elementary level (Action 1.3e), increasing our Student Assistant Program teams by adding additional psychologists and prevention assistants (Action 3.4b) and providing 31 additional trained campus supervisors across the District (Action 3.3d). Child Welfare and Attendance Managers will increase efforts in their outreach to Homeless students to help address barriers to attending school. The RUSD K-12 Suspension rate by student group shows that our Foster Youth and Pacific Islander student groups have disproportionately high suspension rates. The California State Dashboard shows 352 K-8 students or 9.4% (Foster Youth) and 137 K-8 students or 11.7% (Pacific Islander) as suspended at least one day = Very High Status. The Dashboard also shows Foster Youth have a 57.1% graduation rate which is significantly lower than the 94.0% graduation rate for All Students (Very Low Status, n= 21). The Foster Youth Case Manager and the Child Welfare and Attendance Manager will develop interventions that particularly address behaviors to reduce suspension rate and increase graduation rate. This may include one-to-one counseling with a Student Assistant Plan (SAP) Counselor and the Drop-out and Retention Specialist. In addition, Foster Youth will have access to one-to-one tutoring and credit recovery services at their individual school sites. The District goal is to reduce the rates in each of the groups by a minimum of 1% or more for 2023-24. The increases mentioned above in terms of providing more MTSS counselors, more psychologists, and more campus supervisors will also help RUSD lower suspension rates. Additional support for American Indian students will also be put into place in 2023-24 (Action 3.3e) to provide a more inclusive environment and help to prevent chronic absenteeism and suspensions.

Social-emotional Learning (SEL) K-6:

LCAP Update - FastBridge Universal Screeners

Accessed from FastBridge on May 3, 2023 (Group Screening Report)

Grades	Screeners	SEL					
		Fall		Winter		Change of Students	
K-1	SABERS	Low Risk	82% n=4400	Low Risk	84% n=4405	+5	+2%
		Some Risk	14% n=767	Some Risk	14% n=716	-51	0%
		High Risk	4% n=188	High Risk	3% n=140	-48	-1%
2-6	mySAEBRS	Low Risk	71% n=8669	Low Risk	71% n=9185	+516	0%
		Some Risk	25% n=3064	Some Risk	24% n=3159	+95	-1%
		High Risk	5% n=558	High Risk	5% n=641	+83	0%

Social-emotional Learning (SEL) 7-12:

LCAP Update - FastBridge Universal Screeners

Accessed from FastBridge on May 3, 2023 (Group Screening Report)

Grades	Screeners	SEL					
		Fall		Winter		Change of Students	
7-8	mySAEBRS	Low Risk	75% n=4100	Low Risk	73% n=4040	-60	-2%
		Some Risk	22% n=1176	Some Risk	24% n=1338	+162	+2%
		High Risk	3% n=165	High Risk	3% n=186	+21	0%
9-12	mySAEBRS	Low Risk	76% n=8130	Low Risk	75% n=7620	-510	-1%
		Some Risk	22% n=2366	Some Risk	23% n=2348	-18	+1%
		High Risk	2% n=233	High Risk	2% n=222	-11	0%

Among K-1 students who took the 2022-23 Winter SAEBRS (administered by the teacher), 84% of students scored low risk, (an increase of 2% compared to Fall), 14% scored some risk (no change compared to Fall), and 3% scored high risk (a decrease of 1% compared to Fall). Among students in grades 2-6 who took the 2022-23 Winter mySAEBRS (completed by the student), 71% of students scored low risk (no change compared to Fall), 24% scored some risk (a 1% decrease compared to Fall), and 5% scored high risk (no change compared to Fall). Among students in grades 7-8 who took the 2022-23 Winter mySAEBRS, 73% of students scored low risk (a 2% decrease compared to Fall), 24% scored some risk (a 2% increase compared to Fall), and 3% scored high risk (no change compared to Fall). Among students in grades 9-12 who took the 2022-23 Winter mySAEBRS, 75% of students scored low risk (a decrease of 1% compared to Fall), 23% scored some risk (a 1% increase compared to Fall), and 2% scored high risk (no change compared to Fall).

School Cleanliness and Safety:

School cleanliness and safety is also an area of need brought up frequently by our Education Partners. Parents and students and community members would like to see the bathrooms (particularly at the secondary level) attended to more regularly by an adult throughout the school day. Additionally, due to increases in School Threat and Response Protocol (43) this year, the District has approved the hiring of 31 Campus Supervisors to be spread out across all schools. In addition, \$100,000 on intensive training for Campus Supervisors has also been approved to ensure all campuses are safe with highly trained adults present.

LCAP Highlights

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

Key features of the 2021-2024 Riverside Unified School District's LCAP include the ongoing improvement of student learning. This year, Riverside Unified School District departments, actions and services have all been aligned to the School Board priorities for 2022-23:

- Support Well-Being for All
- Enhance the Arts, STEM & CTE
- Communication for Students, Families, Staff and Community



Well-being for All: This priority takes root in our Multi-Tiered System of Supports (MTSS) which includes our TK-12 Wellness Initiative. The RUSD Pupil Services Department is home to our Student Assistance Plan (SAP) provide licensed clinical therapy to individual students and in group settings. MTSS and our District Well-being efforts also include the work of our MTSS Psychologists, Crisis and Intervention Psychologists, Prevention Assistants, Elementary and Secondary MTSS Counselors, Inclusive Practice Specialists, and MTSS Liaisons. Our SAP counselors alone have provided over 1400 students with individual counseling and an additional 1000 with group counseling. Our Wellness work has also conducted 3965 wellness check-ins with students, 598 mindfulness sessions with students and faculty, 331 classroom wellness training sessions, 32 parent workshops. In addition, partnerships with local health agencies and hospitals including Care Solace, Riverside University Health Systems, UC Riverside, Cal Baptist University, and Kaiser Permanente are also integral to our Districtwide wellness plan and our Tier 3 support for MTSS. A highly engaging Employee Wellness project also evolved since the pandemic, and now provides both classified and certificated staff with a website of wellness resources, over 29 different wellness activities/workshops before and after work, community check-ins with a licensed wellness coach, and ongoing advocacy for mental health for teachers and students by our Director for Wellness and Community engagement (Actions 1.3e, 1.3c, 1.3d, 3.4a, 3.4b).

Communication: The LCAP and Communications Departments are part of the Equity team in RUSD. Their work is constantly ongoing in that they provide student information, parent information, school-site and District communication tools, and social media resources hourly, daily, and over the long-term of the school year. There is an abundant amount of information coming from the District that needs to be explained and distributed in an inclusive and equitable manner to staff, students, and families. Therefore, our Communications Department implemented a new board-approved Communication plan to include consistent forms of messaging from the District via email, phone calls, texts, social media posts, and superintendent videos throughout the year. The goals and strategies put forth in the new Communications Plan also include: Building and maintaining trust with the community; Building community engagement; Empowering staff to communicate effectively; and Promoting RUSD as a high-quality school District for students to attend and employees to work at. In addition, monthly analytics are provided to the Board of Education regularly on social media postings, community comments, and viewership. This year the Communications Department will be purchasing a new media tool for enhancing communication to families and community that will allow for more interaction with the District (Action 3.1c).

Student Learning: The Student Learning Board Priority is universal and paramount to all of our work in RUSD. Advancing student learning and achievement has now become more diverse than ever. Fortunately, RUSD has a robust Innovation and Learning Engagement Department that has and will continue to effectively manage the 1:1 student/device ratio in the District in perpetuity. This is still vital to all of the recovery efforts from learning loss which must take place in all three domains of academic, behavior, and social-emotional learning. Our Multi-Tiered System of Supports initiative has been integral to all of our strategies, at all grade levels, to help students close learning and opportunity gaps, especially for our Unduplicated students. This year 234 teachers and administrators participated in 10 training opportunities both in-person or using virtual synchronous models to ensure they are competent in the data analysis and progress monitoring of the FastBridge universal screener system. The screeners provide valuable interim assessment information on math, English Language Arts, and social-emotional learning. MTSS is also the foundation of all of our Wellness efforts which now also include Wellness Centers at all of the comprehensive high schools starting in 2023-24. Funding increases in the Arts, STEM and Career Technical Education this past year included growing elementary music programs, extending CTE to the middle school level, and creating innovative Inspire Her Mind events to encourage girls to participate in STEM. Our Professional Growth Systems department has grown to offer coaching services to new classified employees, and continues to serve new teachers and principals at the highest levels ever in RUSD.

Key Features of the 2023-24 upcoming LCAP: For the upcoming LCAP year we are excited to expand some of our Actions/Services due to funding increases in our Unduplicated Supplemental and Concentration grant. These additions are directly in response to our Educational Partner feedback:

- (Action 1.3 e) - 4 additional MTSS Liaisons to assist with data analysis, equity, coaching, and teacher support at school sites
- (Action 1.4a) - 6 structured Math teachers, 4 structured Math TOSAs, and 3 Elementary math TOSAs to address gaps in math achievement
- (Action 1.4f) - CTE liaison and Career Support Specialist to increase business partners and student job site experiences
- (Action 1.5g) - 6 additional custodians to assist with bathroom cleanliness on school campuses
- (Action 2.1e) - All 6th grade Science Camp fees paid for by the District for 2023-24.
- (Action 2.1f) - 4 English Language learner support TOSAs to provide instructional assistance in preparing students for reclassification
- (Action 2.1l) - Dual Language Instruction Coordinator to manage the growing DLI program across the District
- (Action 2.2a) - Expanded Summer School
- (Action 2.2d) - All AP Testing Fees will be paid for by the District
- (Action 3.3d) - 31 additional Campus Supervisors to be highly trained and assist with school safety across the District
- (Action 3.4b) - 3 Clinical Psychologists and 5 Prevention Assistants to ensure student wellness

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 Chemawa Middle School have been identified for Comprehensive Support and Improvement.

Support for Identified Schools

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

Riverside Unified School District supports all schools in developing a School Plan for Student Achievement (SPSA) which addresses planning for comprehensive support and improvement for our CSI-identified schools of Chemawa Middle School and RUSD Opportunity School. The support includes our Districtwide use of the Cycle of Inquiry through the process of Analyze-Plan-Act-Reflect. The Cycle of Inquiry is used at all levels of the organization from Districtwide student achievement data, department-level effectiveness data, and classroom student data. School-site teams are trained annually in the use of school-site data, survey data, and partner input through the Cycle of Inquiry to analyze gaps and determine root causes. The District Research, Evaluation, and Assessment team annually provides principals with data folders and analysis tools to use with their site teams and educational partners.

The **RUSD Opportunity Program** provides a flexible standards-based alternative for a wide variety of secondary students and serves students from all attendance areas. Through the RUSD Shared Leadership System, the leadership team at Opportunity worked with District staff (secondary education, counseling, research and assessment, student wellness) to determine the root causes of the deficiency in suspension rates and identify resource inequities. In-depth root cause discussions reflected on the paths of students at Opportunity to identify systemic barriers and resource inequities that caused the deficiencies in suspension, which was a top priority. The team also analyzed site achievement and social-emotional data, as well as student and family voice. Counselor vacancies at this site also caused many referrals to not be addressed promptly, which set back some of the discipline reform that is planned. By nature of the programs offered at 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 high suspension rate as a failure to properly support the emotional needs of students. Action steps to mitigate this inequity include: increased access to consistent mental health counseling. This includes increased Student Assistant Plan (SAP) Counselor support to increase services and timeliness of support to students which includes clinical interviews, crisis intervention, and individual counseling. These site-based actions are 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. The continued resource inequities at Chemawa are: a lack of

understanding and use of the continuous improvement process; formative assessments aligned to the rigor level of the standard; collective efficacy with high-yield strategies for integrated English Language Development across all classrooms; and deficient access to counselor support. Chemawa has been identified for Comprehensive Support and Improvement in the areas of suspension, chronic absenteeism, and mathematics. RUSD has provided opportunities to utilize the data from state and local assessments to be used each fall to determine school goals for each grade level in all academic subjects. Teachers meet in department groups weekly and interdisciplinary teams monthly to analyze state and local assessment data by student group, determine gaps and target students for intervention, and discuss best teaching practices. Further, Chemawa has partnered with an academic consultant that is leading department teams through the unpacking of content area standards to determine a matrix for the year to ensure that essential standards are being taught at the correct rigor level of the standard. Teacher teams further work with the consultant to develop common assessments tied directly to the matrix. The data from these assessments are used to drive instructional decisions throughout the year. Chemawa determined that the following strategies must be intentionally implemented: 1) Ongoing progress monitoring conducted in short cycle (common) assessments which help to determine needed interventions and support for mathematics, 2) Differentiated lessons/instruction based on the use of the Cycle of Inquiry are also used to scaffold concepts to make content in English Language Arts accessible to all learners, 3) Increased writing opportunities across all content areas using ACE (Answer, Cite & Explain) or CER (Claim, Evidence & Reasoning) with targeted support for English Learners and struggling readers/writers. The Teacher on Special Assignment (TOSA) at the school provides Intervention/Instructional Support for EL Students in vocabulary development, English proficiency, and all content areas. For 2023-24 high-quality ongoing professional development will be provided to all teachers on Designated and Integrated English Language Development. In addition to academics, Chemawa Middle School Leadership team has allocated resources toward providing solutions aimed at addressing mental health, relationship building, and positive behavior interventions to address suspensions and absenteeism. Ongoing student surveys serve as the impetus for reflection and adaptation. Chemawa is proud to use student voices as a catalyst for program implementation, and the request by students and parents for more access to Student Assistant Program counselors was heard loud and clear. Chemawa is also continuing to develop a strong Positive Behavior System to strengthen Tier I actions related to school climate and positive student interaction. A schoolwide expectations matrix has been implemented along with a system for positive reinforcement that both classified and certificated staff take part in. Attendance incentives and interventions have been determined based on student input. This includes an increase in clubs and affinity groups to connect students to each other and to caring adults on campus.

Monitoring and Evaluating Effectiveness

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

The Local Education Agency (Riverside Unified School District) will monitor and evaluate the implementation and effectiveness of the CSI plan by leveraging and aligning resources to provide assistance to the Opportunity Program and Chemawa Middle School. Through the use of the Shared Leadership System (Action 1.2a), District staff (secondary education directors, research and assessment director, and the student wellness director) will meet with site leadership teams formally three times a year to review progress monitoring data and design instruction and intervention in response to student needs. Metrics identified for this CSI plan include student performance on common formative assessments, interim benchmark assessments, universal screeners, California Assessment of Student Performance and Progress (CAASPP), credits earned, engagement, attendance, suspension, Student Assistance Program (SAP) referral, counseling session attendance, and student feedback. The District Secondary Director will meet the principals who oversee each site monthly to discuss the site monitoring system and any adjustments that are made in response to data. The District Wellness Director provides training and guidance for the SAP counselor monthly to ensure that

the sites have access to all needed resources. Increased graduation rates will be the main indicator to determine if the plan is effective. Student feedback, increases in student attendance, increases in credits earned, progress on formative assessments, and universal screeners will also be interim measures of effectiveness to be monitored by the principals and assistant principals directly. The sites' plans will be developed in conjunction with stakeholders through the School Site Council and will be documented in their School Plans for Student Achievement. Chemawa and the Opportunity Program will engage in Universal Design Learning/Leadership training through RUSD's Multi-Tiered System of Supports initiative to build capacity on how to take inventory of their instructional practices and create behavioral matrixes for their school and individual classrooms, and then determine how these interventions will impact student learning and engagement. Professional development will be in coordination with District staff to ensure additional support and resources are used to assist the sites in their root cause analysis which will include: Student Wellness and Engagement, Designated and Integrated English Language Development, mathematics, and English Language Arts strategies and interventions. Both sites will also be engaged in robust data analysis training so that the staff is able to do deep data dives that will reveal root causes along with other data trends that need to be mitigated and to develop an action plan so resource inequities can be eliminated. Additionally, staff will attend conferences that build staff capacity on cultural proficiency, restorative practices, best, first instruction, and data analysis protocol that is embedded into their Professional Learning Communities on a weekly and monthly basis.

Engaging Educational Partners

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

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

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

A summary of the feedback provided by specific educational partners.

The equitable processes used by the Riverside Unified School District to develop our LCAP brought together a variety of novel ideas provided by parents, teachers, students, school/District classified employee groups, and community/educational partners. Feedback was garnered using the following strategies: LCAP Parent Survey, LCAP Employee Survey, School Culture and Climate Survey, and surveys from the high school focus groups; parent leadership group meetings including District African American Parent Advisory Committee (DAAPAC), District English Learner Advisory Committee (DELAC), LCAP Parent Advisory Committee, Native American Parent Advisory, Community Advisory Committee – Special Ed (CAC), Hispanic Parents/La Comunidad, Riverside Parent Teacher Association (RPTA); 5 in-person Town Hall meetings at each comprehensive high school and 2 virtual Town Hall meetings, high school focus groups at all high schools, including specialty schools; bargaining units (Riverside City Teachers Association (RCTA) and California Schools Employee Association (CSEA)). All feedback was themed, coded, tabulated, and reported to the School Board and the LCAP Parent Advisory in the Spring of 2023.

- During the 2022-23 school year, the RUSD (**LCAP**) **Parent Advisory Committee** composed of 21 parent representatives (including 1

Special Education parent), 2 bargaining unit presidents, 3 high school student board members, and 2 community members every 6 to 8 weeks in 2022-23 (September, December, March, April, & May) to provide input on the LCAP process, content, and progress monitoring of current programs. We also had 3 parent/community member observers join us at several of the meetings this year as well. After a variety of department presentations, discussions, and a review of survey documentation throughout the year, this committee was presented with the overview of this year's LCAP and the members elevated the following priorities to help direct LCAP for 2023-24:

- Provide English Learner parents more opportunities to learn English at the same time as their children.
- EL Coordinators and other employees working directly with English Learners should be able to speak fluent Spanish.
- The committee is supportive of adding 31 additional campus supervisors, but is concerned that no additional noon duty supervisors at the elementary level is being considered for additional funding.
- Parents would like to see more feedback collected from students at the elementary level and explore different methods to get connected to elementary students.
- Parents would like to see site administrators more visible at the beginning and end of the day on school sites (interacting with students).
- To increase participation in the LCAP student focus groups, a randomized selection process should be used where the District office randomly selects students to participate (not site administrators) to get more authentic responses.
- TK aides should be incorporated into LCAP funding.
- Parents would like to see more home visits for students who need them.

This committee also brought forth a list of 20 questions for the superintendent regarding the LCAP which will be answered and posted to the District website.

Educational Partner Feedback:

The District English Learner Advisory Committee Feedback: The RUSD DELAC members invited the LCAP Director to present at their December 2022 and April 2023 meetings where the group came to discuss the following LCAP priorities: 1) Continuing and expanding the Family Resource Center (FRC) which helps all RUSD families with referral information to services - including a highly popular Facebook Live meeting each week with over 750 participants. This meeting covers the District newsletter in Spanish, social media posts, and a Q&A session on school/student topics of interest. 2) Requesting more parent training with a focus on bilingual support for families and specifically English classes for parents, and 3) Ongoing access to technology and the internet. Concerns were also expressed regarding school safety and security. Many of our DELAC parents in particular are concerned about the cleanliness and safety of school bathrooms, particularly at the secondary level. Fortunately, the FRC will be fully funded by the 2021-24 LCAP and will create more parent workshop opportunities in 2023-24. Our support for the English Learner program will increase by adding 4 English Learner "Teachers on Special Assignment" to assist with increasing the reclassification of English Learners in the District. Through our Innovative Learner Engagement department, the District will be working with parents/families to sign up for free/reduced internet services – while the District will continue to provide hotspots (over 1000 this year) the free/low-cost internet service is a long-term solution for families. The LCAP Director presented the 2023-24 "LCAP overview" at the April DELAC meeting and collected their questions for the Superintendent.

The District African American Parent Advisory Committee (DAAPAC) Feedback: The DAAPAC met with the LCAP Director in a virtual environment in March of 2023. This educational partner group put forth the following priorities for the District. 1) Creating additional and targeted resources for Black/African American students as ongoing work, 2) Providing anti-bias training for employees throughout the District, and 3)

Ensuring the Heritage program will continue to grow and expand (possibly to 9th grade), and continue to address the needs of any Black students who are not meeting A-G requirements. It is also still a concern as to whether or not teacher expectations are high enough for Black students, and if the District is moving fast enough to implement a curriculum that is culturally aware, and appropriately celebrates Black contributions to society.

Riverside Parent Teacher Association Feedback: The LCAP Director presented the LCAP update to the Riverside Unified PTA (RPTA) in September of 2022. RPTA parents also expressed satisfaction with feeling welcome on school campuses so far during the new school year, but would like to see more communication between teachers and students/families. RPTA parents also had additional questions about campus volunteers and parent training which would allow them to be on campus this year. This leadership group also shared the desire for more Arts, STEM, and CTE options for both elementary and secondary students. Concerns still related to issues of learning loss mitigation and school discipline did surface - with parents requesting the District conduct an evaluation/revamp of both areas. The District is requiring all schools to have a behavioral matrix of expectations ready for the 2023-24 school year.

Gifted and Talented District Advisory Committee Feedback: The GATE parents relayed their priorities for consideration in LCAP asking for more challenging options for GATE students, especially at elementary schools, and ensuring that the District provides highly-trained educators to address the needs of GATE-identified students. Having a strong Visual and Performing Arts (VAPA) was also deemed important by this parent group, along with the need for more college counseling, work internships, and additional enrichment programs beyond what is currently offered. GATE parents are asking the District to consider building more robust VAPA programs at all grade levels, providing additional counselors – especially one counselor per school to work with GATE students, an expansion of Career Technical Education into the middle schools, and an increase in challenging STEM programs across K-12. The District is funding CTE expansion in this year's LCAP.

Community Advisory Committee (Students with Disabilities): This committee (CAC) expressed strong satisfaction with the support for Students with Disabilities currently in place in RUSD. The LCAP Director presented the LCAP overview in March of 2023. There was high satisfaction expressed for feeling welcome at the school sites, schools respecting diversity and the school providing a well-rounded curriculum. In fact, high satisfaction rates are due in part to the fact that 67.5% or 1827 Special Education students out of 2714 are in general education classes for 80% or more of the school day. This represents an 1.5% increase from the previous year. Both general education and Special Education teachers report feeling more confident in developing and implementing supports for students to be successful in general education because of MTSS training. Additionally, English learners in Moderate/Severe programs continue to reclassify at a high rate.

Native American/American Indian Listening Groups: Beginning in February of 2023 the LCAP Director along with the Assistant Superintendent of Equity Access and Community Engagement conducted public meetings for parents/guardians of American Indian students. This initiative was started in 2022 as follow-up to an incident at one of our high schools wherein great disrespect was shown towards Native Americans. The District also worked in association with the Riverside Tribal Temporary Assistance for Needy Families to reach out to parents. At our parent meetings we heard that students who are American Indian want to be acknowledged and understood for their cultural assets, and have clubs and activities on campuses to celebrate their heritage and ancestry. Participants also requested that LCAP funding be used for more cultural awareness/competence training for teachers, and a complete overhaul of the 3rd grade curriculum on local indigenous tribes in our region RUSD along with additional up-to-date curriculum to be inserted into the Ethnic Studies and American history courses. Our local tribal members

would like students to understand that modern day Indigenous peoples exist and that we shouldn't just teach Native Americans as only a historical population. American Indian high school students from 7 Riverside Unified High Schools responded to the listening sessions stating that the RUSD schools and District should "get students more engaged and inspired" by offering Native American history courses and language courses, bring in guest speakers from outside organizations such as AISES, provide more support with college applications and create Native American student unions. Similar to what the parent of American Indian students said, there was general concern that there should be a revamp of the history curriculum to accurately portray Native American experience because information in textbooks is not accurate and the schools should educate all students on campus about indigenous traditions, regalia, foods so they do not make fun of them. In terms of social-emotional support, it was suggested that schools create therapy groups for students and parents to share about the trauma they have experienced, create solutions to lower American Indian suspensions and absenteeism issues, and designate a Native American counselor (point person) who will be knowledgeable about all resources for Native American/American Indian students and is willing to build relationships with students and families.

Student Feedback: A student satisfaction survey for grades 9-12 was provided to all students who participated in the LCAP student focus groups conducted at all high schools including all of our comprehensive and specialty campuses in November 2022 thru December 2022. Student groups interviewed were intentionally culturally diverse, and included Foster Youth, Low-income students, English learners, GATE, students, Students on school leadership teams, & Students with Disabilities. The top priorities from the students were: 1) More modern texts from diverse authors for English Language Arts; more hands-on experiments in lab science; slower pace in math courses; tutoring directly from teachers; school staff understanding students' busy schedules; AVID support for all students; more AP courses, CTE pathways, and VAPA opportunities, and more guidance counselors to offer college and career advice. The students were positive about using the Google Classroom suite, the different clubs back up and running for 2022-23 and the feeling of inclusivity on campus.

Certificated Employee Feedback: In February of 2023, certificated employees were offered the opportunity to engage in a survey that asked for feedback on Unduplicated student programs and supports to be implemented in LCAP. The results showed that teachers hold high expectations for students (81%), however certificated staff also expressed serious concerns that the District may not be doing enough to support Unduplicated students in terms of academics and social-emotional health. Additionally, teachers expressed a need for increased offerings in Art, CTE and STEM as well as more positive leadership from administrators. Other concerns that were brought up by certificated staff were school safety, lack of substitutes when teachers want to attend District Professional Development, and more clarity desired for the long-term implementation of the Multi-Tiered System of Supports.

Classified Employee and Other School Personnel Feedback: In spring of 2023, RUSD staff members, were offered the opportunity to engage in a survey that asked for feedback on Unduplicated student programs and supports to be implemented in LCAP. The survey results showed that classified and other staff were most likely to fully support additional supports for English Learners and Students with Disabilities, and increased social-emotional services for students and families overall. Classified employees also demonstrated strong support for increasing the hours for school-site translators, the need for additional campus supervisors, and the need for a stronger on-boarding program for new hires in the District. This same group of employees also responded that equity in decision making at school sites is low, and worksites should be safe and secure.

Virtual Town Hall meetings: Community/Parent Feedback: Seven Town Hall meetings were conducted this year between January 17th thru April 4th. As per the RUSD school board suggestion, the LCAP Town Halls were held in-person at each comprehensive high school campus. Additionally, there were 2 virtual Town Hall meetings on April 28 and April 4. There was a total of 185 participants. The events were open to all RUSD families. The responses were collected from the participants working in small breakout groups facilitated by RUSD managers, principals and directors. All responses were coded and themed by question with the following results:

Question 1: What is the best physical environment for students? Participants answered: Need clean, safe working bathrooms welcoming inclusive campuses, open spaces for younger students and secure, safe classrooms throughout.

Question 2: What are the characteristics of staff that will help students excel? Supportive learning environments, teacher who are passionate about their work and love teaching, more tutoring – especially by teachers on campus.

Question 3: What helps students learn best? More options in Arts, CTE, STEM and financial literacy; make AVID available to all, increased access to Student Assistance Program (SAP) and Multi-Tiered System of Supports Counselors for students

Question 4: What subjects help them reach their aspirations? More hands-on interactive learning, supportive staff, college field trips for all students, and teaching students' life skills.

Question 5: What has contributed to the well-being of students? Access to Wellness Centers by elementary and middle school students, anti-bias training, antibias training for all adults on campus

Question 6: What is the best form of outreach for you? Email, texts, School Messenger, the Family Resource Center and social media was the resounding response from participants.

Question 7: What supports help your student's and family's wellbeing? The Family Resource Center, Community Assistants working at school sites, food, bilingual assistants.

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. January 19, 2023, the SELPA Director presented information at the LCAP Advisory meeting on the LCAP actions related to MTSS and Inclusive Practices. In addition, a presentation on the LCAP was provided to the Special Education Community Advisory Committee with an opportunity for participants to provide input and feedback. Throughout the year, the LCAP Director met with the Special Education Department to discuss how the District is engaged in the implementation of inclusive practices to ensure students are placed in the least restrictive environment, and how LCAP can support these practices. The feedback from SELPA Educational Partners indicates there continues to be a need to focus on the implementation of inclusive practices. While there are increasing opportunities for students with disabilities to participate in general education have been made, there are more gains to be made across the District from preschool to adult transition. The 23-24 LCAP continues to include actions related to the development of an integrated Multi-Tiered System of Supports (MTSS) framework and the addition of Inclusive Practices Specialists to support the success of students with disabilities in the general education environment. Last year, RUSD SELPA engaged in Special Education program monitoring and developed a Compliance and Improvement Monitoring (CIM) plan which leveraged LCAP actions related to MTSS and Inclusive Practices.

School-Site Administrators Feedback: Principals and Assistant Principals were provided opportunities for input during TK-12 principal meetings throughout the year as well as one-on-one meetings with the LCAP Director. During September through April, updates were given on LCAP progress monitoring and Principals/Assistant Principals were asked to provide local/site data as available to guide the District needs

assessment. Local data such as Interim Benchmark Assessment results, FastBridge Universal Screener data, and Las Links information for English Learners was also reviewed at the Principal meetings to determine tiered services for universal, targeted and intensive intervention across all schools and Districtwide to be included in LCAP funding. At the May 2023 TK-12 Principals/Assistant Principal meeting the 2023-24 LCAP goals and actions were presented for review. The site administrators worked together in their feeder patterns to review progress and to determine the implementation of the new proposed additions to the LCAP. Additionally, the LCAP director provided feedback to the principals on alignment of SPSAs to LCAP for 2024, progress monitoring for their LCAP site allocations and offered assistance with questions regarding LCAP expenditures and allowable use.

Riverside City Teachers Association Union (RCTA) Feedback: In October of 2023, the LCAP Director gave the Riverside City Teachers Association an overview presentation of the LCAP. The teachers in attendance offered their feedback regarding the desire for more Student Assistance Plan (SAP) counselors to address students' mental health issues, and the concern over the "over promise" of tutoring, meaning the District was not able to provide all of the tutors needed. Student behavior issues were also at the top of the list for Teachers' union members, who expressed the need for additional campus supervisors and prevention assistants particularly at high need schools. The president of RCTA, Laura Boling, is also a member of the LCAP Advisory Committee, and the District Equity Task Force with the LCAP Director. RCTA members are grateful for LCAP (Action 1.2a) which provides additional times for teachers to plan supports focused on student learning and well-being for Unduplicated students.

Classified Employee Union (CSEA) Feedback: The LCAP Director presented an overview of the LCAP to the CSEA bargaining unit in February of 2023 where classified employees presented additional concerns and priorities such as salary raises and school security in the LCAP. In line with other Educational Partners, the CSEA members expressed the need for more Student Assistance Program counselors, increased campus supervisors, better onboarding practices for all employees, and less restrictions on how Community Bilingual Assistants are hired since there were 17 position vacancies this year in that personnel category. There is also great support for the Family Resource Center from CSEA. Riverside Unified School District California School Employee Association (CSEA) Chapter 506 is led by president Anahi Chang who is also a member of the RUSD LCAP Advisory Committee.

Community Collaborative Group (NAACP): Dr. Carolyn Murray, the designated representative from the NAACP who sits on the RUSD LCAP Advisory Committee was interviewed in May of 2023 and asked to weigh in on what should be top priorities for LCAP funding. The Riverside Chapter of the NAACP has had a long-standing partnership with RUSD and this is a point of pride for both organizations. Dr. Murray also sits on the District African American Parent Advisory Committee and stated that the NAACP would like to see the District conduct LCAP focus groups with our African American students (Action 2.2e), and the District should be more intentional about college and career readiness and A-G completion for Black students. RUSD should build up stronger awareness in these areas so interested students can sign up for college courses (dual enrollment) while in high school. Dr. Murray also suggested that all LCAP actions and services be more scrutinized by the Parent advisories in the District to ensure there are adequate outcome measures for each, and that underperforming actions and services be dropped or restructured.

Parent Survey Feedback: Between November 28, 2022 and December 9, 2022 the RUSD conducted a parent survey aligned to the LCAP goals, actions and surveys. The 2565 survey responses were tracked by feeder cluster patterns to the comprehensive high schools in the

District. The cluster responses were: Arlington cluster 23%; Martin Luther King cluster 28%; John W. North cluster 13%; Poly High School cluster 21%; Ramona cluster 13%; and undeclared 2%. Parents agreed and/or strongly agreed with high ratings regarding campus safety, positive relations between students and teachers, high-quality technology and equity and access for students. Parents gave lower ratings to teachers/schools having high expectations for students, parents understanding of the Multi-Tiered System of Supports initiative, and campuses being warm and welcoming for family members. Parents also expressed concerned that the District may not be providing as many services as necessary for our Low-income, English learners and Foster Youth students (Unduplicated) in the District. More translators, case managers and material supplies such as food pantries and clothing drives should be part of the District programs. Themes from the open-ended questions revealed that parents’ felt structured non-academic activities such as sports, clubs and the after-school HEARTS program are working well for their children. Parents also appreciated the communication they received from the school an appreciate the school/District leadership. What parents felt could be offered by the District include more tutoring opportunities, stronger personal connections between parents and educators, additional mental health supports for students and more positive productive social time at school for students.

Panorama Culture and Climate Surveys Results: This year, between February 21 and March 6, 2023, Riverside Unified School District changed the mandatory culture/climate survey from California Schools Survey to Panorama Education. The surveys were given to Parents, Students, Teachers, and Other Staff and the questions focused on the following domains: School Safety, School Climate, Sense of Belonging, Engagement, and Relationships. There were 20,905 respondents in all which included 16,825 students, 655 teachers, 852 District and site staff, and 2573 families. The scores are based on agree/disagree (favorable) answers.

Feedback by Responder Groups:

Students Scored Favorably	Teachers Scored Favorably	Other Staff Scored Favorably	Families Scored Favorably
School Safety - 56%	School Safety - 54%	School Safety - 69%	School Safety - 68%
School Climate - 43%	School Climate - 50%	School Climate - 57%	School Climate - 59%
Sense of Belonging - 37%	Sense of Belonging - 56%	Sense of Belonging - 61%	No Barriers to Engagement - 79%
Engagement - 26%	Teacher Reflection - 68%	Engagement – 63%	Family Engagement -17%

The scores point out distinct areas of challenge for Riverside Unified. Regarding School Safety the scores are only moderate, and the District will address the challenges in this area by increasing campus supervisors (Action 3.3d). The District will hire and train 31 additional campus supervisors for 2023-24 to increase campus safety and de-escalate inappropriate student behaviors. School climate responses also landed in the moderate area which will be addressed by our Multi-Tiered System of Supports initiative. This initiative addresses social-emotional learning and behavior supports (Action 1.3e, 1.3f, 1.3g). Sense of belonging was scored high by parents, however, their question in this domain asked whether or not they felt barriers to engagement on school campuses. Conversely, students scored this low in this domain, or “unfavorably.” Students also scored low in engagement at 26%, which means a low number of students are engaged at school, and it is likely that 74% do not

feel fully engaged in school. The District will address this serious concern this through the Wellness Initiative which will include psych services, clinical therapy for students and counseling support (Actions 3.4a, 3.4b). Also, schools can ensure that extracurricular programs are fully staffed and available for students to participate in, helping them to make connections with peers (Action 3.3e). For teachers and staff, the RUSD employee wellness program opportunities include an interactive wellness webpage, and virtual therapy offerings which will help to address the low responses to sense of belonging and engagement from teachers and staff (Action 3.3c).

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

Schedule of Educational Partner Meetings

July 2022 — LCAP Budget Meeting

August 1 to August 28, 2022 — One-to-one Principal Meetings

August 15, 2022 — LCAP Action Leads Metric Planning Meeting

August 29, 2022 — LCAP Budget Meeting

September 8, 2022 — LCAP Parent Advisory Meeting

September 15, 2022 — LCAP Update Presentation to the Board of Education

September 16, 2022 — Begin Fall LCAP Progress Monitoring

September 19, 2022 — LCAP Budget Meeting

September 21, 2022 — LCAP Presentation to the Riverside PTA

October 17, 2022 — LCAP Budget Meeting

October 25, 2022 — LCAP Presentation at Riverside City Teachers Association (RCTA)

November 2, 2022 — LCAP Student Focus Group - Riverside Virtual grades 9-12

November 3, 2022 — LCAP Parent Advisory Meeting

November 4, 2022 — LCAP Student Focus Group - STEM High School

November 8, 2022 — LCAP Student Focus Group - Martin Luther King High School

November 15, 2022 — LCAP Student Focus Group - Ramona High School

November 16, 2022 — LCAP Student Focus Group - Arlington High School

November 17, 2022 — LCAP Student Focus Group - John W. North High School

November 28, 2022 — LCAP Budget Meeting

November 29, 2022 — LCAP Student Focus Group - Lincoln High School

November 28, 2022 — LCAP Parent Survey Disseminated to Families

November 30, 2022 — LCAP Student Focus Group - Poly High School

December 1, 2022 — LCAP Student Focus Group - Educational Options Center (EOC)

December 1, 2022 — LCAP Parent Advisory Meeting

December 5, 2022 — American Indian Listening Session Meeting #1

December 9, 2022 — LCAP Parent Survey Closes

December 14, 2022 — LCAP Presentation at the District English Learner Advisory Committee

December 15, 2022 — LCAP Update Presentation to the Board of Education

December 16, 2022 — Begin LCAP Winter Progress Monitoring

January 17, 2023 — LCAP Town Hall at Ramona High School
January 19, 2023 — LCAP Parent Advisory Meeting
January 19, 2023 — American Indian Parent Advisory Meeting
January 23, 2023 — LCAP Town Hall at Poly High School
January 30, 2023 — LCAP Budget Meeting
January 31, 2023 — LCAP Town Hall at John W. North High School
February 2, 2023 — American Indian Parent Advisory Meeting
February 7, 2023 — LCAP Town Hall at Arlington High School
February 13, 2023 — LCAP Town Hall at Martin Luther King High School
February 15, 2023 — LCAP Presentation at RUSD California School Employees Association
February 28, 2023 — Virtual LCAP Town Hall
March 9, 2023 — LCAP Presentation at the Community Advisory Committee – SPED
March 9, 2023 — American Indian Student Listening Session - John W. North High School
March 10, 2023 — American Indian Student Listening Session - Arlington High School
March 13, 2023 — American Indian Student Listening Session - Poly High School
March 15, 2023 — American Indian Student Listening Session - Lincoln High School
March 16, 2023 — American Indian Student Listening Session - Martin Luther King High School
March 14, 2023 — LCAP Presentation at District African American Parent Advisory Council
March 20, 2023 — LCAP Budget Meeting
March 30, 2023 — LCAP Parent Advisory Meeting
April 4, 2023 — Virtual LCAP Town Hall
April 14, 2023 — Collect Action Leads LCAP Data
April 17, 2023 — LCAP Budget Meeting
April 20, 2023 — American Indian Parent Advisory Meeting
April 24, 2023 — LCAP Update to Hispanic Parents /La Comunidad
April 26, 2023 — LCAP Presentation to District English Learner Advisory Committee
April 27, 2023 — LCAP Budget Meeting
May 4, 2023 — LCAP Meeting with NAACP Representative
May 4, 2023 — LCAP Parent Advisory Meeting
May 11, 2023 — LCAP Update to American Indian Parent Advisory
May 12, 2023 — LCAP Fast Pass Submission to RCOE
May 18, 2023 — LCAP Presentation to the RUSD Board of Education
May 19, 2023 — Fast Pass Review with RCOE
June 8, 2023 — LCAP Public Hearing/Presentation to the RUSD Board of Education
June 12, 2023 — LCAP Budget Meeting
June 29, 2023 — LCAP Board Adoption

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

Determination of challenges and successes in the implementation of actions, and revisions and additions to the 2021-2024 LCAP were made based on the themes and priorities from the wide scope of 1) Seven virtual and in-person community Town Hall meetings, 2) Educational presentation sessions, (which included LCAP overviews for employee groups/bargaining units representatives, parent leadership committees and student focus groups), 3) District student achievement data (Local Indicators and State Dashboard data), 4) Survey data from LCAP parent, student and employee surveys, and the District culture and climate survey, and 5) In-depth quarterly monitoring progress of the LCAP actions and services which includes a financial review of all LCAP services led by the LCAP Director, Business Services representative and Action Leads. Extensive review of progress made by our Foster Youth, Low-incomestudents, and English learners by the Superintendent, Cabinet, Directors, and Principals also influence our plan. As a result of the input given by all of the collaborative educational partners stated above our 2023-24 LCAP will include an intentional focus on Mathematics, English Language Arts, English learner progress, students' social-emotional health and behavior, school safety and cleanliness, and access to counseling.

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

Specific actions that were influenced by the feedback include the following:

1. (Action 1.3e) Continue and expand the sustainable Districtwide Multi-Tiered System of Supports Framework by adding 4 MTSS Liaisons.
2. (Action 1.4a) Provide additional math teachers and math TOSAs to create a structured math program and increase math achievement TK-12.
3. (Action 1.4f) Professional Development for Career Technical Education teachers and provide expansion into the middle school, and provide more opportunities for work-based experience for students in high school programs.
4. (Action 1.5g) Add 6 additional custodians Districtwide to increase cleanliness for campus restrooms.
5. (Action 2.1f) Provide for 4 additional English Language learner support TOSAs to help increase reclassification for English learners.
6. (Action 2.1l) Add another English learner Coordinator position to help with the growing Dual Language Immersion program.
7. (Action 3.3d) Hire and train 31 additional Campus Supervisors across the District to increase school safety
8. (Action 3.4b) Hire 1 SAP Psychologist, 2 Crisis Intervention Psychologists, 5 Prevention Assistants to complete the SAP intervention teams.

Goals and Actions

Goal 1

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

An explanation of why the LEA has developed this goal.

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

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

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

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

4000 employees at Riverside Unified School District will be provided with a District infrastructure, and ongoing learning opportunities all year in order to develop their own professional practice, allowing them perform their best service to our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average % of teachers implementing strategies learned at professional development	Level 3 - Initial Implementation (LCAP Local Indicator Rubric) - 50% of Teachers	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers		Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers
Average % of teachers implementing the academic content and performance standards adopted by the state board	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers		Level 5 - Full Implementation & Sustainability (LCAP Local Indicator Rubric) - at least 90% of Teachers
Average % of teachers implementing the Integrated and Designated ELD standards-based lessons	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	Level 3 - Initial Implementation (LCAP Local Indicator Rubric) - 50% of Teachers	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 60% of Teachers		Level 5 - Full Implementation & Sustainability (LCAP Local Indicator Rubric) - at least 90% of Teachers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students with access to standards aligned instructional Books and Supplies	Level 5 - Full Implementation & Sustainability (LCAP Local Indicator Rubric) - 100% of Teachers	Level 5 - Full Implementation & Sustainability (LCAP Local Indicator Rubric) - 100% of Teachers	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)	100% (SARC Reports)		100% (SARC Reports)
% of Facilities in “Good Repair” rating	95% of RUSD facilities rated “Good” or better on annual FIT reports	95.5% of RUSD facilities rated “Good” or better on annual FIT reports (RUSD, 2021)	96% of RUSD facilities rated “Good” or better on annual FIT reports (RUSD, 2022)		100% of RUSD facilities rated “Good” or better on annual FIT reports

Actions

Action #	Title	Description	Total Funds	Contributing
1.1a	Attract Quality Educators	Attract, recruit, and develop highly qualified, highly effective, and ethnically diverse employees and monitor credentials and certificates to ensure hired staff is properly qualified and able to provide high-quality services to all students. (LCFF)	\$89,999	Y
1.2a	Additional 30 Min. time 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)	\$15,224,358	Y

Action #	Title	Description	Total Funds	Contributing
1.2b	Assistant Principals	Provide Assistant Principals to increase support focused on student learning and well-being for underperforming and disadvantaged (Unduplicated) students. (LCFF)	\$14,015,386	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)	\$33,500	Y
1.3b	Professional Growth Systems (PGS) Teachers	Provide high-quality coaching and professional learning through Professional Growth Systems (PGS) for certificated teaching staff new to the profession or new to RUSD to support equitable, high-quality teaching and learning environments for all students focused on providing all students access to the core curriculum (Tier 1) and providing additional support for identified students (Tier 2 and 3). (LCFF/Title II)	\$2,838,334	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)	\$258,984	Y
1.3d	PGS Classified Staff	Continue the design work for support staff (classified) professional growth system (PGS) for implementation in 2023-24. (LCFF)	\$416,364	Y
1.3e	Multi-Tiered System of Supports - Staff Training	Develop a sustainable, Districtwide equity embedded MTSS framework by providing integrated training to staff in the elements of universal design for learning and culturally responsive teaching, restorative practices, Social-emotional Learning (SEL), Positive Behavior Intervention Supports (PBIS), and trauma informed practices with clear connections to how these positively impact academic learning, culture, climate and the well-being of students, and add MTSS positions to meet appropriate staff ratios and serve Unduplicated students. (LCFF)	\$9,927,675	Y

Action #	Title	Description	Total Funds	Contributing
1.3f	Multi-Tiered System of Supports - Site Training	Develop sustainable, site level, equity embedded MTSS frameworks by providing school-site training and coaching focused on assisting site leadership teams with establishing the foundational structures of an equity embedded MTSS framework while building capacity to (1) analyze data, (2) identify root causes, (3) develop plans and (4) evaluate progress. (ESSER II)	\$902,446	N
1.3g	Multi-Tiered System of Supports - Admin. Training	Provide teachers and administrators with professional development and ongoing support in the implementation of Multi-Tiered System of Supports (MTSS), including universal screening, progress monitoring, and how to respond to the corresponding data. (LCFF/ELO Grant)	\$184,998	N
1.3h	Preschool Professional Development	Provide support and professional development to early childhood staff to strengthen academic and social-emotional foundations. (Title I)	\$198,604	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)	\$864,358	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)	\$20,146	Y

Action #	Title	Description	Total Funds	Contributing
1.4a	Common Core State Standards PD	<p>Provide professional learning to build teacher capacity around the implementation of Common Core State Standards, to include:</p> <ul style="list-style-type: none"> Use of publisher-created tools to support the engagement of all learners (i.e. Wonders, WonderWorks, Eureka, StudySync, CPM, Amplify). Implementation of Essential/Priority Standards Curriculum Maps for each core content area Utilization of research-proven instructional strategies that support all learners Increasing early numeracy skills, content knowledge and conceptual understanding in mathematics Timely feedback to students focused on narrative grading Utilization of Document Based Questions (DBQ) System to support building student mastery in content knowledge, vocabulary and reading comprehension skills. Teaching foundational reading skills through the Gateway Program to increase teacher knowledge in phonemic awareness, alphabetic principle, phonics, and fluency. (LCFF/ Title I) 	\$4,353,849	Y

Action #	Title	Description	Total Funds	Contributing
1.4b	Technology Professional Development	Provide professional learning to increase the integration of technology into daily teaching and learning to include: Utilization of research-proven instructional strategies that support all learners Cultivation of Digital Literacy and Digital Citizenship among RUSD students Increased awareness and opportunities for teachers to learn CS Coding among RUSD students Software platform(s) for efficient design, creation, delivery and evaluation of professional learning (LCFF / ESSER II)	\$1,187,447	Y
1.4c	English Learner Professional Development	Provide professional learning and support to teachers, English learner contacts and site administrators on Integrated and Designated English Language Development, goal setting, and progress monitoring to ensure English learners are making growth in their language proficiency in the four domains of language: reading, writing, listening and speaking. (Title I / Title III)	\$250,000	N
1.4d	Ethnic Studies	Provide ongoing professional learning opportunities to develop a comprehensive Ethnic Studies Plan. (LCFF)	\$119,394	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)	\$381,539	Y
1.4f	PD for Career Tech Education	Provide professional learning, (CTE Liaison and Career Support Specialist) in support of the RUSD Career Technical Education Plan. (LCFF)	\$479,444	Y

Action #	Title	Description	Total Funds	Contributing
1.5a	Safe Learning Environments	Increase safety and security for all students and employees on District campuses. (LCFF/ Title IV)	\$709,312	N
1.5b	Internet Safety	Increase the Internet Safety and Disaster Recovery of the RUSD computer network. (LCFF)	\$275,000	N
1.5c	Digital Inclusion	Increase equitable digital integration in the instructional setting for Unduplicated students by ensuring reliable infrastructure including internet connectivity, digital devices, and content management. (LCFF/ESSER II)	\$7,750,653	Y
1.5d	Student Demographic and College Readiness	Improve the accuracy and quality of student demographic and assessment information in District data management systems to facilitate data-driven decisions to increase student outcomes leading to college, career and world readiness. (LCFF)	\$1,137,846	Y
1.5e	Grant Writer	Secure additional funding for programs such as McKinney Vento, 21st Century Learning Communities, Career Technical Education, National Science Foundation, Visual and Performing Arts, English learners and other subject matter areas of need and train site personnel on how to apply for localized grants for specific neighborhoods and schools. (LCFF)	\$231,442	Y
1.5f	Preventive Maintenance for Classrooms	Provide preventative maintenance of classroom display equipment (LCFF)	\$111,599	N
1.5g	Maintain and Support Facilities	Maintain school and supporting facilities in good repair. (LCFF)	\$6,533,583	N
1.5h	Caps and Gowns for Graduates	Continue to promote college and career expectations, dropout prevention, and ensure an equitable graduation experience for Unduplicated students. (LCFF)	\$206,192	Y

Goal Analysis for [2023-24]

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

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

1.1a - Attract Quality Educators

Challenges in Implementation: Recruiting for Bilingual Community Assistants and Translators has been the most difficult this year. There have been several yearlong vacancies, particularly at school sites. RUSD Human Resources is working with the District Translation team to hold workshops for internal candidates to gain skill sets to become a District translator. There is also a more concerted effort to hire bilingual teachers to address our need to grow our reclassification numbers, and hiring Dual Language Immersion teachers can be challenging because they must have a BCLAD credential and pass a rigorous hiring interview.

Successes in Implementation: This year (Action 1.1a) was no longer funded out of Title II which lifted many restrictions on spending. The recruitment team was able to attend more job fairs and advertise the RUSD is hiring on 4 different billboards throughout Riverside in April and May. Teacher recruitment has been successful with most positions for 2023-24 filled at this time. The Special Education Paraprofessional recruitment fair was highly successful this year allowing the District to hire 64 new employees for school sites. The classified job fair produced 25 new hires.

1.2a - Additional 30 Min. time for Teacher Planning

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

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

1.2b - Assistant Principals

Challenges in Implementation: There have been some Assistant Principal (AP) vacancies this year, and there is no consistency in the tasks assigned to APs across the District. The range of work includes working with attendance incentives, parent interaction, monitoring curriculum practices, and working on discipline and behavior matrices for the school sites.

Successes in Implementation: The AP Campus Metrics Tool was created, vetted and validated by a third-party evaluator and the pilot program was successful last year with 27 participants. There is strong support and funding allocated to ensure there is an AP at each elementary school for 2023-24

1.3a - Professional Learning for Culturally Responsive Leading

Challenges in Implementation: The Leadership Academy budget was too small to accommodate the growth in the program this year. More recruitment should happen for next year to continue the diverse employee participation. Participation is accessible only by quality of application.

Successes in Implementation: There were 23 participants this year (8 more than last year). 11 Certificated and 12 Classified employees surveyed the following topics: Personal Development, Building Teams and Building People, Change Leadership, Decision Making, and Values. Each session devotes time for participants to reflect on personal leadership styles and strengths. The group toured the USS Iowa and spent time with the leadership facilitator who covered a variety of aspects on how leaders impact different situations. Positive feedback was collected from the participant's end of the year reflections.

1.3b - Professional Growth Systems (PGS) Teachers

Challenges in Implementation: This year there were many new teachers and not enough staffing at PGS to cover all of the new hires. PGS had to bring on other collaborative teachers such as MTSS Liaisons to do adjunct work and act as PGS coaches whenever possible. Out of the 258 teachers served by PGS, 61 were coached by employees outside of the PGS department.

Successes in Implementation: PGS supports new teachers to the professions, and new teachers to RUSD. This year each new teacher received one hour of one-to-one coaching per week this year along with other supports needed or requested by the new teachers. Out of the 258 teachers hired in 2022-23, there is a 95.9% retention rate going forward into the next school year. PGS also held Town Hall discussions with their current and past participants in May of this year which acted as "self-evaluation" protocol now that the program is 6 years old.

1.3c - Professional Growth Systems (PGS) Principals

Challenges in Implementation: Coaching of new and early career Principals continued through the PGS this year with 2 "Support Principals" who worked with 13 principals across the District. There was some difficulty finding time to pull principals into meetings because they preferred not to be off campus. There was limited opportunity to send them to conferences this year due to the preference of not being off campus.

Successes in Implementation: 3 of the year-two principals and 3 of the year-one principals will continue with RUSD for this coming year 2023-24. Site walk throughs conducted by PGS personnel helped principals with self-reflection, and virtual conference/webinars were offered in lieu of in-person professional development. Principals also received coaching in goal setting to help with their District evaluations.

1.3d - PGS Classified Staff

Challenges in Implementation: This part of the PGS department had several setbacks due to COVID-19 and school closures in prior years, however, the first classified coach was hired in April of this year and one more will be hired before July.

Successes in Implementation: The Classified PGS program will be up and running in July of 2023. There will be two positions, a Classified Liaison Coach and a Classified Mentor. They will begin serving newly hired Classified employees with coaching and professional development opportunities in August of 2023. It is anticipated that more coaches will need to be hired to work with what may be up to 100 employees.

1.3e - Multi Tiered System of Support (MTSS)- Staff Training

Challenges in Implementation: This year the MTSS leadership team has spent time to clarify the different roles involved in the initiative. There are MTSS Counselors, MTSS Liaisons, Prevention Assistants, Inclusive Practices Specialists and MTSS Psychologists. This was the first year of a fully staffed MTSS Initiative and the different schools deployed their MTSS personnel in different ways, the leadership team is working to

clarify roles, and ensure consistency and coherence for MTSS across the District. Four additional elementary MTSS Liaisons will be hired for 2023-24 to ensure there is one MTSS for one day per week at each of the TK-6 schools.

Success in Implementation: The MTSS School Counselors for both elementary and secondary recorded a combined 100,000 touchpoints with students throughout the year. The MTSS liaisons provided 170 professional development opportunities for teachers and the Inclusive Practices Specialists provide ongoing and teacher support for Students with Disabilities placed in general education classrooms.

1.3f - Multi Tiered System of Support - Site Training

Challenges in Implementation: The Professional Development (PD) focus for this year was in the domain of “Behavior” for this year. There were some challenges with having enough substitutes available for teachers to attend all of the training. Clarifying the interrelatedness of the MTSS roles and how they support school sites with behavior was also part of the training and planning. A handbook will be developed for principals to understand how to best utilize their MTSS staff in the coming year.

Successes in Implementation: 5 rounds of School-Site Leadership Team training for all 50 schools were held this year (250 sessions in all). There were approximately 360 participants in each round. The topics included mindset and barriers, how to teach behavior, developing communities of belonging, verbal praise and feedback leading change and reward systems. By the end of the last SLT all 50 school sites have developed their behavior matrix for their site.

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

Challenges in Implementation: TK, Kinder and 1st grade teachers participated in an initial training on the universal screeners this year as last year it had been determined that conducting the screeners was time-prohibitive for the youngest students. The new training took into consideration the time constraints and was modified to accommodate TK thru 1st grade classrooms. The lack of available substitutes was still a problem for training, but that was helped by making some of the training online/asynchronous.

Successes in Implementation: The RUSD Research Assessment and Evaluation team provided training on the FastBridge Universal Screener too to 234 teachers and administrators across 10 training opportunities both in-person and virtual synchronous models. This includes 186 elementary teachers (TK-6) for this year.

1.3h - Preschool Professional Development

Challenges in Implementation: The RUSD Preschool program has to hold professional development opportunities after the work day due to the required ratios for teachers and aides in the preschool classroom. Most part time teachers in the program cannot stay late as they have other jobs they go to following their morning at preschool. The PD is mandatory for Head Start teachers, so preschool has tried different models to help teachers attend like holding PD after parent teacher conferences. Behaviors have also been challenging this year, as incoming preschools did not have “normal” socialization experiences during COVID-19.

Successes in Implementation: To assist with the behavior issues of Preschool students, the District SAP counselors and licensed clinicians from Catholic Charities have offered large and small group socio-emotional learning lessons to help create foundations in behavior for young students. The preschool director is also tracking behavior evaluations the clinicians are conducting in order to create interventions and incentives to help improve student behaviors, so students can recoup some of the pro-social behaviors they missed out on earlier.

1.3i - Cultural Proficiency Coaching and PD

Implementation: Cultural proficiency training took place this year at several schools in response to educational partner feedback from parents and community members. The training helps provide background information on different cultures and issues of conflict and also provides interventions and incentives for campuses that have experienced escalated racial issues over the past few years.

Successes in Implementation: Epoch Education is currently contracted to provide coaching for team/site leaders at Arlington High School, Gage Middle School, John W. North High School (including the Equity Learning Series at John W. North High School), Poly High School and additional cultural competency training took place at Martin Luther King High School. The Anti-Defamation League is contracted to provide coaching to support Earhart Middle school and Anti-bias training will take place over the next three years to accommodate every employee in the District.

1.3j - Cultural Proficiency Training - Substitute Teachers

Implementation: The video training segment for all substitute teachers was completed last year and was up and running for all substitutes to view this year without challenges.

Successes in Implementation: The video for Culturally Responsive Practices for classified staff and substitute teachers provided valuable training on culturally aware teaching practices for up to 500 substitutes. The link to the video is sent out to all substitute teachers in the District to view before they start working in the classroom, which has been determined to be a successful influence on substitute retention rates.

1.4a - Common Core State Standards PD

Challenges in Implementation: Some Professional Development (PD) was still stymied by lack of available substitutes this year, but there was still a significant increase over the past two years. The action leads suggest additional funding to conduct more summer PD. Finding the physical space to hold PD in the District is also a challenge along with fully qualified facilitators; after school PD is the least attended PD.

Successes in Implementation: The data from PD evaluations show positive satisfaction for teacher PD. Course leads are conducting PD for Special Education math this year for the first time since the pandemic. Math PD for principals at principal meetings will be conducted so administrators can look for implementation in classrooms on their campuses. MIKVA Challenge (civic engagement) PD has been successfully ongoing for history teachers. 3 sessions for Integrated ELD PD for Middle School were held this year with 15+ teachers in attendance. PD survey shows teachers are understanding the urgency of integrated ELD and have a realization of the “How” to implement these strategies and practices. Both High School and Elementary teachers are realizing with EL instruction how to move beyond compliance, and into deepening instructional practice for English learners.

1.4b - Technology Professional Development

Challenges in Implementation: The Coordinator and TOSA positions for this Action have been vacant for that last several months which has resulted in the budget not being spent down fully, however these positions will be filled by fall of 2023. Digital Citizenship lessons and training still took place led by Instructional Service Specialists, and other PD was led by STEM mentors.

Successes in Implementation: In the fall, Digital Citizenship and Digital literacy lessons were taught at all TK-12 sites certifying students to utilize the District access to the internet, 66 PD sessions were offered to teachers on how to engage students using digital tools which served

718 teachers. 95% of all participants in the PD for digital learning stated that their objectives were met and 91% plan to implement the tools in their curriculum. Additionally, Paper tutoring model lesson PD was held and impacted up to 1785 students.

1.4c - English Learner Professional Development

Challenges in Implementation: ELD professional development for Integrated and Designated English Language Development has been on track this year, however low turnout from high school teachers has been disappointing. The Las Links software and assessment has not been as user friendly as the department had hoped it would be.

Successes in Implementation: ELD professional development was finally held this year after two past years of challenges. 45 high school teachers have been trained on Integrated ELD and 15 high school teachers have been trained on Designated ELD. The feedback is positive from all of the EL Workshop provided this year. The English learner results on Las Links for students scoring at a language level of 4 has increased from 480 to 776 this year, and the ELPI data increased by 5 percentage points for 2022-23.

1.4d - Ethnic Studies

Challenges in Implementation: The public perception of Ethnic Studies (ES) is still a challenge with teachers and community members not understanding the full complement of ethnicities that will be studied in a respectful manner, in order to honor the heritage of all cultures. Getting the planned Ethnic Studies Speaker Series up and running this year has been difficult due to finding appropriate speakers/facilitators. Another challenge was substitutes were not available for teachers to attend some of the training.

Successes in Implementation: A consultant was hired this year to develop materials for the development of a revamped 3rd grade local cultures/social studies curriculum, ensuring to honor the local Native American Tribes in the Inland Empire. 9 teachers/administrators attending the National Council of the Social Sciences (NCSS) conference to increase knowledge and content for Ethnic Studies curriculum. Several professional development opportunities were provided by the District on Ethnic Studies and were made available to all history/social science teachers.

1.4e - PD for Counselors on College and Career

Challenges in Implementation: There were challenges in paying for the important CSU/UC counselor conference due to Title funding that was held off because the conference was not part of allowable use, therefore funding needed to be rearranged to accommodate the needs of the action. While the CSAC counselor conference was held in Riverside providing a cost savings, it was highly attended and many of our counselors could not attend some of the sessions due to overcrowded rooms.

Successes in Implementation: Conferences were attended by RUSD School Guidance Counselors and MTSS Counselors. 6 counselors attended the ASCA Conference in July; 53 counselors attended CSAC in October, 9 counselors attend the UC conference in October, 95 counselors attend the Riverside County College and Career Leadership Network; and 39 counselors attended the New School Counselor Academy

1.4f - PD for Career Tech Education

Challenges in Implementation: Getting business and industry partners re engaged after COVID-19 school closures has improved this year however, there is possible new legislation that says if students are going to work off school site, employers must have all employees finger

printed – this could be prohibitive for some business partner. Additionally, business partner who come on campus also must go through Risk Management training which may also cause business partners to not participate in CTE.

Successes in Implementation: More business and industry partners are getting interested in re engaging with CTE. 45 Pathways are all up and running and new partnerships with -ABC Southern California (Riverside)- trades apprenticeship program -Southwest Regional Council of Carpenters (Riverside) - trades apprenticeship program -Tomorrow's Talent - cybersecurity apprenticeship program -ACE Mentor Program (in conjunction with Runhau Clarke Architects) -City of Riverside - reboot Manufacturing Day in Riverside - closed since 2020 due to COVID-19 - Western Municipal Water District - reboot from 2020, closed due to COVID-19 -California University of Science & Medicine - support for aspiring Healthcare students (bootcamps) -Riverside Studios -Naval Surface Warfare Center -Mission Inn - culinary department

1.5a - Safe Learning Environments

Challenges in Implementation: The biggest challenge this action is with the drug diversion program. This program is currently overcrowded and needs to be expanded to meet the needs of all the students participating. Additional staff is needed to assist with the Saturday programs and additional sites are needed to accommodate the fact that students who have conflicts with each other need to attend different program sites. Also, when SROs take leave time the substitutes are officers with little experience which does not help with highly escalated situations.

Successes in Implementation: School Resource Officers provide training to campus supervisors – training them in report writing, gang awareness and drug awareness training – is in addition to what they usually do. (SROs – Riverside Police Department) Approximately 50 STAR (School Threat and Response) protocols have been conducted by the SROs, and new this year are school-site safety meetings of which 48% of the District schools have submitted notes from their meetings so far.

1.5b - Internet Safety

Challenges in Implementation: Having enough staff for this action has been a challenge – no one at RUSD is available to watch cyber threats constantly, so not having human eyes on the software at all times can present an opening for malicious attacks. The District should consider a monitoring position added to the ILE department to take care of any threats.

Successes in Implementation: As of April 2023, the RSUD safety system has blocked over 8000 malware attacks, blocked 13 command and control events, and blocked 577 phishing attempts across 50,000 devices.

1.5c - Digital Inclusion

Challenges in Implementation: Even though there has been messaging both in Spanish and English often, and through many parent channels, many families are still not aware that they may access internet connectivity through a District supplied hotspot. Additionally, students move from the District and take District issued Chromebooks with them causing additional cost to the District and ongoing inventory challenges.

Successes in Implementation: As of April 2023, 100% of students in TK-12 have been provided a Chromebook device to engage in daily instruction via digital curriculum and resources, 1034 hotspots have been fulfilled, and 35,890 work orders have been completed. All student devices are equipped with a CIPA compliant content filter, and 100% of teachers now have a computer that is less than 4 years old. New classroom projectors have also been provided as needed across all schools.

1.5d - Student Demographic and College Readiness

Challenges in Implementation: District Data Quality Technicians (DQTs) find that some of the work orders are reliant on-site permission or 3rd party intervention which may stall work order completion. Completion rate for work orders is currently 88%, but the goal is 97%.

Successes in Implementation: As of April 2023, 100% of the District Assessments were complete in the assigned testing window. Work orders for data quality technicians on track – Majority of work orders are completed within 48 hours of requests.

1.5e - Grant Writer

Challenges in Implementation: Grant writer is challenged when requests come in for grants, but there is little to no follow through with the departments that request grants, or the grant is almost completed and an administrator decides not to submit it.

Successes in Implementation: Grant awards for 2022-23 this total approximately \$1 million for the District in areas of Wellness, Targeted support for African American and Native American Students, the Arts/Music, Anti Bias training, Summer School for middle school and Community Air Quality at the secondary level for environmental curriculum.

1.5f - Preventive Maintenance for Classrooms

Challenges in Implementation: The quantity of work orders continues to increase; however, the equipment continues to age. Supply chain issues for parts and equipment is still a challenge.

Successes in Implementation: Salary positions fully expended for this action; 552 work orders put in, with 94% completion within 24 hours.

1.5g - Maintain and Support Facilities

Challenges in Implementation: One school in the District ranked at “Fair” condition at the time of the FIT inspection – this has now been rectified.

Successes in Implementation: Now 100% of schools are at “Good Repair” or higher; majority of the work is completed over the summer months to address all compliance issues and meet standards for facilities as reported on the CA Dashboard.

1.5h - Caps and Gowns for Graduates

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

Successes in Implementation: All graduates receive a free cap and gown, there is no cost to families. This year a Drop-out and Retention Specialist was added to this action to track graduation rates and interventions to prevent students from dropping out.

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

When determining which items were materially overspent or underspent, the District examined items that were either overspent/underspent by 10%.

Action 1.1a – Attract Quality Educators: (142%) Three additional funding requests were approved during the year to support in-person recruitment efforts that had not been held the last previous 3 years.

Action 1.3a – Professional Learning for Culturally Responsive Leading: (11.7%) An additional funding request was approved to support their culminating professional development event.

Action 1.3d – PGS Classified Staff: (-41.2%) Two positions were unfilled during the year.

Action 1.3f – Multi-Tiered System of Supports Site Training: (-10.8%) Difficulty in providing substitutes for teachers to attend training.

Action 1.3g – Multi-Tiered System of Supports Admin. Training: (-68.1%) Training did not take place as expected.

Action 1.3j – Professional Development for Certificated Substitutes: (-17.5%) because returning substitutes who took the training last year did not need to take the training again, but it was budgeted originally for all substitutes to take the training in 2022-23 school year.

Action 1.4a – Common Core Standards PD: (31.7%) Increased for Professional Development (Equity training).

Action 1.4b – Technology Professional Development: (-10.5%) Substitutes not available for teachers to attend some training.

Action 1.4c – English Learner Professional Development: (-12.3%) Substitutes not available for teachers to attend some training.

Action 1.4d – Ethnic Studies: (-13.5%) Substitutes not available for teachers to attend some training.

Action 1.4e – PD for Counselors on College and Career: (18.4%) Additional training were provided for counselors.

Action 1.5c – Digital Inclusion: (98.5%) Large technology purchases will be made in the fall of 2023.

Action 1.5g – Maintain and Support Facilities: (68.3%) Funds are primarily used during the summer months for school-site projects.

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

1.1a - Attract Quality Educators

Data Justification/Effectiveness of Action: Classified: The first Special Education Paraprofessional (specific) recruitment fair was held on October 15, 2022 - 64 new employees have been placed at school sites as a result. Second classified recruitment fair held on December 3, 2022 - 25 new employees placed at school sites as a result. Attended the Riverside Job Fair on Tuesday, January 31, 2023, sponsored by Greater Riverside Chambers of Commerce and U.S. VETS Boots to Business Hiring Fair on Wednesday, Feb. 15, 2023. Additionally, we are conducting Job Fairs at our High Schools for Seniors. The first one is April 12, 2023, at Arlington High School. **Certificated:** Attended a total of 12 job fairs. Of those job fairs 67% or 8 of the fairs attended were focused on Latino or African American prospective employees.

1. The percentage of certificated Latino's hired from last year went from 39% (97) to 50.52% (146) for the 2022-23 school year and the percentage of African American certificate employees from last year went from 6.8% (17) to 1.38% (4) for the 2022-23 school year. [Link to Detailed Data Chart](#)

2. 94% of all certificated employees are properly qualified or credentialed.

1.2a - Additional 30 Min. time for Teacher Planning

Wednesdays at each school site are early release days when Professional Learning Communities (PLC) are held for certificated staff. During 2022-23, there were 37 instructional weeks x 50 schools = 1,850 PLC sessions held. This time is used for a variety of purposes, including but not limited to: analyzing assessment results, planning for instruction and intervention, tutoring, and training on the RUSD Data Analysis Tool. The goal of the additional teacher planning time was to provide additional time to improve teacher instructional practice. As of April 2023, 508 Professional Development sessions were delivered by Instructional Services Specialists during the PLC time set aside for training and learning. The District uses FastBridge and CAASPP metrics for the PLCs to monitor the impact of their collaboration time.

Results of 2022-23 FastBridge Winter screeners:

Grades K-1

- early Reading (not administered)
- early Math: 65% low risk, 20% some risk, 15% high risk
- SAEBRS: 83% low risk, 14% some risk, 3% high risk

Grades 2-12

- aReading: 23% college pathway, 26% low risk, 25% some risk, 26% high risk
- aMath: 24% college pathway, 27% low risk, 29% some risk, 20% high risk
- mySAEBRS: 72% low risk, 24% some risk, 4% high risk

Results of 2021-22 CAASPP by grade level (DataQuest):

English Language Arts / Literacy:

- Grade 3: 42.2% Standard Met or Exceeded
- Grade 4: 44.22% Standard Met or Exceeded
- Grade 5: 47.1% Standard Met or Exceeded
- Grade 6: 45.1% Standard Met or Exceeded
- Grade 7: 49.2% Standard Met or Exceeded
- Grade 8: 46.6% Standard Met or Exceeded
- Grade 11: 54.8% Standard Met or Exceeded

Mathematics:

- Grade 3: 43.5% Standard Met or Exceeded
- Grade 4: 38.3% Standard Met or Exceeded

- Grade 5: 31.6% Standard Met or Exceeded
- Grade 6: 32.5% Standard Met or Exceeded
- Grade 7: 32.0% Standard Met or Exceeded
- Grade 8: 29.2% Standard Met or Exceeded
- Grade 11: 27.0% Standard Met or Exceeded

Interim Benchmark Assessments:

Elementary (3rd-6th) Interim ELA 2022-23 Middle of Year Data:

- 6.3% Above Standard
- 17.9% At or Near Standard
- 75.8% Below Standard

Elementary (TK-2) Interim Eureka Math 2022-23 Middle of Year Data:

- 29% Above Standard
- 62% At or Near Standard
- 9% Below Standard

Elementary (3rd-6th) Interim Math 2022-23 Middle of Year Data:

- 14% Above Standard,
- 26% At or Near Standard
- 60% Below Standard

Secondary Interim Math 2022-23 Middle of Year Data:

- 8% Above Standard,
- 14% At or Near Standard
- 79% Below Standard

Secondary (7-11) Interim ELA 2022-23 Middle of Year Data:

- 4% Above Standard
- 28% At or Near Standard

- 66% Below Standard

Secondary (7-12) Interim Writing 2022-23 Middle of Year Data:

- 16% Exceeds Standard
- 29% Met Standard
- 27%% Nearly Met Standard
- 26% Did not meet standard

Secondary 2021-22 A-G Rate for the District: 52.3% (DataQuest)

1.2b - Assistant Principals

Data Justification/Effectiveness of Action: All schools have a full time or part time AP at the elementary level, all 7 middle schools have one AP - High Schools have 2 or more APs depending on enrollment levels. APs for Elementary Schools participated in a pilot campus metrics tool to assist with data collection on the effectiveness of the role of the Assistant Principal - 2022 AP Campus Metric Report Results (n=27) APs were in general agreement that they were able to: • Support behavior management (i.e., attendance, chronic absenteeism, and suspension rates) for Unduplicated students (M=4.46) • Provide the necessary resources needed to support student behavior management (M= 4.30) • Support school culture (M=4.30) • Support student achievement outcomes (i.e., English Language Arts, mathematics, English language proficiency) specifically for Unduplicated students (M= 3.84) • Provide the necessary resources needed to support student achievements (M= 3.79) • Provide the necessary resources to support school culture (M=3.61) 18 APs reported having seen improvements to graduation rates (M=2.0), teacher satisfaction (M=2.46), proficiency rates for each subject (M= 2.23), and faculty and staff retention rates (M= 2.23) but disagree that they have made improvements to grade point average (M= 1.92) and student to faculty ratio (M=1.75) at their school site since beginning their tenure. 19 High workload and level of responsibilities in their job limit APs effectiveness to some extent (M= 2.83), while lack of parent or guardian involvement or support (M= 2.5), teachers' absences (M= 2.08), teachers' contracts (M= 2.08), lack of opportunity and support for professional development (M= 1.91), lack of opportunities and support for teachers' professional development (M= 1.83), government regulation and policy (M= 1.83) and lack of shared decision making with other school staff members (M= 1.75) not at all or very little.

When asked to elaborate on the ways they have had a direct impact on teacher satisfaction at their current school site, APs generally responded with themes of intentionally building positive relationships with teachers by listening to them, acknowledging their hard work, and creating a positive workplace environment. When asked to elaborate on the ways they have had a direct impact on proficiency rates for each subject at their current school site, APs generally responded that they have meetings with teams and teachers to discuss data. When asked to elaborate on the ways they have had a direct impact on faculty and staff retention rate at their current school site, APs reported with the sentiment that they show faculty and staff that they care. When asked to elaborate on the ways they have had a direct impact on student-to-faculty ratio at their current site, APs generally shared that they have no impact.

APs further elaborated that they that they have collaborated with their assigned Principal(s) during the academic year via regular meetings (e.g., daily or weekly) during which they discuss issues, plans, and that their duties supporting the principal include sharing workload/taking on tasks, stepping into the role of temporary principal when the original principal is unavailable, and handling complaints and student discipline. Further, APs work with parents or communities through regular meetings and communication and attending/leading committee meetings/events

that involve parents. School climate APs were in general agreement that school staff have an open discussion about difficulties (M= 4.09), the relationship between teachers and students are good (M= 4.0), there is mutual respect for colleagues ideas (M= 3.81), there is a culture of sharing successes (M= 3.63), the school staff share a common set of beliefs about schooling/learning (M= 3.63), and there is a high level of cooperation between the school and the local community (M= 3.18). 21 General feedback APs successes that they have achieved as an Assistant Principal at their assigned school site including fostering positive relationships with students, faculty, staff, and parents, and an environment conducive for collaboration and respect. Some challenges included the COVID-19 pandemic and having a lot of responsibilities for one person to handle. Overall, APs provided feedback centered around enjoying their job but needing more support.

AP Campus Metric Report conducted in May. Campus Metric report data entered here on May 5

[AP Campus Metric Tool](#)

1.3a - Leadership Academy

Data Justification/Effectiveness of Action: Originally, there were 55 applicants to the Leadership Academy. After careful review of the applications, the 2022-23 Leadership Academy Cohort was developed with 23 participants (11 certificated and 12 classified) staff.

Attendance was between 95-100% at all meetings

The first session took place in October and meets monthly through May 2023. On January 31 thru Feb 1, 2023 the leadership participants visited the USS Iowa Battleship to examine key aspects of the attack and leadership lessons. The participants then developed their own “Educator timeline and personal journey story” shared with the rest of the cohort to further develop their inward look/self-reflection at their personal leadership development. It is anticipated that 100% of participants will complete the academy. Satisfaction survey results posted at the end of the year.

1.3b - Professional Growth Systems (PGS) Teachers

Data Justification/Effectiveness of Action: As of April 2023, 258 teachers new to the profession and/or new to RUSD have been supported through PGS with an average of 1 hour a week of one-on-one coaching. There have been 61 temporary teachers served, and 95.9% of all participating teachers are being retained by the District. Staffing included 11 support teachers and 27 collaborative coaches. This year there have been 6083 coaching hours on the Danielson Domains with 2 follow-up forums and 4 observation days.

1.3c - Professional Growth Systems (PGS) Principals

Data Justification/Effectiveness of Action: As of April 2023, 13 site Principals and 1 additional manager are being supported an average of 1 hour a week through PGS with one-on-one coaching. Three (3) year two principals will continue and four (4) new principals for this coming year will need to be hired.

1.3d - PGS Classified Staff

Data Justification/Effectiveness of Action: In 2022, two positions have been approved for Classified PGS. The position of Classified Liaison has been approved and filled. The position of Classified Mentor has been approved and flown.

The Classified Liaison was hired and started in the position in February of 2023. The Liaison began fact finding through a series of meetings with department leads, site Principals and site Principal secretaries. An Initial group of Classified participants has been identified as the first cohort of support staff to receive support and engage in the Classified PGS.

1.3e - Multi Tiered System of Support - Staff Training

Data Justification/Effectiveness of Action: The development of a Districtwide Multi-Tiered System of Supports and the addition of MTSS Support Staff (MTSS Counselors, MTSS Liaisons, Inclusive Practices Supports, and MTSS Psychologists) has contributed to the following outcomes:

FastBridge Universal Screener (academic, behavior/SEL)

Grades K-1

- early Reading (not administered)
- early Math: 65% low risk, 20% some risk, 15% high risk
- SAEBRS: 83% low risk, 14% some risk, 3% high risk

Grades 2-12

- aReading: 23% college pathway, 26% low risk, 25% some risk, 26% high risk
- aMath: 24% college pathway, 27% low risk, 29% some risk, 20% high risk
- mySAEBRS: 72% low risk, 24% some risk, 4% high risk

Grades

- K-6 Reading (Tri 2): 59% earned 3/4 - 5% Growth from Tri 1 22-23
- K-6 Math (Tri 2): 50% earned 3/4 - 12% Growth from Tri 1 22-23
- 7-8 English (Sem 1): 80% earned A-C - 1% Growth from Sem 1 21-22
- 7-8 Math (Sem 1): 76% earned A-C - same from Sem 1 21-22
- 9-12 English (Sem 1): 77% earned A-C - 2% Growth from Sem 1 21-22
- 9-12 Math (Sem 1): 76% earned A-C - 5% Growth from Sem 1 21-22

Elementary MTSS School Counselors primarily support Tier 1 in the domains of behavior and social-emotional learning, and Tier 2 academic, behavior, and social-emotional learning. Data from July 1st until April 14 shows school counselors have had 49,699 touchpoints with students/parents/families from 24 counselors. This represents a 420% increase in interactions from October to April. In addition, elementary school counselors have held 1399 small groups, 848 “lunch bunches” (elementary intervention strategy) with 8330 student participants, and 1285 classroom lessons. The small group, lunch bunch, and classroom lesson data will be baseline for future goal setting. Elementary Winter SEL screening data demonstrates that 74% of students in grades K-6 were identified as “Low Risk” in SEL and have reported participation in 149 SARBs during the 2022-23 school year.

Secondary MTSS Counselors primarily support Tier 1 in the domains of behavior and social-emotional learning and students in Tier 2 for academics, behavior and social-emotional learning. Data from July 1st until April 14 shows school counselors have had 49,129 touchpoints with students/parents/families from 63 counselors (This represents a 160% increase in interactions from October to April) with 5,075 touchpoints with Tier 2 students from 11 MTSS School Counselors. Middle and High School Winter SEL screening data demonstrates that 74% of students in grades 7-12 were identified as “Low Risk” in SEL.

MTSS Liaisons support the development of Multi-Tiered System of Supports including data analysis, equity, coaching, and teacher support. MTSS liaisons have provided 170 professional development sessions and/or staff meetings, 555 touchpoints with individual teachers, and 261 touchpoints with teams.

Inclusive Practices Specialists support increasing knowledge of inclusive practices and provide coaching, and teacher support in the areas of the least restrictive environment and implementation of student supports. As of April, Inclusive Practices Specialists have provided 468 individual, small group, and whole staff professional learning sessions. 1827 out of 2714 or 67.5% of elementary students in Special Education are participating in general education 80% or more of the school day. This is 13% higher than the target for this year.

MTSS Psychologists support school sites in the development of schoolwide positive behavior systems. As of April, 100% of school sites have identified schoolwide expectations, developed behavior matrices, and created an implementation plan for the 2023-24 school year.

1.3f - Multi Tiered System of Support - Site Training

Data Justification/Effectiveness of Action: As of April 2023, 5 rounds of SLT training for all 50 schools (250 sessions) have been completed with approximately 360 participants in each round. The topics included mindset and barriers, how to teach behavior, developing communities of belonging, verbal praise and feedback, leading change, reward systems, and correction. By the end of the last SLT, all 50 school sites had finalized their school-wide behavior expectations and behavior matrices. Professional learning evaluation data indicates that 87% of participants left the training with a plan to apply their learning in practice. This figure exceeds the 2021-22 rating at this time by 8% and exceeds the 2022-23 end of year goal.

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

Data Justification/Effectiveness of Action: To support the implementation and usage of the resultant data from our universal screening system, RAE provided training to 234 teachers and administrators across 10 training opportunities in both in-person or virtual synchronous models. This includes 186 elementary teachers out of approximately 848 teachers in grades K-6. who received training in data analysis and progress monitoring this is in comparison to the 2021-22 school year, in which 252 teachers out of 302 teachers in grades TK-1 participated in initial training for the universal screeners. Additionally, teachers have completed 534 hours of asynchronous training through the FastBridge system outside of contract hours and have been compensated via the timecard process.

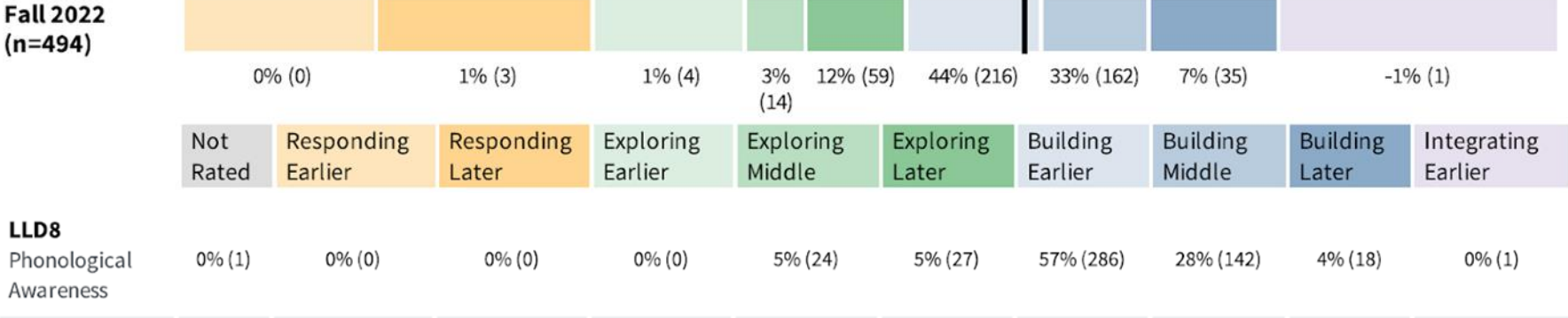
1.3h - Preschool Professional Development

Data Justification/Effectiveness of Action:

- Fall 2022 and Winter 2022 Desired Results Developmental Profile (DRDP) for Language and Literacy Development (LLD) using measure LLD 8 (Phonological Awareness)
- Fall 2022 data shows 32% of students or 160 of 494 students were measured at Building Middle or higher.
 - The median score for this domain is Building Earlier

[intentionally left blank]

 Language and Literacy Development



- Winter 2022 data shows 87% of students or 458 of 525 students were measured at Building Middle or higher. The positive difference is 55% or 298 students have increased achievement in the area of phonological awareness.
 - The median score for this domain increased from Building Earlier to Building Middle.
- This goal was met with 87% of students achieved Building Middle or higher in the area of phonological awareness

Language and Literacy Development

Winter 2022
(n=525)

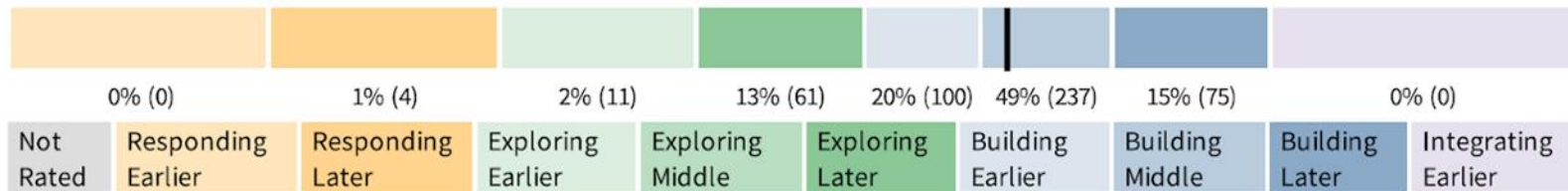


LLD8

Category	Percentage	Count
Phonological Awareness	0%	0
Responding Earlier	0%	0
Responding Later	0%	0
Exploring Earlier	0%	0
Exploring Middle	1%	3
Exploring Later	2%	11
Building Earlier	10%	54
Building Middle	33%	171
Building Later	38%	200
Integrating Earlier	16%	87

- Fall 2022 and Winter 2022 DRDP for Cognition of Math and Science with COG 4 (Number Sense of Math Operations)
- Fall 2022 data shows 44% of students or 222 of 488 students were measured at Building Middle or higher.
 - The median score for this domain is Building Middle.

Fall 2022
(n=488)



COG4

Category	Percentage	Count
Number Sense of Math Operations	0%	0
Responding Earlier	0%	0
Responding Later	0%	0
Exploring Earlier	10%	48
Exploring Middle	0%	0
Exploring Later	10%	50
Building Earlier	34%	173
Building Middle	25%	127
Building Later	15%	75
Integrating Earlier	4%	20

- Winter 2022 data shows 88% of students or 460 of 526 students were measured at Building Middle or higher. The positive difference is 44% or 238 students have increased achievement in the area of number sense of math operations.
 - The median score for this domain increased from Building Middle to Building Later.
- This goal was met with 88% of students achieved Building Middle or higher in the area of number sense of math operations.



Cognition, Including Math and Science

Winter 2022
(n=526)



COG4

Number Sense
of Math
Operations



1.3i - Cultural Proficiency Coaching and PD

Data Justification/Effectiveness of Action: In order to close identified cultural proficiency gaps in the District, Epoch Education is currently contracted to provide coaching for team/site leaders at Arlington High School, Gage Middle School, John W. North High School (including Equity Learning Series), Poly High School, and additional coaching for Martin Luther King High School. The Anti-Defamation League (ADL) is contracted to provide coaching support to Earhart Middle School with strategies to address bias. Anti-bias training is being planned through the recommendation of the Educator Effectiveness Block Grant (EEBG) committee, utilizing EEBG funds for select high-needs secondary schools. Coaching for team/site leaders on the Creating and Sustaining Equity Series (CSES) took place at Arlington High School, Gage Middle School, John W. North High School, Poly High School (4 sessions). Equity Learning Series training took place at John W. North High School and 14 hours of Coherence Training took place at Martin Luther King High School. During 2022-23 school year, the District has started to pilot brand-new anti-bias training sessions for full-scale implementation across the District beginning in 2023-24. Results of the post-training survey from these pilots demonstrates: 97% of participants indicated that they have a good understanding of the different types of bias that exist; 84% indicated that they understand their own bias; 97% indicated the training helped them learn new and important skills and knowledge.

1.3j - Cultural Proficiency Training - Substitute Teachers

Data Justification/Effectiveness of Action: 1. 97% or 488 out of 502 newly hired Certificated Subs have completed the culturally responsive training and 86% or 82 out of 95 new classified subs have completed the training

2. For the 2021-22 school year we terminated 3 out of a total of 692 substitutes which is .4%. For the 2022-23 school year we terminated 3 substitute teachers out of 1116 total substitutes which is .2%.

1.4a - Common Core State Standards PD

Data Justification/Effectiveness of Action: As an indicator of effectiveness for these professional learning opportunities, 87% of participants left their professional learning experiences with a plan to apply their learning in practice (as of April 2023). Informal classroom walkthroughs

continue to indicate moderate implementation of essential standards and Gateway practices, beginning implementation of new math fluency routines, and content pedagogy. Another indicator of effectiveness was the sheer volume of teachers who attended each training. Below is a breakdown of the participants for each core subject area:

Elementary ELA: (696) teachers trained July-March in one or more of the following areas: Wonders, WonderWorks, Core Knowledge, Gateway, Advanced Phonics, Framing Your Thoughts, Small Group Instruction, Phonemic Awareness, Footsteps2Brilliance, Lexia, FastBridge Data Analysis, and STAR Data Analysis.

Elementary Math: 880 teachers trained July-Mar in one or more of the following areas: early numeracy, math fluency, math content standards and pedagogy.

Secondary ELA: All (30) Course Leads have been trained in essential standards implementation, instructional focus areas, StudySync resources, and Cycle of Inquiry. ELA teachers were provided standard deconstruction resources for standards based instructional planning. ELA course leads revised and updated the Interim assessments and completed the Cycle of Inquiry for Interim Assessment #2 with support resources in the curriculum. All Secondary ELA teachers were provided with CAASP assessment practice resources for those grades that are testing this year.

Secondary Math: All (36) Course Leads trained in identifying Essential Standards, deconstructing the Essential Standards, developing learning targets based on Essential Standards, and aligning Essential Standards to curriculum. Math leads were provided standard deconstruction resources for essential standard implementation. Math leads were trained and provided resources on intervention based on essential standard interim data. All SPED Math 1 and 2 teachers trained in Structured Math 1 & 2. Structured Math courses follow-up training (15 teachers and 15 Instructional Aides), Desmos Introduction Training (7 teachers), Tablet Integration Training (40 Teachers).

Secondary HSS: 99/128 grades 7-12 teachers were calibrated to the RUSD DBQ essay rubric or their respective AP rubrics District assessment scoring on 10/4, 10/6, 10/10, and 10/13. 89/128 grades 7-12 teachers were calibrated to the RUSD DBQ essay rubric or their respective AP rubrics District assessment scoring on 2/23, 2/28, 3/2, 3/9, 3/14, and 3/15. 5 new teachers provided training on DBQ Online.

Civic Engagement: Fulfillment of Mikva Challenge Model Site Initiative grant: Mikva Challenge Lead Teacher training at 1.5 hours after school each: 9/15, 12/12; Mikva Challenge Participating Teacher training: 17 total teachers for 1.5 hours after school each: 9/27, 11/14, 2/9, 4/6. Mikva Challenge program PD: 9/19 (8 teachers), 10/6 (7 teachers); 11/30 (10 teachers); 1/24 (5 teachers).

Teachers monitor growth in Common Core standards by monitoring the results from the universal screeners. The current data shows math and reading in grades 2-12 require additional intervention and programs due to 50% of students demonstrating some or high risk of not meeting year-end learning goals.

Universal Screener

Grades K-1

- earlyReading (not administered)
- earlyMath: 65% low risk, 20% some risk, 15% high risk

Grades 2-12

- aReading: 23% college pathway, 26% low risk, 25% some risk, 26% high risk
- aMath: 24% college pathway, 27% low risk, 29% some risk, 20% high risk

1.4b - Technology Professional Development

Data Justification/Effectiveness of Action:

- 66 Professional learning experiences offered on engaging students in instruction using digital tools, serving 718 teachers
 - 96% of participants who agreed or strongly agreed that the objectives of their professional learning experience were met.
 - 90% of participants left their professional learning experiences with a plan to apply their learning in practice.
 - 49% increase of participants described their level of knowledge as strong before vs. after the professional learning experience (28% before the experience vs. 77% after the experience).
- 30 Elementary Technology & Innovation Leads, 4 half day PDs for STEM kits, digital citizenship, & digital literacy
- 21 Secondary Technology & Innovation Mentors, 3 half day PDs, digital citizenship, & digital literacy
- 5+ Digital Citizenship lessons were taught TK-12 at all sites by Oct. 2022

1.4c - English Learner Professional Development

Data Justification/Effectiveness of Action:

- PD Activities:
 - 100 secondary teachers will be trained on Integrated ELD by January 2023.
 - 45 high school teachers have been trained in two of a series of three training on integrated ELD.
 - Additionally, 15 secondary teachers assigned to Designated ELD have been trained in two of a series of four training on ELD Standards.
 - Approximately 220 elementary teachers will be trained in the second semester. MTSS Liaisons have attended and been part of all EL PD.
 - 240 Elementary Grade-level Team Leaders, RSP, SDC teachers were trained in 2022-23
 - 16 site administrators attended the Elementary Integrated ELD PD
- PD Feedback
 - The feedback is measured by 1-Disagree, 2- Somewhat Agree, 3- Agree, 4-Strongly Agree
 - All EL workshops provided received a 3 or higher
 - 3.4 is the overall average score

- Number of Attendees
 - 15 MTSS Liaisons
 - 35 Middle School Teachers
 - 45 High School Teachers
 - 240 Elementary Teachers
 - 16 Elementary Administrators
- LAS Links Data
 - In 2022-23, English learners increased from 480 to 776 students who score at language level 4 on LAS Links assessment
 - [Overall](#) achievement by language level
- ELPI Data
 - 2022 (46.1%)
 - This is an increase from 40.9
 - 2023 data available in August

1.4d - Ethnic Studies

Data Justification/Effectiveness of Action: RUSD provided several opportunities for professional development for teachers to participate in while developing a comprehensive Ethnic Studies plan. The results of the targeted professional development included the following:

- The National Council of the Social Sciences (NCSS) Conference was attended by 4 Ethnic Studies (ES) teachers, 2 prospective Ethnic Studies teachers, 2 TOSAs, and 1 administrator in December 2022. Materials were compiled, shared with the group, and incorporated into the updated courses.
- Inclusive History PD: 36 out of 36 11th grade US History teachers received 2-4 days of PD on integrating ethnically diverse content into course. Hired a consultant to develop materials and create and implement professional development for Ethnic Studies-related 3rd grade content. Provided after-school PD on the Ethnic Studies-related 3rd grade Riverside History material to 47 3rd grade teachers.
- Ethnic Studies Teacher Working Group: Ethnic Studies teacher working groups have met to develop scope and sequence with Newsela materials. 23 teachers participated in the working groups. African American Studies course scope and sequence has been fully updated with additional Newsela materials. Course outline changed more than 20% so the course was resubmitted to the Curriculum Council. Chicano Studies course scope and sequence has been updated. The course did not change more than 20%. Ethnic Diversity in America course scope and sequence has been updated. The course did not change more than 20%.

- Counselor PD on ES expectations: Counselors were updated on ES and provided their input on the grade level(s) targeted for students in the courses. This did not require the pull-out day funding initially expected. Money was shifted to support the integration of Ethnic Studies into 3rd grade materials.

1.4e - PD for Counselors on College and Career

Data Justification/Effectiveness of Action: Presently RUSD has 26 Elementary, 21 Middle School, and 40 High School Counselors. Of these 87 counselors, 42 are 0-2 years in their position and considered novice. All counselors have attended conferences and District meetings to return to their sites able to implement what they have learned. There will be 19 counselors attending the national American Association of School Counselors conference in Atlanta GA and will return to provide mini-lessons on what they have learned to the 68 who did not attend. Counselors are thankful to have PD available to them.

The following data is the % of counselors attending District meetings:

ESC Meeting Attend Avg = 79.91%

MSC Meeting Attend Avg = 73.02%

HSC Meeting Attend Avg = 81.48%

The following data is the % of counselors participating in PD outside of the District. Some of these are specific to the counseling level, which is indicated by the (x/n) where x= the number who participated, and n = total number provided the opportunity to attend:

Financial Aid Workshop = (1/40) = 2.5%

California Association of School Counselor Conference = (53/87) = 60.92%

UC Counselor Conference = (9/40) = 22.50%

RCOE CCR Leadership Network = (8/61) = 13.11%

RCOE New Counselor Academy = (29/42) = 69.05%

RCOE School Counselor Leadership Network = (87/87) 100%

ASCA - National = 21.83% (This is limited to 19 school counselors)

Attended 2 or More Conferences = (58/87) = 66.66%

Class of 2022 Adjusted Cohort A-G Rate

RUSD = 52.3%

African American = 55.0%

Asian = 78.1%

Filipino = 93.2%

Hispanic = 46.2%

Pacific Islander = 16.7%

White = 60.6%

Two or More Races = 57.6%

English Learners = 25.3%

Students w/ Disabilities = 12.3%

Low-income= 46.0%

Foster Youth = 23.1%

Homeless = 36.0%

National Clearinghouse Data - Class of 2022 (n=2874)

Number of Students Enrolling in 2 yr. = 640 = 22.23%

Number of Students Enrolling in 4 yr. = 614 = 21.36%

Number of Students Enrolling in Public Colleges / Universities = 1127 = 39.21%

Number of Students Enrolling in Private Colleges / Universities = 127 = 4.41%

[Title IV - Needs Assessment #1](#)

[Title IV - Needs Assessment #2](#)

1.4f - PD for Career Tech Education

Data Justification/Effectiveness of Action: CTE Goal 4, Performance Target 1: Increase the number of students working off-site (outside the classroom) with educational partners to gain relevant work experience and industry knowledge. Our RUSD Job Development Specialist continues to work with Business and Industry partners to create connections for students to complete Work-Based Learning opportunities, such as internships. This work is ongoing and on track. We have Grid Solar Futures training with Construction students at Ramona High School to do a solar build in the second semester and Martin Luther King's engineering students will be interning at Ruhnau-Clarke starting in December. Other internship opportunities include the "Live Tech" sessions at the Riverside Fox Theater; students are working with Progressive Graphics, Riverside TV, KamEdits, Riverside PD, Parkview Hospital and Riverside Community Hospital.

Update for March/April 2023: Clean & Green Vocational Training Program restarted in February. Working on MOU with Southwest Mountain Carpenters Union Local 951; MOU with Tomorrow's Talent for pre-apprenticeship program for Cybersecurity and Information Communication

Technologies programs. Ace Mentor Program connected to Construction Technology Program at Ramona High School - mentors come from the construction field weekly (after school) to guide students through projects and opportunities after high school.

1.5a - Safe Learning Environments

Data Justification/Effectiveness of Action: Each comprehensive high school is provided with a School Resource Officer (SRO) hired out from Riverside Police Department. Their primary role is to conduct School Threat Assessment and Response (STAR) Protocol. From the start of the 2022-23 school year through the end of October 2022, a total of sixteen STAR Protocols were conducted by SROs across all five comprehensive high school clusters. By the end of March, an additional 37 STAR Protocols were conducted. By the end of May, and additional 20 STAR Protocols were conducted. In total, 73 STAR Protocols were conducted during 2022-23. STAR Protocols are mostly generated at the middle and high school levels. On average, it takes three to four hours to investigate a STAR from initial notification of a threat to a safe status.

This action promotes having 100% of school sites submit monthly site safety committee meeting minutes for the 2022-23 school year. Sites submitted site safety minutes to District safety technician. On average, 60% of school sites submit their safety minutes.

During the 2021-22 school year, the total number of unapproved visitors was two. There was a total number of 5 unapproved visitors for 2022-23.

1.5b - Internet Safety

Data Justification/Effectiveness of Action:

As of April 2023:

Blocked Malware = 8,068

Blocked Command and Control Events = 13

Blocked Phishing = 577

1.5c - Digital Inclusion

Data Justification/Effectiveness of Action:

1. As of April 2023, 100% of students in TK-12 have been provided a device to engage in daily instruction via digital curriculum and resources.
2. 1,034 Districtwide requests for hotspots have been fulfilled as of April 2023.
3. As of April 2023, 35,890 technology work orders were completed.
4. As of April 2023, 100% of student devices are equipped with a CIPA compliant content filter for off-site filtering and safety.
5. As of April 2023, 100% of teachers with a class roster have been provided a new computer within the past 4 years.

1.5d - Student Demographic and College Readiness

Data Justification/Effectiveness of Action:

Local Control and Accountability Plan Template

Data Quality Technicians: From the time period of 8/1/2022 to 11/15/2022. DQTs have worked on and closed 786 work orders for a completion rate of 110%.

Assessment Technicians: During the time period 8/1/2022 to 11/15/2022 162 work orders were completed with 22 still open. Completion rate is 88%.

Many work orders are reliant on-site permission or 3rd party intervention, which may stall work order completion.

Software: In the 1st quarter, 17 projects were completed on time with 4 still in progress (81%). There are currently 27 open projects for 2nd quarter and 9 projects with completion dates beyond 2nd quarter.

Assist. Dir: Goal: 95% of District assessment reports measured in Oct, Feb, May (annually) As of 11/15/2022, 100% of the District Assessments were completed in the assigned testing windows.

Outcome Metrics: Dashboard Status (Fall 2023, CA Dashboard): 4.3 points above standard - Medium Status

Fall 2022 Dashboard, Tentative, shows ELA Distance from Standard (DFS) -12.7 (Low Status) Math DFS -57.1 (Low Status)

Data Quality Technicians: From the time period of 1/1/2023 to 4/1/2023. DQTs have worked on and closed 335 out 345 work orders for a completion rate of 97%.

Assessment Technicians: During the time period 1/1/2023 to 4/1/2023 135 work orders were completed with 12 still open for April. Completion rate to date is 97%.

Some work orders are reliant on-site permission or 3rd party intervention, which may stall work order completion.

Assist. Dir: Goal: 95% of District assessment reports measured in Oct, Feb, May (annually) As of 4/1/2023, 100% of the District Assessments were completed in the assigned testing windows.

Software: During 2nd quarter, 88% of the programmers' projects were completed on time, with still 6 projects due 2nd quarter, and 17 projects beyond 2nd quarter. 5 projects are waiting on outside departments for approval or additional information.

1.5e - Grant Writer

Data Justification/Effectiveness of Action: Current grant awards for 22-23 stand at \$1,029,856. This includes the ESSER III Summer Grant for \$500,000 which will fund six summer programs for six middle schools; the Physical Activity Initiative for Virtual Elementary Students from Kaiser Permanente for \$15,000 which will provide Saturday Park Days for TK - 6 virtual students; and a National Endowment for the Arts grant entitled Achievement through Music for \$80,000 which will provide a research study to evaluate the RUSD elementary music program; and the Classified to Credential Program grant from the Commission on Teacher Credentialing for \$201,600 which allows 42 RUSD Classified Staff to receive financial support to work towards a teacher credential. An additional \$20,000 for Employee Wellness was awarded to RUSD by Kaiser Permanente for Wellness, also \$15,000 for the CA Humanities grant and \$198,256 from the state of CA for Anti bias training for Classified staff.

1.5f - Preventive Maintenance for Classrooms

Data Justification/Effectiveness of Action:

- As of 04/05/2023 - 552 corrective maintenance work orders have been submitted for classroom technology items. Of the 552 work orders submitted, 94% were corrected temporarily or permanently within 24 hours.
- MOT has a good supply of bulbs and filters in stock at all times as well as over 50 refurbished projectors on the shelf in order to minimize disruptions to instruction.
- TMA Work Order Report [Projector Work Orders](#)

1.5g - Maintain and Support Facilities

Data Justification/Effectiveness of Action:

- 98% of Schools Ranked at “Good Repair” or higher. One (1) school ranked at “Fair” condition at the time of the FIT inspection due to an extreme custodial condition. This condition has been rectified returning the school to “Good Repair” status. [2022 FIT Summary Report](#)
- RUSD has met the standards for facilities as reported on the California Dashboard. [CA Dashboard](#)
- Level 3 has been determined by the District to be the targeted level of service. This drives staffing and funding decisions for the MOT Department. Levels are continually monitored for consistency and compliance with expectations. Identified Levels of Service have been met. [Levels of Service](#)

1.5h - Caps and Gowns for Graduates

Data Justification/Effectiveness of Action:

The high school graduation rate at Riverside Unified is 94%. For this action, the caps and gowns order for 2023 included: Martin Luther King High School - 715; Project Team - 20; Ramona High School - 490; Lincoln High School - 120; Arlington High School - 430; STEM - 52; Poly High School - 630; John W. North High School - 486; Summit View - 43; Raincross High School - 288; RVS - 116.

Drop-out and Retention Specialist Data:

- 2022/2023 Year Total Student/Family Contacts and Interventions: 1520 (increase over 2021-22)
- 2022/2023 Year Total Student/Family Home Visits: 120 (increase over 2021-22)
- 2022/2023 Year Total Student/Family Interventions at SARB: 220
- 2022/2023 Year Total for “Clean n’ Green”: 23 students (community service program restarted after pandemic 2022-23)

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

While our planned goals, metrics and desired outcomes have not altered, the powerful feedback from our valued Educational partners influenced the changes in funding for our Actions/Services. Riverside Unified will use monetary increases from the Supplemental Concentration Grant, and our designated LCAP carry over funds from 2022-23. The desired outcome for each of the following Actions/Services listed reflects

an increase or decrease in funding to further support, expand or transfer funds from the current work happening in the particular area as specified in the Action:

- 1.2b Assistant Principals – Increase due to 6.5 additional full-time Assistant Principals (AP) plus an additional 6 AP Secretaries; All schools in RUSD will have least one full-time Assistant Principal
- 1.3b Professional Growth Systems (PGS) Teachers – Increase to hire 2 additional Support Teachers
- 1.3c Professional Growth Systems (PGS) Principals – Increase to hire Support Principal and Director III. This is only an increase of \$47,623 because the positions that will be hired are lower on the pay scale as compared to the prior positions.
- 1.3d Professional Growth Systems (PGS) Classified – Increase to hire Classified Staff Mentor
- 1.3e Multi-Tiered Systems of Support (MTSS) Staff Training – Increase to hire 4 MTSS Liaisons
- 1.4a Common Core State Standards PD – Increase to hire 6 Structured Math Teachers, 4 Structured Math TOSAs, 3 Elementary Math TOSAs, Structured Math Course
- 1.4f PD for Career Tech Education – Increase to hire 1 CTE Liaison and 1 Career Support Specialist to conduct professional development for CTE teachers
- 1.5c Digital Inclusion – Increase funding to Support 1:1 Devices (Refurbished, Repair, and Purchased New)
- 1.5g Maintain and Support Facilities – Increase funding to hire 6 new custodians for bathroom cleanliness and other deferred maintenance

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

Goal 2

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

An explanation of why the LEA has developed this goal.

Using a variety of strategies, RUSD will dig deeper into the areas that have the highest impact on college and career readiness. Based on student and parent feedback it is essential that we provide early exposure to career options, already in TK thru 8 by helping students identify that they will eventually become part of a vital workforce. Seventh through twelfth graders will be offered rigorous course options, career

technical education, advanced placement courses and dual enrollment options to prepare them for college and career paths. All RUSD students will be educated in civics and Ethnic Studies to guide them into productive citizenry and give them the infrastructure to live socially and emotionally healthy lifestyles with respect for diverse peoples and cultures.

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

- 2.1 Tier 1 Instructional materials and educational programs
- 2.2 Tier 2 and 3 Supports that meet students at their current levels and promote their growth
- 2.3 Provide financial support for Single Plan for Student Achievement (SPSA)

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
--------	----------	----------------	----------------	----------------	-----------------------------

<p>CA Dashboard ELA Indicator: Distance from Standard - All Students</p>	<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>Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for ELA</p> <p>As a result, 2021-22 District Interim Assessment being substituted: 30.2% Met/Exceeded Standard</p>	<p>Dashboard Status (Fall 2022, CA Dashboard): 13.8 points below standard - Low Status</p> <p>Dashboard Change 2022 Status Only due to COVID-19</p> <p>Dashboard Performance: Dashboard color dials will return in 2023</p>		<p>Dashboard Status (Fall 2023, CA Dashboard): 7.3 points above standard - Medium Status</p> <p>Dashboard Performance: Green</p>
--	--	---	---	--	--

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard ELA Indicator: Distance from Standard - African American	<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 Performance: Yellow</p>	<p>Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for ELA</p> <p>As a result, 2021-22 District Interim Assessment being substituted: 25.2% Met/Exceeded Standard</p>	<p>Dashboard Status (Fall 2022, CA Dashboard): 30.1 points below standard - Low Status</p> <p>Dashboard Change 2022 Status Only due to COVID-19</p> <p>Dashboard Performance: Dashboard color dials will return in 2023</p>		<p>Dashboard Status (Fall 2023, CA Dashboard): 2.5 points below standard - Medium Status</p> <p>Dashboard Performance: Green</p>
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>Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for ELA</p> <p>As a result, 2021-22 District Interim Assessment being substituted: 28.0% Met/Exceeded Standard</p>	<p>Dashboard Status (Fall 2022, CA Dashboard): 29.6 points below standard - Low Status</p> <p>Dashboard Change 2022 Status Only due to COVID-19</p> <p>Dashboard Performance: Dashboard color dials will return in 2023</p>		<p>Dashboard Status (Fall 2023, CA Dashboard): 5.3 points below standard - Low Status</p> <p>Dashboard Performance: Yellow</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>CA Dashboard ELA Indicator: Distance from Standard - English Learners</p>	<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>Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for ELA</p> <p>As a result, 2021-22 District Interim Assessment being substituted: 5.8% Met/Exceeded Standard</p>	<p>Dashboard Status (Fall 2022, CA Dashboard): 71.3 points below standard - Very Low Status</p> <p>Dashboard Change 2022 Status Only due to COVID-19</p> <p>Dashboard Performance: Dashboard color dials will return in 2023</p>		<p>Dashboard Status (Fall 2023, CA Dashboard): 40.0 points below standard - Low Status</p> <p>Dashboard Performance: Yellow</p>
<p>CA Dashboard ELA Indicator: Distance from Standard - Socioeconomically Disadvantaged</p>	<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>Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for ELA</p> <p>As a result, 2021-22 District Interim Assessment being substituted: 28.1% Met/Exceeded Standard</p>	<p>Dashboard Status (Fall 2022, CA Dashboard): 31.3 points below standard - Low Status</p> <p>Dashboard Change 2022 Status Only due to COVID-19</p> <p>Dashboard Performance: Dashboard color dials will return in 2023</p>		<p>Dashboard Status (Fall 2023, CA Dashboard): 10.9 points below standard - Low Status</p> <p>Dashboard Performance: Yellow</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>CA Dashboard ELA Indicator: Distance from Standard - Foster Youth</p>	<p>Dashboard Status (Fall 2019, CA Dashboard): 30.7 points below standard - Low Status</p> <p>Dashboard Change (Fall 2019, CA Dashboard): Increased by 18.5 DFS</p> <p>Dashboard Performance: Yellow</p>	<p>Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for ELA</p> <p>As a result, 2021-22 District Interim Assessment being substituted: Foster Youth indicator not available for District Interim assessments</p>	<p>Dashboard Status (Fall 2022, CA Dashboard): 61.1 points below standard - Low Status</p> <p>Dashboard Change 2022 Status Only due to COVID-19</p> <p>Dashboard Performance: Dashboard color dials will return in 2023</p>		<p>Dashboard Status (Fall 2023, CA Dashboard): 18.7 points below standard - Low Status</p> <p>Dashboard Performance: Yellow</p>
<p>CA Dashboard ELA Indicator: Distance from Standard - 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>Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for ELA</p> <p>As a result, 2021-22 District Interim Assessment being substituted: 10.3% Met/Exceeded Standard</p>	<p>Dashboard Status (Fall 2022, CA Dashboard): 98.7 points below standard - Very Low Status</p> <p>Dashboard Change 2022 Status Only due to COVID-19</p> <p>Dashboard Performance: Dashboard color dials will return in 2023</p>		<p>Dashboard Status (Fall 2023, CA Dashboard): 80.9 points below standard - Low Status</p> <p>Dashboard Performance: Orange</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard Math Indicator: Distance from Standard - All Students	<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>Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for Math</p> <p>As a result, 2021-22 District Interim Assessment being substituted: 32.6% Met/Exceeded Standard</p>	<p>Dashboard Status (Fall 2022, CA Dashboard): 58.3 points below standard - Low Status</p> <p>Dashboard Change 2022 Status Only due to COVID-19</p> <p>Dashboard Performance: Dashboard color dials will return in 2023</p>		<p>Dashboard Status (Fall 2023, CA Dashboard): 31.7 points above standard - Low Status</p> <p>Dashboard Performance: Yellow</p>
CA Dashboard Math Indicator: Distance from Standard - African American	<p>Dashboard Status (Fall 2019, CA Dashboard): 60 points below standard - Low Status</p> <p>Dashboard Change (Fall 2019, CA Dashboard): Increased by 5.1 DFS</p> <p>Dashboard Performance: Yellow</p>	<p>Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for Math</p> <p>As a result, 2021-22 District Interim Assessment being substituted: 23.1% Met/Exceeded Standard</p>	<p>Dashboard Status (Fall 2022, CA Dashboard): 84.9 points below standard - Low Status</p> <p>Dashboard Change 2022 Status Only due to COVID-19</p> <p>Dashboard Performance: Dashboard color dials will return in 2023</p>		<p>Dashboard Status (Fall 2023, CA Dashboard): 48 points below standard - Low Status</p> <p>Dashboard Performance: Yellow</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard Math Indicator: Distance from Standard - Hispanic	<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>Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for Math</p> <p>As a result, 2021-22 District Interim Assessment being substituted: 27.4% Met/Exceeded Standard</p>	<p>Dashboard Status (Fall 2022, CA Dashboard): 75.7 points below standard - Low Status</p> <p>Dashboard Change 2022 Status Only due to COVID-19</p> <p>Dashboard Performance: Dashboard color dials will return in 2023</p>		<p>Dashboard Status (Fall 2023, CA Dashboard): 46.6 points below standard - Low Status</p> <p>Dashboard Performance: Yellow</p>
CA Dashboard Math Indicator: Distance from Standard - English Learners	<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>Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for Math</p> <p>As a result, 2021-22 District Interim Assessment being substituted: 12.8% Met/Exceeded Standard</p>	<p>Dashboard Status (Fall 2022, CA Dashboard): 104.7 points below standard - Very Low Status</p> <p>Dashboard Change 2022 Status Only due to COVID-19</p> <p>Dashboard Performance: Dashboard color dials will return in 2023</p>		<p>Dashboard Status (Fall 2023, CA Dashboard): 72.8 points below standard - Low Status</p> <p>Dashboard Performance: Yellow</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<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>Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for Math</p> <p>As a result, 2021-22 District Interim Assessment being substituted: 30.7% Met/Exceeded Standard</p>	<p>Dashboard Status (Fall 2022, CA Dashboard): 77.2 points below standard - Low Status</p> <p>Dashboard Change 2022 Status Only due to COVID-19</p> <p>Dashboard Performance: Dashboard color dials will return in 2023</p>		<p>Dashboard Status (Fall 2023, CA Dashboard): 51.8 points below standard - Low Status</p> <p>Dashboard Performance: Yellow</p>
<p>CA Dashboard Math Indicator: Distance from Standard - Foster Youth</p>	<p>Dashboard Status (Fall 2019, CA Dashboard): 82.1 points below standard - Low Status</p> <p>Dashboard Change (Fall 2019, CA Dashboard): Decreased by 6.8 DFS</p> <p>Dashboard Performance: Orange</p>	<p>Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for Math</p> <p>As a result, 2021-22 District Interim Assessment being substituted: Foster Youth indicator not available for District Interim assessments</p>	<p>Dashboard Status (Fall 2022, CA Dashboard): 109.6 points below standard - Very Low Status</p> <p>Dashboard Change 2022 Status Only due to COVID-19</p> <p>Dashboard Performance: Dashboard color dials will return in 2023</p>		<p>Dashboard Status (Fall 2023, CA Dashboard): 70.4 points below standard - Low Status</p> <p>Dashboard Performance: Yellow</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>CA Dashboard Math Indicator: Distance from Standard -</p> <p>Students with Disabilities</p>	<p>Dashboard Status (Fall 2019, CA Dashboard): 130.7 points below standard - Very Low Status</p> <p>Dashboard Change (Fall 2019, CA Dashboard): Increased by 8.2 DFS</p> <p>Dashboard Performance: Orange</p>	<p>Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for Math</p> <p>As a result, 2021-22 District Interim Assessment being substituted: 13.8% Met/Exceeded Standard</p>	<p>Dashboard Status (Fall 2022, CA Dashboard): 135.6 points below standard - Very Low Status</p> <p>Dashboard Change 2022 Status Only due to COVID-19</p> <p>Dashboard Performance: Dashboard color dials will return in 2023</p>		<p>Dashboard Status (Fall 2023, CA Dashboard): 118.7 points below standard - Low Status</p> <p>Dashboard Performance: Orange</p>
<p>EAP - ELA (CAASPP/SBAC) All Students</p>	<p>Students designated as “Ready” (CAASPP, 2019): 25.75%</p>	<p>Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for ELA</p> <p>As a result, Gr. 11 2021-22 District Interim Assessment being substituted: 41.1% Met/Exceeded Standard</p>	<p>Students designated as “Ready to enroll in a GE ELA College Level Course” (CAASPP, 2022): 25.22%</p>		<p>Students designated as “Ready” (CAASPP, 2024): 34.75%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EAP - Math (CAASPP/SBAC) All Students	Students designated as “Ready” (CAASPP, 2019): 10.92%	Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for Math As a result, Gr. 11 2021-22 District Interim Assessment being substituted: 38.5% Met/Exceeded Standard	Students designated as “Ready to enroll in a GE Math College Level Course” (CAASPP, 2022): 8.81%		Students designated as “Ready” (CAASPP, 2023): 16.92%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress Indicator - ELPI (CA Dashboard)	Students making progress toward proficiency (Fall 2019, CA Dashboard): 40.9% Status: Low	Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for ELPI. As a result, 2021-22 District Monitoring Assessment (LAS Links) being substituted: 35.9% (n=1869): Students at Beginning Lvl 29.1% (n=1513): Students at Early Intermediate Lvl 26.5% (n=1375): Students at Intermediate Lvl 8.2% (n=424): Students at Proficient Lvl 0.3% (n=11): Students at Above Proficient Lvl	Students making progress toward proficiency (Fall 2022, CA Dashboard): 46.1% Status: Medium Dashboard Change 2022 Status Only due to COVID-19 Dashboard Performance: Dashboard color dials will return in 2023		Students making progress toward proficiency (Fall 2023, CA Dashboard): 53% Status: Medium
English Learner Reclassification Rate (DataQuest)	English Learner Reclassification Rate (DataQuest, 2019-20): 19.1%	English Learner Reclassification Rate (Ellevation [internal], as of 4/22): 5.9%	English Learner Reclassification Rate (Aeries, 2021-22): 5.5%		English Learner Reclassification Rate (DataQuest, 2022-23): 26.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students completing UC/CSU entrance requirements - “A-G” (DataQuest) All Students	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2019-20): 51.6%	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2020-21): 53.6%	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2021-22): 52.3%		Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2022-23): 54.6%
Students completing UC/CSU entrance requirements - “A-G” (DataQuest) African American	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2019-20): 47.2%	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2020-21): 55.1%	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2021-22): 55.0%		Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2022-23): 50.2%
Students completing UC/CSU entrance requirements - “A-G” (DataQuest) Hispanic	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2019-20): 46.3%	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2020-21): 47.9%	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2021-22): 46.2%		Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2022-23): 49.3%
Students completing UC/CSU entrance requirements - “A-G” (DataQuest) English Learners	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2019-20): 27.0%	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2020-21): 26.6%	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2021-22): 25.3%		Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2022-23): 30.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students completing UC/CSU entrance requirements - “A-G” (DataQuest) Socioeconomically Disadvantaged	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2019-20): 43.7%	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2020-21): 46.0%	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2021-22): 46.0%		Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2022-23): 46.7%
Students completing UC/CSU entrance requirements - “A-G” (DataQuest) Foster Youth	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2019-20): 32.1%	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2020-21): 10.0%	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2021-22): 23.1%		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, 2020-21): 13.2%	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2021-22): 12.3%		Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2022-23): 14.7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard Graduation Rate Indicator All Students	Dashboard Status (Fall 2020, CA Dashboard): 96.4% Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022 Dashboard Performance (Fall 2020, CA Dashboard): n/a	Dashboard Status (Fall 2021, CA Dashboard): 96.2% CA Dashboard did not publish Change or Performance color for Fall 2021	Dashboard Status (Fall 2022, CA Dashboard): 94.0% Status: High Dashboard Change 2022 Status Only due to COVID-19 Dashboard Performance: Dashboard color dials will return in 2023		Dashboard Status (Fall 2023, CA Dashboard): 97.0% Dashboard Performance (Fall 2023, CA Dashboard): Blue
CA Dashboard Graduation Rate Indicator African American	Dashboard Status (Fall 2020, CA Dashboard): 98.5% Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022 Dashboard Performance (Fall 2020, CA Dashboard): n/a	Dashboard Status (Fall 2021, CA Dashboard): 94.5% CA Dashboard did not publish Change or Performance color for Fall 2021	Dashboard Status (Fall 2022, CA Dashboard): 94.0% Status: High Dashboard Change 2022 Status Only due to COVID-19 Dashboard Performance: Dashboard color dials will return in 2023		Dashboard Status (Fall 2023, CA Dashboard): 98.5% Dashboard Performance (Fall 2023, CA Dashboard): Blue

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard Graduation Rate Indicator Hispanic	Dashboard Status (Fall 2020, CA Dashboard): 96.2% Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022 Dashboard Performance (Fall 2020, CA Dashboard): n/a	Dashboard Status (Fall 2021, CA Dashboard): 95.8% CA Dashboard did not publish Change or Performance color for Fall 2021	Dashboard Status (Fall 2022, CA Dashboard): 93.0% Status: High Dashboard Change 2022 Status Only due to COVID-19 Dashboard Performance: Dashboard color dials will return in 2023		Dashboard Status (Fall 2023, CA Dashboard): 97.0% Dashboard Performance (Fall 2023, CA Dashboard): Blue
CA Dashboard Graduation Rate Indicator English Learners	Dashboard Status (Fall 2020, CA Dashboard): 93.1% Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022 Dashboard Performance (Fall 2020, CA Dashboard): n/a	Dashboard Status (Fall 2021, CA Dashboard): 88.0% CA Dashboard did not publish Change or Performance color for Fall 2021	Dashboard Status (Fall 2022, CA Dashboard): 81.3% Status: Medium Dashboard Change 2022 Status Only due to COVID-19 Dashboard Performance: Dashboard color dials will return in 2023		Dashboard Status (Fall 2023, CA Dashboard): 96.1% Dashboard Performance (Fall 2023, CA Dashboard): Blue

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard Graduation Rate Indicator Socioeconomically Disadvantaged (SED)	<p>Dashboard Status (Fall 2020, CA Dashboard): 95.9%</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 2021, CA Dashboard): 95.6%</p> <p>CA Dashboard did not publish Change or Performance color for Fall 2021</p>	<p>Dashboard Status (Fall 2022, CA Dashboard): 93.1%</p> <p>Status: High</p> <p>Dashboard Change 2022 Status Only due to COVID-19</p> <p>Dashboard Performance: Dashboard color dials will return in 2023</p>		<p>Dashboard Status (Fall 2023, CA Dashboard): 97%</p> <p>Dashboard Performance (Fall 2023, CA Dashboard): Blue</p>
CA Dashboard Graduation Rate Indicator Foster Youth	<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 2021, CA Dashboard): Unknown due to size of cohort - Less than 11 students Districtwide (state suppresses figures for confidentiality)</p> <p>CA Dashboard did not publish Change or Performance color for Fall 2021</p>	<p>Dashboard Status (Fall 2022, CA Dashboard): 57.1%</p> <p>Status: Very Low</p> <p>Dashboard Change 2022 Status Only due to COVID-19</p> <p>Dashboard Performance: Dashboard color dials will return in 2023</p>		<p>Dashboard Status (Fall 2023, CA Dashboard): 90.9%</p> <p>Dashboard Performance (Fall 2023, CA Dashboard): Green</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>CA Dashboard Graduation Rate Indicator</p> <p>Students with Disabilities (SWD)</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 2021, CA Dashboard): 82.8%</p> <p>CA Dashboard did not publish Change or Performance color for Fall 2021</p>	<p>Dashboard Status (Fall 2022, CA Dashboard): 85.2%</p> <p>Status: Medium</p> <p>Dashboard Change 2022 Status Only due to COVID-19</p> <p>Dashboard Performance: Dashboard color dials will return in 2023</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>All Students</p>	<p>Advanced Placement (AP) - Students completing AP exams with 3 or higher (College Board, 2019-20): 66.7%</p>	<p>Advanced Placement (AP) - Students completing AP exams with 3 or higher (College Board, 2020-21): 53.5%</p>	<p>Advanced Placement (AP) - Students completing AP exams with 3 or higher (College Board, 2021-22): 58.0%</p> <p>English learner 54.54%</p> <p>Foster 0.0%</p> <p>Homeless 33.33%</p> <p>SED 48.75%</p> <p>SWD 35.00%</p> <p>Advanced Placement (AP) – All Students in combined graduation rate completing at least 2 AP exams with 3 or</p>		<p>Advanced Placement (AP) - Students completing AP exams with 3 or higher (College Board, 2023): 75.7%</p> <p>Advanced Placement (AP) – All Students in combined graduation rate completing at least 2 AP exams with 3 or higher (CDE College/Career Measures Only Report, 2023):13.0%</p>

			<p>higher (CDE College/Career Measures Only Report, 2021-22): 11.9%</p> <p>English learner 2.4% Foster 4.8% Homeless 4.0% SED 7.3% SWD 1.0%</p>		
<p>International Baccalaureate (IB) All Students</p>	<p>International Baccalaureate (IB) - Students completing IB exams with 4 or higher (IB, 2019-20): 36.1%</p>	<p>International Baccalaureate (IB) - Students completing IB exams with 4 or higher (IB, 2020-21): 63%</p>	<p>International Baccalaureate (IB) - Students completing IB exams with 4 or higher (IB, 2021-22): 52%</p> <p>English learner NA Foster NA Homeless NA SED NA SWD NA</p> <p>(NA- In order to protect student privacy, assessment results are not provided when there are fewer than 11 students.)</p> <p>International Baccalaureate (IB) - All Students in combined graduation rate</p>		<p>International Baccalaureate (IB) - Students completing IB exams with 4 or higher (IB, 2023): 45.1%</p> <p>International Baccalaureate (IB) - All Students in combined graduation rate completing at least 2 IB exams with 4 or higher (CDE College/Career Measures Only Report, 2022-23): 2.0%</p>

			<p>completing at least 2 IB exams with 4 or higher (CDE College/Career Measures Only Report, 2021-22): 1.4%</p> <p>English learner 0.0% Foster 0.0% Homeless 0.0% SED 1.1% SWD 0.0%</p>		
--	--	--	---	--	--

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School 4 Year Adjusted Cohort Dropout Rate All Students	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2019-20): 1.8%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2020-21): 2.2%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2021-22): 3.2%		High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2023-24): 0.8%
High School 4 Year Adjusted Cohort Dropout Rate African American	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2019-20): 1.5%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2020-21): 3.2%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2021-22): 2.1%		High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2023-24): 0.5%
High School 4 Year Adjusted Cohort Dropout Rate Hispanic	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2019-20): 2.3%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2020-21): 2.5%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2021-22): 4.1%		High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2023-24): 0.8%
High School 4 Year Adjusted Cohort Dropout Rate English Learners	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2019-20): 5.6%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2020-21): 7.7%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2021-22): 10.8%		High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2023-24): 2.6%
High School 4 Year Adjusted Cohort Dropout Rate Foster Youth	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2019-20): 9.4%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2020-21): 15.4%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2021-22): 10.0%		High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2023-24): 6.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School 4 Year Adjusted Cohort Dropout Rate Students with Disabilities	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2019-20): 3.1%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2020-21): 4.1%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2021-22): 2.3%		High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2023-24): 1.6%
Middle School Dropout Rate All Students	Middle School Rate (CALPADS, 2019-20): 0.11%	Middle School Rate (CALPADS, 2020-21): 0.05%	Middle School Rate (CALPADS, 2021-22): 0.05%		Middle School Rate (CALPADS, 2023-24): 0.11%
Universal Screener, Reading All Students	Universal Screening, Reading (2021-22): 72% of RUSD students will meet or exceed end of year learning goals (measured by Rate of Improvement growth)	Universal Screening, Reading (2021-22): 86% of RUSD students meet or exceed middle of year learning goals (measured by Rate of Improvement growth)	Universal Screening Reading in grades 2-8 (2022-23): 74% of RUSD students meet or exceed middle of year learning goals (Measured - “At Benchmark”)		Universal Screening, Reading (2023-24): 80% of RUSD students will meet or exceed end of year learning goals (measured by Rate of Improvement growth)
Universal Screener, Math All Students	Universal Screening, Math (2021-22): 72% of RUSD students will meet or exceed end of year learning goals (measured by Rate of Improvement growth)	Universal Screening, Reading (2021-22): 85% of RUSD students meet or exceed middle of year learning goals (measured by Rate of Improvement growth)	Universal Screening Math in grades 2-8 (2022-23): 80% of RUSD students meet or exceed middle of year learning goals (Measured - “At Benchmark”)		Universal Screening, Math (2023-24): 80% of RUSD students will meet or exceed end of year learning goals (measured by Rate of Improvement growth)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>CA Dashboard College/Career Indicator</p> <p>All Students</p>	<p>Dashboard Status (Fall 2020, CA Dashboard): 47.7%</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>Metric outcomes are Unknown at this time - they have not been calculated by CDE. It is anticipated that the CDE will calculate this indicator for Fall 2022 (Spring 2022).</p>	<p>Metric outcomes are Unknown at this time - they have not been calculated by CDE. The CDE will calculate this indicator for Fall 2023 (Status Only).</p>		<p>Dashboard Status (Fall 2023, CA Dashboard): 53.7%</p> <p>Dashboard Performance (Fall 2023, CA Dashboard): Green</p>
<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>Metric outcomes are Unknown at this time - they have not been calculated by CDE. It is anticipated that the CDE will calculate this indicator for Fall 2022 (Spring 2022).</p>	<p>Metric outcomes are Unknown at this time - they have not been calculated by CDE. The CDE will calculate this indicator for Fall 2023 (Status Only).</p>		<p>Dashboard Status (Fall 2023, CA Dashboard): 43.0%</p> <p>Dashboard Performance (Fall 2023, CA Dashboard): Green</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<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>Metric outcomes are Unknown at this time - they have not been calculated by CDE. It is anticipated that the CDE will calculate this indicator for Fall 2022 (Spring 2022).</p>	<p>Metric outcomes are Unknown at this time - they have not been calculated by CDE. The CDE will calculate this indicator for Fall 2023 (Status Only).</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 (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>Metric outcomes are Unknown at this time - they have not been calculated by CDE. It is anticipated that the CDE will calculate this indicator for Fall 2022 (Spring 2022).</p>	<p>Metric outcomes are Unknown at this time - they have not been calculated by CDE. The CDE will calculate this indicator for Fall 2023 (Status Only).</p>		<p>Dashboard Status (Fall 2023, CA Dashboard): 43.0%</p> <p>Dashboard Performance (Fall 2023, CA Dashboard): Yellow</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<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>Metric outcomes are Unknown at this time - they have not been calculated by CDE. It is anticipated that the CDE will calculate this indicator for Fall 2022 (Spring 2022).</p>	<p>Metric outcomes are Unknown at this time - they have not been calculated by CDE. The CDE will calculate this indicator for Fall 2023 (Status Only).</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>Metric outcomes are Unknown at this time - they have not been calculated by CDE. It is anticipated that the CDE will calculate this indicator for Fall 2022 (Spring 2022).</p>	<p>Metric outcomes are Unknown at this time - they have not been calculated by CDE. The CDE will calculate this indicator for Fall 2023 (Status Only).</p>		<p>Dashboard Status (Fall 2023, CA Dashboard): 43.0%</p> <p>Dashboard Performance (Fall 2023, CA Dashboard): Yellow</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>CA Dashboard College/Career Indicator</p> <p>Students with Disabilities</p>	<p>Dashboard Status (Fall 2020, CA Dashboard): 9.8%</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>Metric outcomes are Unknown at this time - they have not been calculated by CDE. It is anticipated that the CDE will calculate this indicator for Fall 2022 (Spring 2022).</p>	<p>Metric outcomes are Unknown at this time - they have not been calculated by CDE. The CDE will calculate this indicator for Fall 2023 (Status Only).</p>		<p>Dashboard Status (Fall 2023, CA Dashboard): 18.8%</p> <p>Dashboard Performance (Fall 2023, CA Dashboard): Yellow</p>
<p>Students completing CTE Pathway by end of 12th grade year.</p> <p>All Students</p>	<p>Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2019-20): 8.0%</p>	<p>Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2020-21): 6.3%</p>	<p>Percentage of students completing CTE Pathway by end of 12th grade year. (CDE College/Career Measures Only Report, 2021-22): 7.3%</p>		<p>Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2023-24): 11.0%</p>
<p>Students completing CTE Pathway by end of 12th grade year.</p> <p>African American</p>	<p>Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2019-20): 6.4%</p>	<p>Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2020-21): 4.5%</p>	<p>Percentage of students completing CTE Pathway by end of 12th grade year. (CDE College/Career Measures Only Report, 2021-22): 7.5%</p>		<p>Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2023-24): 9.4%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students completing CTE Pathway by end of 12th grade year. Hispanic	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2019-20): 8.8%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2020-21): 5.7%	Percentage of students completing CTE Pathway by end of 12th grade year. (CDE College/Career Measures Only Report, 2021-22): 7.5%		Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2023-24): 11.8%
Students completing CTE Pathway by end of 12th grade year. English Learners	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2019-20): 10.2%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2020-21): 3.2%	Percentage of students completing CTE Pathway by end of 12th grade year. (CDE College/Career Measures Only Report, 2021-22): 4.9%		Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2023-24): 13.2%
Students completing CTE Pathway by end of 12th grade year. Socioeconomically Disadvantaged	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2019-20): 8.3%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2020-21): 5.7%	Percentage of students completing CTE Pathway by end of 12th grade year. (CDE College/Career Measures Only Report, 2021-22): 6.8%		Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2023-24): 11.3%
Students completing CTE Pathway by end of 12th grade year. Homeless	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2019-20): 9.1%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2020-21): 4.7%	Percentage of students completing CTE Pathway by end of 12th grade year. (CDE College/Career Measures Only Report, 2021-22): 5.8%		Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2023-24): 12.1%

<p>Students completing CTE Pathway by end of 12th grade year.</p> <p>Students with Disabilities</p>	<p>Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2019-20): 7.1%</p>	<p>Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2020-21): 3.5%</p>	<p>Percentage of students completing CTE Pathway by end of 12th grade year. (CDE College/Career Measures Only Report, 2021-22): 3.6%</p>		<p>Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2023-24): 10.1%</p>
<p>Students completing CTE Pathway and Completing CSU/UC Requirements by end of 12th grade year.</p> <p>All Students</p>	<p>Percentage of students completing CTE Pathway and Completing CSU/UC Requirements by end of 12th grade year. (CALPADS, 2019-20): 4.2%</p>	<p>Percentage of students completing CTE Pathway and Completing CSU/UC Requirements by end of 12th grade year. (CA Dashboard - CCI Details Report, 2020-21): 4.4%</p>	<p>Percentage of students completing CTE Pathway and Completing CSU/UC Requirements by end of 12th grade year. (CDE College/Career Measures Only Report, 2021-22): 4.1%</p>		<p>Percentage of students completing CTE Pathway and Completing CSU/UC Requirements by end of 12th grade year. (CALPADS, 2022-23): 5.7%</p>

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)	\$320,319	Y
2.1b	Textbook and Core Instructional Materials	Continue to implement the multi-year plan for textbook/material adoption to ensure access to core instructional materials. (Discontinued in LCAP in 2022-23)	\$0	N

Action #	Title	Description	Total Funds	Contributing
2.1c	Ethnic Studies Plan	Create and implement a comprehensive Ethnic Studies Plan including: 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. A District repository for supplemental resources 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)	\$1,418,793	Y
2.1e	Next Generation Science Standards	Provide high-quality instruction in Next Generation Science Standards (NGSS) and science opportunities to serve all students (Tier 1) with a focus on “non-dominant” groups. (LCFF)	\$391,695	Y
2.1f	English Learner Designated ELD	Provide additional support for English learners at the high school level to increase language proficiency and academic performance, and use the Ellevation platform to monitor the progress of English learners and Re designated Fluent English Proficient (RFEP) students. (LCFF)	\$2,899,582	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)	\$2,937,696	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)	\$1,677,928	Y

Action #	Title	Description	Total Funds	Contributing
2.1i	IB Program	Provide a challenging IB program to 10th-12th grade students, consisting of personalized counseling, mentorship, tutoring, and other additional supports for IB diploma program track students. (LCFF)	\$338,296	Y
2.1j	Dual Enrollment	Increase Dual Enrollment courses completed at RUSD high school. (LCFF)	\$130,000	Y
2.1k	Career and Technical Education Programs	Continue to design and expand Career Technical Education (CTE) Programs to promote college, career, and world readiness, through a partnership with Riverside County Office of Education, offering additional class sections, real-world experiences, and fostering student leadership. Continue to implement Project Lead the Way (PLTW) and Gateway to PLTW. (LCFF/ Academies)	\$3,652,656	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)	\$14,154,714	Y
2.2a	Summer Learning Programs	Expand learning time for elementary, middle and high school students to accelerate progress to close learning gaps by providing after school and summer learning programs for Unduplicated and at-promise students to build foundational skills in literacy and mathematics. (LCFF)	\$3,491,293	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)	\$1,416,806	Y
2.2c	Tier II & Tier III Intensive Interventions- Credit Recovery	Provide Tier II Strategic, and Tier III Intensive intervention at secondary schools to close the achievement gap for students who are underperforming and provide support to increase opportunities for students at each comprehensive high school to recover course credits for the purpose of staying on track for graduation. (LCFF / ESSER III)	\$2,422,117	Y

Action #	Title	Description	Total Funds	Contributing
2.2d	Advanced Placement Courses	Decrease the opportunity gap and increase college credit eligibility for underrepresented and Unduplicated student groups by providing supports in Advanced Placement courses. (LCFF)	\$425,000	Y
2.2e	Heritage, Legacy, Puente Programs	Maintain and equitably distribute student support programs (via staffing and targeted activities) to provide underrepresented and Unduplicated students in grades 10-12 with targeted educational and social-emotional support, leading to increase A-G attainment. Heritage Program (African American Students) Legacy Program (English learner Students) Puente Program (Hispanic Students) (LCFF /Title III)	\$1,265,948	Y
2.2f	Strategic and Intensive Services for English Learners	Provide Tier II (Strategic) and Tier III (Intensive) support services for newcomer English learners and English learners not making progress to increase the acquisition of the English language, including expanded learning opportunities. (LCFF/Title I/Title III)	\$847,477	Y
2.2g	Case Management for Foster Youth	Provide coordinated case management services in collaboration with site administrators, guidance counselors, Foster Youth and Education Rights Holders to meet the academic, socio-emotional, and college/career needs of Foster Youth in RUSD. (Title I)	\$185,065	N
2.2h	Staff Collaboration for Students with Disabilities	Increase collaboration among staff who support Unduplicated students in Special Education and their general education colleagues to ensure inclusive and accessible learning environments for students and families. (LCFF/Special Education)	\$933,458	Y

Action #	Title	Description	Total Funds	Contributing
2.2i	Social-emotional Support for Preschool Students	Provide Unduplicated students increased and expanded preschool opportunities to build a strong academic and social-emotional foundation for students, including Spanish preschool for English learners to increase primary language proficiency. (LCFF/ Title I / State Preschool)	\$667,468	Y
2.3a	Additional Allocations to Sites for Unduplicated Support	Provide additional allocations to sites to increase support for the learning and well-being of Unduplicated students based on student academic, social-emotional and behavioral data such as additional academic interventions, support for addressing barriers to improved student attendance, additional language support for English learners, and peer counseling. (LCFF / ESSER III)	\$8,903,124	Y
2.3b	Library Media Assistants	Library Media Assistants communicate the information from supplemental and textbook resources to teachers; manage and disseminate the 1:1 Chromebook ratio at each school site; define and endorse library policies, digital citizenship and advocate for the library media program within the site Single Plan for Student Achievement.	\$1,807,179	Y
2.3c	Combination Class Reduction	Reduce the number of combination classes at the elementary level and maintain lower class sizes. (Discontinued in LCAP starting in 2023-24)	\$0	N

Goal Analysis for [2023-24]

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

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

2.1a - Universal Screeners

Challenges in Implementation: Ensuring that there were enough substitutes for teachers to attend the training was still a challenge and the TK-1st grade training was modified to meet their time constraints.

Successes in Implementation: The focus of the training this year for teachers and administrators was the domain of “behavior.” Post-training surveys showed that the FastBridge training was successful for teachers and helped them to better understand how to conduct the screeners, and determine growth. FastBridge screeners were conducted in K-6 reading, K-6 math, 7-8 English, 9-12 English, and 9-12 math.

2.1b - Textbook and Core Instructional Materials

Challenges in Implementation: Discontinued in 2022-23.

Successes in Implementation: Discontinued in 2022-23.

2.1c - Ethnic Studies Plan

Challenges in Implementation: Teachers finding time to attend the offered Professional Development has been a challenge – the project for Ethnic Studies PD is “extra duty” for TOSA and Curriculum Specialists, so they must also put in the extra time for the PD to happen as well, so there was less PD offered this year than previously expected.

Successes in Implementation: Elementary school sites are receiving a diverse set of library and classroom of books written by diverse authors, Secondary schools are expanding the literature novel choices for grades 7-12 to include more diverse authors as well. (There are currently 40 new titles and 2048 books purchased to be disseminated across all schools. An updated scope and sequence was started with 8th grade teachers to begin the process of identifying supplemental Ethnic Studies materials to be integrated US History courses, 3rd grade materials are focusing on local Native American tribes and creating units to include authentic historical materials and narratives.

2.1d - STEM Opportunities for All Students

Challenges in Implementation: The coordinator and one TOSA position for this action have been vacant for several months.

Successes in Implementation: The Inspire Her Mind events implemented by the STEM team were highly attended in both fall and spring. Family Code Night and Family STEM Night were considered valuable by families in the post-event survey. All of these events have increased in attendance post pandemic and are now held in-person.

2.1e - Next Generation Science Standards

Challenges in Implementation: The Elementary schools have not yet adopted a science curriculum – but are using Mystery Science until adoption takes place. Special Education teachers participated in training to include physics into their science curriculum, but have needed yearlong support to full implementation. Teacher were not able to attend the CASE conference due to a shortage of substitutes.

Successes in Implementation: Elementary (TK-5) teachers were provided with material and activity packets for Mystery Science; NGSS designed lesson were integrated into the 3rd grade history curriculum with a science connection; the NGSS elementary scope and sequence were further development to include the California Environmental Principles and Concepts and STEM. Virtual STEAM camp was provided for all 6th graders in RUSD the first week of May.

2.1f - English Learner Designated (ELD)

Challenges in Implementation: The biggest challenge is not having access to substitute teachers for training - especially for Las Links. After-school sessions had to be held on data analysis for K-12 teachers. It would have been a larger turn out if done during the school day... teachers are not always inclined to stay after school even if they are paid. Las Links requires extra personnel to conduct, and the planning takes more time - but ELPAC may provide the same data and cost less. Suggest working with ELPAC data more intentionally next year.

Successes in Implementation: Elevation is used for reclassification and progress monitoring. This platform allows RUSD to monitor over 10,000 students (included those reclassified for up to 4 years) and there is 100% participation in using this program. Working with teachers using this platform allows them to dig deeper into the data to discover needs for Eng. learners - understanding them as students, understanding what their level of proficiency is, and how to move forward with instruction and planning. This program also shows students' entire profiles from past assessments. The implementation of Las Links was successful - about 80% participation from all the different sites. The assessment tells teachers what language issues are occurring for students and how to address them – but it requires extra planning for teachers so they need to be prepared.

2.1g - VAPA for All Students

Challenges in Implementation: This year the VAPA team needed to address vacancies in staffing, as some teachers were out on leave. The strings expansion to 8th grade was postponed from this school year to 2023-24 to meet site and staffing needs.

Successes in Implementation: As of late April, 6 Districtwide events have taken place. The Honors musical hosted two full houses; High school master works and middle school fire festival was widely attended; Band week - high school and middle school honors bands held a two-part concert; Theaterfest took place for RUSD theater students wherein students compete in different categories to demonstrate their acting talents. National Endowment grant was awarded to RUSD for \$80,000 – it will start in June. String pilots took place at designated elementary schools, and all elementary staff have finally been hired.

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

Challenges in Implementation: Helping students and families entering with international transcripts to understand what transfers for full credit into the Riverside Unified School District graduation requirements is challenging. Not all international courses transfer “neatly” into our system. The transcript service contract utilized by the District is coming to the end and will need to be renewed. but activities still took place as scheduled. Additional funding is required next year for this Action.

Successes in Implementation: 30 college workshops were provided to RUSD families from middle school and high school. The average number of attendees pe workshop were 41 individuals. 66 international transcripts have been evaluated for new students.

2.1i - IB Program

Challenges in Implementation: Recruitment is still challenging since the IB programs is only at John W. North High School and that school is not always the first choice for students in the District, and transportation is not provided if you do not live in the neighborhood.

Successes in Implementation: There are 132 students registered to take 243 IB examinations this year. This is up 26 students from last year. The number of Unduplicated students is 99 out of 132 which is 5% growth from last year as well. Graduating IB candidates who are Unduplicated are 19 out of 34 for this year’s seniors which is 12% growth over last year.

2.1j - Dual Enrollment

Challenges in Implementation: Sometimes classes at Riverside Community College are cancelled unexpectedly due to low enrollment. Bussing is also a challenge for dual enrollment students because some of the labs at RCC are not as good as the labs at the RUSD high schools. More infrastructure within RUSD is needed for this program to gain larger numbers. It is suggested to hire a counselor just for dual enrollment.

Successes in Implementation: In the fall of 2022, 18 college courses were conducted virtually for RUSD students with 374 Unduplicated students attending. 14 Meetings were held with school-site administration and high school counselors across all RUSD high schools to plan for increased outreach effort by both the high schools and community college. 326 of 387 grades earned in the fall were 82% “B” or better.

2.1k - Career and Technical Education Programs

Challenges in Implementation: Coordinator suggests bringing in a teacher to do some gap analysis to find out why there are disconnects with CTE and underrepresented students. CTE Dept. will be funding extended day at each high school site to ensure students stay within a CTE pathway and don't drop the program in the middle of a pathway sequence. More information is needed to better understand about high school schedules for Unduplicated students and how CTE can fit into their schedule while maintaining A-G requirements.

Successes in Implementation: Virtual CTE parent nights were held for rising 8th graders this year and any interested 9th or 10th graders were welcome to attend as well. CTE Dept. will also be offering several introductory CTE courses during summer school in June 2023 – one per high school. Students are encouraged to take core courses during summer school so they have room in their schedules for CTE classes during the school year. The Auto course and Construction Tech course will be expanding this coming year, along with middle school intro courses.

2.1l - Expand DLI Program

Challenges in Implementation: Professional Development was challenging this year as there were not enough substitutes available. There is a realization that we need to study why our students in 3rd through 6th grade start to drop from the program. We know some parents are not happy with assessment results for their DLI students. Teacher retention is also difficult – RUSD tends to lose 3 to 4 teachers per year. Finding B-Clad teachers for high school single subject teachers is also a challenge.

Successes in Implementation: Dual Language Immersion is now up through 12th grade in RUSD, the program has successfully expanded according to the long-term (10 year) plan. We have met the expansion needs for University Middle for 2022-23 and will start working with John W. North High School to get them ready for their DLI expansion in 25-26. This was the first year for DLI Science at Ramona High School. The team is currently working on a retention plan for elementary, and will take on Middle school expansion the program at University Middle School is successful.

2.2a - Summer Learning Programs

Challenges in Implementation: The biggest challenge is to find enough qualified teachers/staff to run the robust summer program that is planned for the District which is to be offered at all high schools. Additionally, for rising 9th grade students we have had some challenges with

students understanding they need to take both summer session in order to get the full 10 credits. These are elective credits. (Some families are not clear that these are credits towards graduation).

Successes in Implementation: It is currently planned to house summer school at each comprehensive high school along with several elementary and middle schools. Over 4000 students are currently enrolled in High School summer school 2023 which is close to 1000 more students enrolled than in summer 2022. The District is staffed and ready for summer school but need to make sure students attend and don't change their minds. More classes will be in-person at the sites this year which will also include summer school for Students with Disabilities. Students may take credit recovery, enrichment courses, A-G courses and CTE courses during the extended summer school session.

2.2b - AVID Programs

Challenges in Implementation: It is suggested that AVID for elementary school have a designated site rep. to have more activities scheduled and coordinated at this level. Need to make sure that budget is adjusted to meet the pay raise given to tutors in the District. Work is being done with AVID seniors this year who did not get to go on the college trip as juniors due to COVID-19. Recruitment did not take place on parent nights last year which were not offered - so enrollment as dwindled at most school sites. Middle school students also have to choose between AVID, ASB and/or band as an elective due to the new scheduling - this is a difficult decision for middle schoolers – and it can impact if they take AVID in high school.

Successes in Implementation: This year more productive recruitment for AVID will take place as events like parent nights and open house are back in place. Secondary sites did allow seniors to take short college trips this year for the first time since the pandemic. 40 AVID teachers are signed up for the summer institute training. AVID graduation rate for 2022 was 99.5% and A-G completion was 93.1%.

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

Challenges in Implementation: Students need ongoing encouragement to stay in the courses until completion to recoup any credits. Students in middle school are also encouraged to take summer school to recover credits before high school. Students who are credit deficient in high school may have hybrid options to recover credits, but this option has not been as successful as in-person.

Successes in Implementation: In 2021-22 there were 1471 credits recovered by students in 7th through 11th grade; in fall of 2023, 985 credits have been recovered with students passing courses with a C- or better. Credit recovery takes place in structured English classes and assigned credit recovery courses at the secondary level. Reading intervention is also part of credit recovery. In 2023-24 the District will add structured math courses to close gaps in credits and grades for both elementary and secondary schools.

2.2d - Advanced Placement Courses

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

Successes in Implementation: This year there are 2856 students enrolled in AP courses for 2022-23. 68% are Unduplicated students and total of 4454 students are currently registered to take one or more examinations in May. This is a growth of 143 students over last year. Educational partners have asked the District to assist with AP testing fees, which will now be added to the 2023-24 LCAP

2.2e - Heritage, Legacy, Puente Programs

Challenges in Implementation: It was determined that RUSD should take students in Heritage, Legacy and Puente to tour Historically Black Colleges and Universities on the East coast and South so students from Riverside can see the rich environment and reduce parental concerns over travel and distance for college enrollment. Current funding did not allow for this in 2022-23. Students have little experience outside the Inland Empire which holds them back from enrolling in collegiate programs they are qualified for upon graduation.

Successes in Implementation: Each year transcripts review take place for students in Heritage, Legacy and Puente to ensure they are on track for A-G completion. For 2022-23 Heritage enrollment is 918 with 13% schedule changes to get back on track for A-G; Legacy enrollment is 1054 with 10% schedule changes to get students back on track for A-G. There were no schedule changes needed for Puente. For 2023 graduation rates were 93.8% for Heritage program, 84.1% for Legacy and 100% for Puente.

2.2f - Strategic and Intensive Services for English Learners

Challenges in Implementation: The biggest challenge for intensive service for EL students is not having access to substitute teachers for training for Las Links. Conducting Las Links is time consuming and difficult for teachers to carve out time in their schedules to complete the assessment with students. This year the EL Coordinator had to hold after-school sessions on data analysis for K-12 teachers. There would have been a larger turn out if done during the school day because teachers are not always inclined to stay after school even if they are paid. Las Links requires extra personnel to conduct, and the planning takes more time - but ELPAC may provide the same data and cost less, we may need to re-think using Las Links.

Successes in Implementation: LAS Links assessment is used to monitor the academic language progress of ELs and Newcomers will be given twice this year ahead of the next administration of ELPAC. Fall 2022 initial Las Links administration results: (Level 1: 1735, Level 2: 1462, Level 3: 1379, Level 4: 473). Spring 2022 ELPAC administration results: (Level 1: 1916, Level 2: 2064, Level 3: 1987, Level 4: 696) There are 250+ more students at a Level 4 than 2021. A new intervention has been started this year 22-23 to strengthen instruction of ELD standards within Part 2&3. Teachers have modified their instructional plan to include 15-20 minutes daily of Advanced Phonics and Framing Your Thoughts to the 116 newcomers in the 7-12 grades. The focus on ELD standards part 2 & 3 meet the ELA/ELD Framework's expectations of providing newly arrived EL's with foundational skills so they learn how English works. There are 202 students enrolled in AVID Excel programs at 5 of the District middle Schools.

2.2g - Case Management for Foster Youth

Challenges in Implementation: Obtaining Ed Rights Holders for AB216 evals and records from Department of Public Social Services (DPSS) has been a big challenge this year. The law states Foster Youth must be immediately enrolled in school and have an IEP if needed. RUSD has struggled to get the Ed Rights holder (typically not the person who has custody) to ensure the student is receiving appropriate services. This is a long process if there is no obvious record as to who is the Ed Rights Holder. Foster Youth and Homeless students have exhibited challenging behaviors this year, and their suspension rates are on the rise.

Successes in Implementation: Case managers for Foster Youth continue to utilize the MTSS framework for achievement, behavior and social-emotional health. There has been a slight improvement in the chronic absenteeism of Foster Youth this year. Case managers continue to successfully work with Student Assistant Plan counselors and other resources to work with Foster Youth mental health needs and provide school-site clinical therapy services.

2.2h - Staff Collaboration for Students with Disabilities

Challenges in Implementation: Meeting the increased needs of student behaviors due to COVID-19 that impact learning has been a significant challenge this year. Intensive behaviors related to COVID-19 are impacting student learning, for example with Kinders and 1st graders especially - they were toddlers during COVID-19 and missed out on some of the Pro-Social skills. During the first two years of their lives, they were not out of the house and in the world learning about others. Additionally, the use of face masks delayed some language development.

Successes in Implementation: This year there was another increase in the amount of Special Education students being mainstreamed into general education classes. Inclusive Practice Specialists continued to provide robust small-group and whole-staff professional learning sessions building upon the work that was started last year. In addition, Inclusive Practices Specialists continue to provide coaching and teacher support in the areas of the least restrictive environment and implementation of student supports.

2.2i - Social-emotional Support for Preschool Students

Challenges in Implementation: More and more students are coming in with exceptional Social-emotional learning needs and behaviors and may not even be toilet trained. They are having difficulty staying with the larger group doing instructional time. Current staff seeing lack of pro social behavior - data is showing lack of regulation skills. Universal TK has caused many early childhood teachers to get their multiple subjects' credential and leave preschool for TK-12.

Successes in Implementation: RUSD preschool programs have an ongoing partnership with Catholic Charities - Dinosaur School - and our own SAP counselor to address student behaviors. We are also working with students and parents on Social-emotional Learning strategies. Work on parent/child interactions. Conscious Discipline is a supplemental method used for SEL. Spanish preschool teachers were given release time for vertical articulation with Dual Language Emersion teachers this year. The Desired Results Development Profile data analysis was conducted in November for 21 preschool classrooms with English learners as the focus. Instructional teams will implement differentiation of small group instruction using the plan, act, and reflect on stages of Cycle of Inquiry. Head Start was fully funded and given supplemental in one time funds this year.

2.3a - Additional Allocations to Sites for Unduplicated Support

Challenges in Implementation: Principals have made requests for items that are not allowable with LCAP funding. The RUSD LCAP director held LCAP 101 training sessions to go over funding expectations at the site level, but there was low attendance – plans to work directly with principals during their SPSA planning is scheduled for next year. Carryover dollars were allocated to each site per the funding formula in March of 2023, but many of the ordering dates had been closed by Business Services, so Principals will be able to make purchases as of July 1, 2023 using the extra allocation provided.

Successes in Implementation: Providing site specific allocations to schools to increase support for the learning and well-being of Unduplicated students based on student academic, social-emotional and behavioral data has been successful. Principals are able to fund additional academic interventions, supports for addressing barriers to improved student attendance, additional language support for English learners, peer counseling and translator support at their sites with the LCAP allocation. All requests by principals are carefully monitored by the LCAP Director and Business Services and each principal must verify how resources to be purchased are aligned to the site SPSA goals and metrics. Additional funding was infused into this action this year (March) allowing for additional one-time purchases for individual sites.

2.3b - Library Media Assistants

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

Successes in Implementation: Library media assistants, are integral in the ordering, procuring and dissemination of English Learner library books and learning resources at each grade level. They also provide teachers with training on technology tools at the site level, and work with students individually and in small groups for literacy achievement. They understand and communicate the information that supplemental and textbook resources provide to teachers; and the LMAs define and endorse the policies of the library media program, digital citizenship and advocate for the library media program in the site SPSA. This year over 710,884 library books have been checked out by students across the District.

2.3c - Combination Class Reduction (Discontinued in LCAP for 2023-24)

Challenges in Implementation: Reduce the number of combination classes at the elementary level to allow for focused grade level instruction, and reduce class sizes to meet contract agreements by August 2023. This is difficult to predict and it usually happens after enrollment counts have stabilized.

Successes in Implementation: RUSD is responding positively to parent/staff/student feedback regarding combination classes and class size. This school year 45 combination classes were dissolved across 23 different elementary schools, serving schools with high numbers of Unduplicated pupils first.

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

When determining which items were materially overspent or underspent, the District examined items that were either overspent/underspent by both 10%.

Action 2.1d – Districtwide STEM: (-60.3%) Due to position vacancies for the coordinator and TOSA.

Action 2.1e – Next Generation Science Standards: (-19.2%) Substitutes not available for teachers to attend some training.

Action 2.1f – English Learners Designated ELD: (-49%) District hired tutors instead of bilingual aids that were originally planned.

Action 2.1j – Dual Enrollment: (-35.9%) Funds were not used for bus transportation to the community college because their laboratories could not accommodate our students and student text books were online at little to no cost.

Action 2.1k – Career and Technical Education Programs: (11.9%) Added back funding for Career Technical Student Organizations.

Action 2.2b – AVID Programs: (12.2%) Increased for tutor pay.

Action 2.2f – Strategic and Intensive Services for English Learners: (-19.9%) Substitutes and field trips unavailable.

Action 2.2g – Case Management for Foster Youth: (-37%) Position vacancies during the year.

Action 2.2i – Social Emotional Support for Preschool Students: (-11.9%) Due to lower tuition fees collected and sliding scale not used, also salary savings from position vacancies.

Action 2.3c – Combination Class Reduction: (-31.2%) Position vacancies – District did not need to hire many teachers as originally planned (This action discontinued in LCAP for 2023-24).

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

2.1a - Universal Screeners

Data Justification/Effectiveness of Action: Universal Screeners were implemented in RUSD in 2021-22 as a cornerstone metric for the MTSS initiative in the District. The District has conducted the FastBridge screeners for reading, math, and social-emotional learning three times per year during the past two years in order to accumulate data to determine the effectiveness of the MTSS initiative. The utilization data below emphasizes the success RUSD has had in administering these screeners in a District of our size:

The utilization rate for the Winter 2023 FastBridge is as follows:

- aReading Grades 2 - 8 was 96%
- aMath Grades 2 - 8 was 95%
- SAEBRS/mySAEBRS K-12 - 88%

The Winter 2023 FastBridge results demonstrate the majority of students in RUSD are considered low-risk of not meeting year-end learning goals and is an indicator of success of the MTSS initiative:

Grades K-1

- Early Math - 65% of students were Low Risk
- SAEBRS - 83% of students were Low Risk

Grades 2-6

- aReading - 26% of students were considered College Pathway and 26% were low risk

- aMath - 27% of students were considered College Pathway and 28% were low risk
- mySAEBRS - 71% were considered Low Risk (College Pathway is only aReading/aMath

Grades 7-8

- aReading - 18% of students were considered College Pathway and 26% were low risk
- aMath - 18% of students were considered College Pathway and 25% were low risk
- mySAEBRS - 73% were considered Low Risk (College Pathway is only aReading/aMath

Grades 9-12

- mySAEBRS - 73% were considered Low Risk (aReading and aMath will be reported in 2023-24)

2.1b - Textbook and Core Instructional Materials

Data Justification/Effectiveness of Action:

Discontinued

2.1c - Ethnic Studies Plan

Data Justification/Effectiveness of Action: Inclusive History: Supplemental materials for 30 lessons were provided for 11th grade US History to support integration of Ethnic Studies-related material. An updated scope and sequence was started with 8th grade teachers to begin the process of identifying which supplemental materials are needed to support integration of Ethnic Studies-related material.

3rd grade materials created to integrate Ethnic Studies-related content into Riverside History. 3 units (out of 5) of text completed; activities for all 5 units complete.

Additional supplemental resources housed on the RUSD HSS teachers' website. Resources are updated regularly. Monthly emails go out to elementary and secondary ELA and HSS teachers.

Chicano Studies, African American Studies, and Ethnic Diversity courses are updated with input from the Ethnic Studies Advisory Committee and the ES Teacher Working Group. Criteria that will ground each of our ES courses has been developed. We will use this criterion as a filter to update current courses and a guide for creating any new courses.

Library books: 40 titles/2,048 books purchased for TK-12 libraries to increase the number of Ethnic Studies-related books available to students.

Teacher materials: 3 supplemental books purchased for each Ethnic Studies teacher to increase their content knowledge.

2.1d - STEM Opportunities for All Students

Data Justification/Effectiveness of Action:

- 251 students attended the Inspire Her Mind event (Fall= 150 & Spring = 101)
- 894 participants attended Family Code Nights and Family STEM Nights across the District
- 100% of participants rated Family Code Nights and Family STEM Nights as valuable for their family.
- 21 virtual professional development offerings for teachers around engaging students with technology

*Note: This action will be increased by \$1.1 million in 2023-24 to cover science camp fees for all 6th graders.

2.1e - Next Generation Science Standards

Data Justification/Effectiveness of Action: Professional Development 1: Due to the substitute shortage, we were not able to have teachers attend CASE (California Association of Science Educators). RCOE did not offer science teacher professional development (DST) this year. Instead, we have summer workshops in science/STEM for TK-12 teachers of science.

Professional Development 2: High School, Middle School, and 5th & 6th grade course leads/teachers were provided with professional development and pull-out days/after-school time to collectively develop interim assessments aligned to RUSD's NGSS curriculum at each level. High School course leads piloted their interims this year, with full implementation next year. Middle school and 5th/6th were fully implemented, with 5-8th grade students taking both Science Interim Assessments. (9/13/22, 9/15/23, 10/13/22, 10/18/23, 11/1/22, 11/7/22, 11/15/22, 11/30/22, 2/2/23, 2/7/23, 2/24/23)

Continued Implementation of NGSS:

Elementary (TK-5) teachers were provided with Mystery Science (a supplemental program) to support the transition to NGSS. Mystery Science materials and activity packets were provided to all K-5 teachers. With the lack of substitute availability, only a few sites were given specific Mystery Science training. Next year will include increased professional development on Mystery Science and NGSS implementation.

NGSS-designed lessons were integrated into the Third Grade Riverside History Units

The NGSS elementary scope & sequence was further developed to include the California Environmental Principles & Concepts and STEM. We are furthering science opportunities at sites by developing community partnerships in the sciences.

Increased Implementation of NGSS/Elementary: RUSD Virtual 6th grade STEAM Camp provided for all 6th graders in Riverside Unified (May 1 - 5, 2023.)

Increased Implementation of NGSS/High School: Gizmos, an online simulation tool, was provided to High School NGSS Science teachers to increase student engagement, deepen content knowledge, and further the Science and Engineering Practices of NGSS. Additional Gizmos professional development will be provided to high school teachers for deeper implementation.

Increased Implementation of NGSS/Student Access: High School Course Leads have been streamlining the newly adopted Savvas curriculum. Teachers are developing essential investigations and sequencing aligned to NGSS. (2/15/23, 3/15/23, 4/4/23, 4/26/23, 5/10/23)

Student Access: Special Education Physics has replaced Earth Science, giving Special Education students access to A-G courses. Eight Special Education science teachers participated in a summer workshop of implementation, as well as being offered six monthly after-school professional development meetings to further support implementation.

We are furthering science opportunities at sites by developing community partnerships in the sciences.

2.1f - English Learner Designated (ELD)

Data Justification/Effectiveness of Action:

Professional Development

- 5 teachers were supported on a one-to-one Ellevation training and support
- 33 TK-12 teachers participated in Ellevation training to learn how to access student information including language levels and extended profiles and assessment data to support instructional decision making
- Designated and Integrated ELD professional development for 107 Secondary teachers is complete and an additional 240 Elementary team leaders have also received initial integrated ELD training. Several MTSS Liaisons, admin, and other staff selected by the site's administration participated as well.

LAS Links

- LAS Links assessment is used to monitor the academic language progress of ELs and was given twice this year ahead of the next administration of ELPAC. Fall 2022 initial Las Links administration results: (Level 1: 1735, Level 2: 1462, Level 3: 1379, Level 4: 473).

- [LAS Links Summary](#)

Supplemental Materials

- Process for considering adopting supplemental material for newcomers in secondary school will begin in January.
- An additional component to the Ellevation platform was purchased for Math to support academic language in the content area. The pilot started within 10 secondary math classrooms and has organically grown to 25 secondary classrooms. All pilot teachers used LAS Links data to create math groups for differentiated instruction. All 25 teachers, EL Team and Secondary Math Team have been trained on implementation of the new Ellevation Math tool.

ELPI

- ELPI Data
 - 2022 (46.1%)
 - This is an increase from 40.9% from previous year

ELPAC

- Spring 2022 ELPAC administration results: (Level 1: 1916, Level 2: 2064, Level 3: 1987, Level 4: 696) There are 250+ more students at Level 4 than in 2021.

Tutors

- Funding was made available to secondary sites:
- Discussion and planning for funding designated to bilingual assistants and/or tutors is being outlined for review and reconsideration as the progress of implementation of EL TOSAs is executed and monitored. This allocated funding was designated to renewal of Ellevation platform for 3 years as well as the addition of the Ellevation Strategies tool for Elementary sites in 2023-24.

2.1g - VAPA for All Students

Data Justification/Effectiveness of Action:

- 100% 4th grade receiving general music 45 min. weekly
- 3,698 4th-6th graders enrolled in instrumental music classes 60 min. weekly (57% of students) an increase from projected enrollment.
- 4,000 Art to Go classes will be provided.
- # of sites with Elementary Strings programs increased from 4 to 7. (The 8th site's implementation (originally planned for 22-23) is postponed to 23-24 to meet the site's needs.)
- 66% of participants in the Honors Musical and Arts Experience anticipating entering college and career pathways in the arts
- Continues Arts Plan Engagement

Honors Musical & Arts Experience honored with Golden Bell Award. Riverside Arts Academy programs for RUSD students resumed with in-person instruction. Numerous Districtwide events have taken place throughout the year including: Band Extravaganza, Middle School Honor Band, High School Honor Band, Elementary School Honor Bands, Band and Orchestra Festival, Middle School & High School Choir Masterwork Festival, High School Art Show, Middle School Art Show, Middle School/High School Chalk Day (April 2023), Elementary Chalk Festival (May 2023), Honors Arts Experience Showcase, Empower You Edutainment Performance (May 2023), Elementary Spring Workshops with Empower You Edutainment & Cinema Culturass.

Within the Arts Plan, engaged in the following Strategies: Roots 1.c: Expand general elementary music PreK-6; Roots 1.d: Grow strings program 4th-6th; Roots 2.c: Expand high school theater tech program; Roots 2f: Increase CTE Arts, Media and Entertainment pathways (an extension of Tech Theater Pathway); Community 1c: Expand Harmony Project (RAA) to 4th grade and more schools; Community 1d: Support Live Internship program; Pathways 1d: Create a Districtwide arts honors cohort of students; Funding 4b: Review and revise arts plan annually.

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

Data Justification/Effectiveness of Action: Presently all School Counselor openings are filled with appropriately credentialed Pupil Personnel Services (PPS) counselors. RUSD has a growing population of students who are coming from other countries. As of March 31st, there have been 66 international transcripts evaluated by American Education Research Corporation (AERC).

Another indicator of effectiveness is that during the 2021-2022 school year, RUSD sent 6,085 transcripts using Parchment (educational records management service) which is an increase of 481 students from the 2020-2021 school year. Results for the 2022-23 school year will be reported in July.

- 2020-21 - 5,916
- 2021-22 - 6,085

Higher Education Outreach Efforts included several college and higher education workshops for parents and students at the secondary level, which were held in both virtual and in-person formats. These annual outreach efforts focused on helping families to understand the options in higher education. There were 2 college fairs held, 5 Pathways to Higher Education admissions application workshops (UC, CSU, Private University, Community College), and 19 Cash for College workshops. This LCAP action also sponsored a middle school conference which focused on helping current 6th-8th grade students/parents in the transition to middle and high school and college and career exploration. Attendance has increased substantially from the previous year due to workshops returning to being held in-person.

In the coming years, this action will continue to focus on increasing the college enrollment numbers for RUSD which has been in a recent decline since the pandemic.

2.1i - IB Program

Data Justification/Effectiveness of Action: Testing will occur in Spring 2023. IB Test fees for all students will be covered. Final registration deadline was 11/15/22. IB recruitment for all middle schools (8th grade). Marketing materials/mailers are sent to students and families. Information about IB and benefits of the program are highlighted for prospective students and their families. Personalized counseling sessions for incoming 9th graders will occur in Spring 2023.

132 candidates are registered to take 243 IB examinations in May. Registration appointments for incoming IB 9th grade families are finishing and the IB coordinator has met with all current 9th and 10th grade students to solidify understanding of IB course options/pathways in 11th and 12th grades.

IB Participation below:

Last Year (2021-22):

- Total IB students: 105 students
- Underrepresented students: $74/105 = 70\%$
- Overall IB Numbers based upon FRL: $66/105 = 63\%$
- IB Diploma Candidates Only based upon FRL: $10/21 = 48\%$

Current Year (2022-23):

- Total IB Numbers: 132 students **+26%**

- Underrepresented students: 99/132 = **75% (+5% growth)**
- Overall Numbers based upon FRL: 93/132 = **70% (+7% growth)**
- IB Diploma Candidates Only based upon FRL: 19/34 = **56% (+12% growth)**

2.1j - Dual Enrollment

Data Justification/Effectiveness of Action: Transferable pathway course offerings through the College and Career Access Pathways (CCAP) partnership with Riverside City College continue to be offered virtually at five comprehensive high schools and Riverside Virtual School. These courses provide many benefits for high school students:

- Provides students with head start on the college experience and easier transition to college
- Less time required after high school graduation to finish a college degree
- Provides a safety net for those that need to balance a full caseload of classes
- A financial benefit to the student and families with potential to complete Freshman year of college before graduating high school
- It is estimated that enrollment and grades earned will continue to increase in the current year

The virtual environment has allowed EOC, STEM High School, and Lincoln High School students to also enroll in these Dual Enrollment courses. Additionally, two STEM Nursing pathways continue to also be offered at Ramona High School and Arlington High School which consist of both virtual and in-person formats. In 2022-23, CCAP entered its fifth year and will have its first graduating cohort of Nursing students from RUSD.

The student population (by ethnicity) enrolled in CCAP courses continues to reflect that of the District. 2021-22 RUSD CCAP Enrollment is as follows:

Hispanic 53.1%

White 17.7%

African American 8.5%

Asian 15.2%

Filipino 2.1%

Not Reported 2.5%

The number of grades earned in CCAP courses has increased along with the number of students earning these grades. In 2020-21 315 individual students earned 448 CCAP grades with 86.5% earning a C grade or better. In 2021-22, 434 individual students earned 642 grades with 82.5% earning a C grade or better.

350 grades posted in fall 2022 and we are on track to post 450 grades for spring 2023. Students may withdraw without a W so there is no record of the withdrawal, which changes the enrollment number. Grades earned are reported - without the W's is recorded. Also, we don't count students twice.

Dual Enrollment update to RUSD School Board Link: [Presentation](#)

2.1k - Career and Technical Education Programs

Data Justification/Effectiveness of Action: The CTE department is continuing to innovate in order to increase opportunities for RUSD students to learn about and take the importance of the Competitive Advantage offered by RUSD CTE.

Virtual CTE Parent Night for rising 8th graders (and any interested 9th or 10th grade student or parent) was hosted on November 28, 2022. Follow-up demonstration evenings took place on Dec 5 & 12 at all comprehensive high schools to recruit prospective students. The demonstration evenings were "Open House" style and parents and students saw programs in action.

CTE is offering several introductory courses during summer school in June 2023 - one per high school. We are working with HLE to offer World History, PE or VAPA courses so that students currently enrolled in a CTE program can stay in the program as sophomores.

We will be expanding course opportunities for CTE through HLE in 2023-24. We are continuing to build our Education Program to begin in the fall of 2023. Support for RCOE teachers and PLTW programs continues. Expansion of enrollment in existing CTE programs (Auto/Construction) to begin in fall 2023 (as a part of 1.4f).

2.1l - Expand DLI Program

Data Justification/Effectiveness of Action: The following schools expanded in 2022-23 school year:

- Fremont Elementary School 5th grade
- Longfellow Elementary School 6th grade
- Ramona High School 9th
- Poly High School 12th grade
- DLI reached the 12th grade at Poly High School. The DLI program has successfully expanded according to the long-term plan. Work will begin with John W. North High School to get them ready for DLI expansion in 2025-2026.
- The following schools will expand in 2023-24:
 - o Fremont Elementary School 6th grade
 - o University Heights Middle School 7th grade
 - o Ramona High School 10th grade

Working to maintain elementary numbers and retaining students in K-12. Middle school expansion done once University Middle School is up and running; all plans for this year and next are on track for DLI expansion.

FastBridge Screeners:

CBMReading

Grades 1st-6th	Beginning of the Year			Middle of the Year		
District	High Risk	Some Risk	Low Risk	High Risk	Some Risk	Low Risk
	20%	26%	54%	15%	26%	59%

Early Reading

K-1	Beginning of the Year			Middle of the Year		
District	High Risk	Some Risk	Low Risk	High Risk	Some Risk	Low Risk
	13%	20%	67%	14%	26%	60%

MID YEAR DATA for DLI

CAASPP	2018-2019		2021-2022	
	Met Standards	Not Met Standards	Met Standards	Not Met Standards
	53%	47%	48%	52%

2.2a - Summer Learning Programs

Data Justification/Effectiveness of Action: Middle Summer Program will be hosted at 8 of our comprehensive middle schools as well as a virtual option at Riverside Virtual School. There will be 3 blocks to support students in the following: English Language Arts review and preview math review and preview, and an enrichment block High school in-person summer school will be offered at all five comprehensive high school sites, an online asynchronous summer school will be offered, as well as a “non-grad” summer school session at the Educational Options Center. Presently, we are planning to offer a VAPA or CTE Introductory course to rising 9th graders to put them on track for A-G as they enter their freshman year. Planning in progress for Elementary Summer Program to serve approximately 2,000 students during the 2023 summer session.

2022 Summer Program Outcomes:

- Elementary: 1850 enrollment, 78% of students grew in ELA, 70% grew in math as measured by pretest/posttest

- Middle: 698 enrollment, pretest ELA 18% of students proficient, posttest ELA 39% of students proficient; pretest Math 11% of students proficient, posttest 30% of students proficient
- High school: 2,984 students earned credits in session 1. 2,843 students earned credits in session 2. 36 additional graduates

2.2b - AVID Programs

Data Justification/Effectiveness of Action:

The effectiveness of the AVID program is demonstrated by the increases shown in teacher training and student participation, as well as, increases in the A-G rate and graduation rate for seniors.

- Increase the percentage of AVID Elementary site teachers trained by 1%
 - o Currently AVID Elementary trained teachers: 284
 - o Number of AVID Elementary Summer Institute attendees for the 2023: 40
 - o Number of students impacted by AVID trained teachers for the 22-23 SY: 7077
 - [Program Overview/Data](#)
- Increase the recruitment and acceptance of AVID Elementary 6th grade students into secondary AVID programs (AVID 7 or AVID Excel 7)
 - o 2022-23 recruitment/acceptance data
 - AVID 7: 492
 - AVID Excel 7: 103
- Increase the graduation and A-G rate of AVID seniors by 1%
 - o 2022 AVID Graduation Rate: 99.5%
 - o 2022 AVID A-G Rate: 93.1%

221 teachers and administrators attended the 2022 AVID Summer Institute geared towards reinforcing the academic behaviors and higher-level thinking necessary for AVID scholars. AVID is currently at 18 elementary schools, 7 middle schools, and 8 high schools.

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

Data Justification/Effectiveness of Action: As part of the learning loss recovery plan for RUSD, Tier II and Tier III program support for Structured ELA courses for 7th - 11th grade were expanded this year. Initial PD was provided for learning loss recovery teachers in July with follow-up support for new teachers in September and November. Classroom visits across 7th-11th grade classes occurred in November by administration to determine high-quality implementation. Up to 7,000 students in RUSD experienced post-pandemic credit loss. Credit recovery course options are provided at every high school in the District and is monitored by Edgenuity. Credit recovery rates are listed below. Gains continued to be made each semester.

Credit Recovery Data with Edgenuity

Academic Years	Fall Credits Recovered	Spring Credits Recovered
2022 - 2023	985	Data Available 6/23
2021 - 2022	364	1153

2022-23 - Structured English Language Arts (SELA):

1,988 SELA students with grades

1,417 SELA passed with a C- or better

1,417/1,988 = SELA 71.2% pass rate

2.2d - Advanced Placement Courses

Data Justification/Effectiveness of Action: AP Testing will be administered in the Spring. Deadline for AP testing registration was 11/15/2022. Mid-December - Number of students in AP courses compared to those registered to take the AP exam will be available and will be disaggregated by student group. 1% increase of AP enrollment (+23 students) with 1% (+33 exam registrations) increase of AP test takers compared to 21-22 school year. Testing will occur in May as sites are still updating their information.

As of 4/12/23 exam registrations and AP enrollment have exceeded the 22-23 goal:

	AP enrollment	Exam Registration
21-22	2351 (59% SES, 3% EL)	4311
22-23	2856 (64% SES, 4% EL)	4454
Net Growth Number	+505 (+435 SES, +40 EL)	+143
Growth Percentage	21.4% (+5% SES, +1% EL)	3.32%

2.2e - Heritage, Legacy, Puente Programs

Data Justification/Effectiveness of Action:

The Heritage, Legacy, and Puente programs have been created in RUSD to provide targeted service for African American and Hispanic students to address A-G passing rates and graduation rates. Designated counselors work with students enrolled in these programs, do multiple check-ins, monitor grades and provide additional support services to ensure students stay on track. Students also have their transcripts

reviewed regularly to make sure their core selections will help them meet all their A-G and graduation requirements. Effectiveness of students enrolled in these programs is shown by graduation rates for African American students just 1% below All Student graduation rate in RUSD, English Proficient Hispanic students at 100% graduation rate for RUSD, and English Learners at 84% graduation rate for RUSD.

- 2021-22 School Year
 - o Heritage
 - Graduation Rate: 93.8%
 - A-G Graduation Rate: 55%
 - o Legacy
 - Graduation Rate: 84.1%
 - A-G Graduation Rate: 25.3%
 - o Puente
 - Graduation Rate: 100%
 - A-G Graduation Rate: 88%
 - o Student achievement as identified by the following indicators:
 - Semester grades D/F Count
 - Heritage - 23%
 - Legacy - 45%
 - Puente - 1%

Program Numbers for the 2022-23 School Year

Heritage Program - 918

- 13% of schedules were changed due to the summer transcript review

Legacy Program - 1,054

- 10% of the schedules were changed due to the summer transcript review

Puente Program - 247

Additional program support for these programs include: guest speakers, Justin Hudson, Hardy Brown, field trips for enrichment to colleges and universities, assistance for students with costs of prom and grad night.

[HERITAGE, LEGACY AND PUENTE STATS:](#)

2.2f - Strategic and Intensive Services for English Learners

Data Justification/Effectiveness of Action:

- Increase the number of AVID Excel 8 students that apply and are accepted into the 9th grade AVID program.
 - o AVID Excel Data for the 22-23 SY
 - Number of AVID Excel 7/8 students: 205
 - AVID Excel housed at 5 middle schools: Central, Chemawa, Gage, Sierra, and University Heights

- Percentage of rising AVID Excel students (formally AVID Excel 8) enrolled in high school AVID programs: 60%
- Student achievement as identified by Semester grades
 - Percentage of students receiving multiple D and/or F: 45%
- ELD Summer School for Newcomers: 75 newcomers enrolled in the 2021-2022 summer school program with 73 completing it.
 - o Pre-assessment 39.1 % proficient, Post-assessment 65.2
 - o Teachers will be selected for the Summer ELD program. Plans will be developed between April 17th - 21th for the 2023 program. We will continue to provide the Hands-on History and Photography program through the Mission Inn.
 - o 98% of students completed the assigned project (72 of 73 students)
- A new supplemental resource was provided this year 22-23 to strengthen instruction of ELD standards within Part 2 & 3.
 - o All 17 Designated ELD teachers were trained in Advanced Phonics and Framing Your Thoughts. Teachers modified their instructional plan to include 15-20 minutes daily of Advanced Phonics and Framing Your Thoughts to the 116 newcomers in the 7-12 grades. The focus on ELD standards part 2 & 3 meet the ELA/ELD Framework's expectations of providing newly arrived EL's with foundational skills so they learn how English works.
 - o Feedback: Received a 3.7 of 4.0 score
- LAS Links Data
 - o In 2022-23, English learners increased from 480 to 759 students who scored at language level 4/5 on this assessment
- Tutors: Secondary sites hired a total of 31 tutors to support newcomers. The three sites with the most newcomers, John W. North High School, Ramona High School, and Arlington High School had an average of 5 tutors per site. [Reclassification Data](#)

2.2g - Case Management for Foster Youth

Data Justification/Effectiveness of Action: Increased foster youth graduation rate by 2% as measured by Aeries in spring 2022.

30 Foster Youth attended College Bound Welcome Day at RCC.

20 of 23 Foster Youth seniors are anticipated to graduate.

There are 0 Foster Youth expulsions.

13 Foster Youth are eligible for the state minimum graduation requirements.

Currently, 21 out of 202 Foster Youth have been suspended.

486 direct interventions have been provided.

Case management includes technical support with identification, enrollment, attendance, tutoring, records, supplies, school of origin determination and discipline. 22% of Foster Youth are considered to be chronically absent.

2.2h - Staff Collaboration for Students with Disabilities

Data Justification/Effectiveness of Action:

As of April, Inclusive Practices Specialists have provided 468 individual, small group, and whole staff professional learning sessions.

1827 out of 2714 or 67.5% of elementary students in Special Education are participating in general education 80% or more of the school day.

This is 13% higher than the target for this year.

The percentage of students with disabilities meeting standard in ELA on the CAASPP grew from 12.4% in 2018-19 to 14.1% in 2021-22 and the percentage meeting standards in math grew from 8.9% in 2018-19 to 9.2% in 2021-22.

As of March, progress monitoring indicates that the suspension rate for students with disabilities is 5.95% which is a decrease of 1.0% compared to the CA Dashboard for 21-22.

Chronic Absenteeism progress monitoring indicates a rate of 33.8% which is a decrease of 5.2%.

2.2i - Social-emotional Support for Preschool Students

Data Justification/Effectiveness of Action:

SAP Services August 2022 - March 2023

- SAP Counselor Christina Saiz has provided services in the mental health, social-emotional well-being of children and families. Ms. Saiz supports the classrooms with wrap-around services for children to self-regulate socially and emotionally as they increase their success in the classroom. Her services extend to the homes by equipping parents with strategies, resources, and outside agency referrals for continuum of care. Training and consults with teachers and instructional assistants have resulted in students engaging in meaningful and caring relationships with adults and peers.

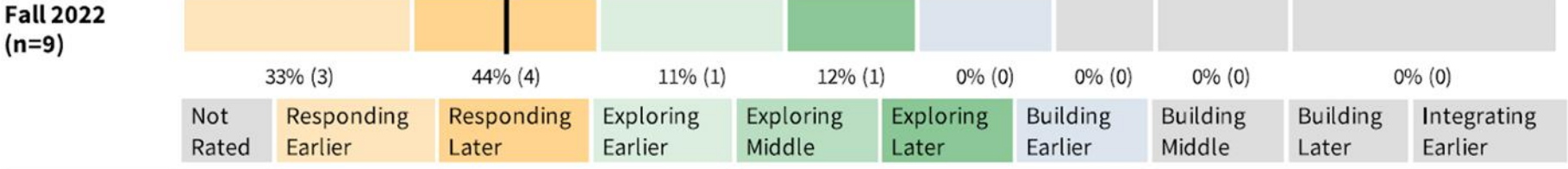
	WIT Referrals	Teacher Consults	Observations	Positive Behavior Plan Meetings	Therapeutic Sessions	Staff Training/ Presentations	Parent Training/ Presentations	Hours of Support in the Classroom
AUG	10	11	8	0	1	0	0	13
SEP	15	11	11	1	5	0	0	3
OCT	8	8	3	0	13	3	3	12.5
NOV	9	10	4	0	8	3	3	2
DEC	2	2	1	1	7	1	1	3
JAN	3	5	2	0	15	0	2	12
FEB	5	9	2	0	12	0	1	9.5
MAR	5	12	2	4	15	0	0	.5

- Infant and Toddler Fall 2022 and Spring 2023 DRDP for Social-emotional Development (SED)

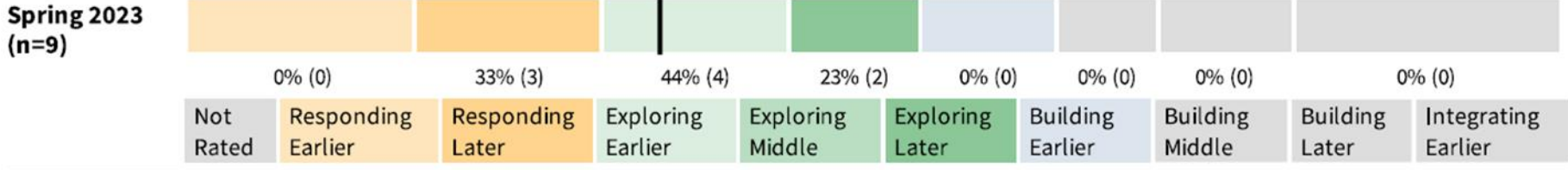
- o The Conscious Discipline curriculum teaches children to name their emotions, regulate them, and then solve problems. The instructional staff uses language models continuously and consistently throughout the day to support the development of SED for babies from 6 weeks to 18 months infant class, and from 18 months through 36 months in toddler class.

o The Fall 2022 and Spring 2023 data for SED indicate infants and toddlers have moved across the developmental continuum. Each child has demonstrated growth in learning how to self-regulate and express emotions.

 Social and Emotional Development



 Social and Emotional Development

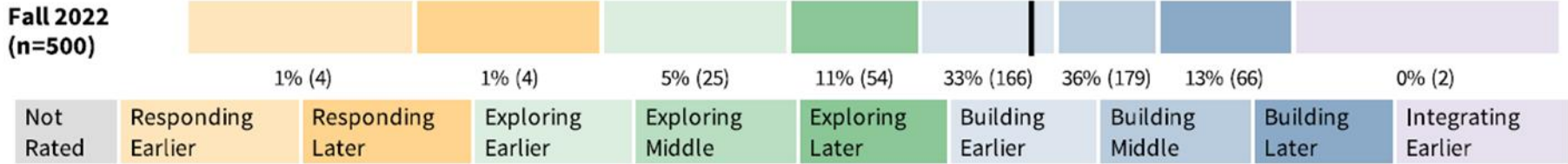


Preschool Fall 2022 and Winter 2022 DRDP for Social-emotional Development (SED)

- The Fall 2022 and Winter 2022 data for SED indicate preschool students have moved across the developmental continuum. Reviewing data from left to right, the four (4) students in the Responding Earlier in the fall have improved on their social-emotional development of Responding Later and Exploring Earlier. The percent of children in each level improved from fall to winter data. The overall rating of this domain increase from Building Earlier in the fall to Building Later in the winter. Twenty-nine percent, which is 157 out of 526 that were assessed in SED in the winter rated at the highest level of Integrating Earlier.



Social and Emotional Development



Social and Emotional Development



2.3a - Additional Allocations to Sites for Unduplicated Support

Data Justification/Effectiveness of Action: Each school site receives an allocation of LCAP funds based on its percentage of Unduplicated students. 38 of RUSD schools have over 55% of their student population identified as “Unduplicated.” 10 RUSD schools have less than 55% but over 30% identified as “Unduplicated” students. Common expenditures for LCAP site allocations are: TOSAs, Extended Day time for teachers, Instructional Assistants (Bilingual), Translators, Community Assistants (Bilingual), Incentives/awards, Enhanced/Supplemental Curriculum, Materials and Supplies, and Field Trips. These expenditures have direct touchpoints with students and therefore the effectiveness is demonstrated by the work of teachers on special assignment who provide coaching to teachers, assistance with reading and math curriculum and support for English learners. Extended Day time teachers assist with credit recovery by providing an extra period for students struggling with learning loss. The bilingual staff (Instructional Assistants, Translators, Community Assistants) provide invaluable services to school sites in that they connect to families and assist with IEPs, and provide tutoring to English learners. Many sites utilize these funds to provide Incentives/awards for attendance and behavior, purchase additional curriculum for English learners, and students with disabilities. Field trips, software, and other classroom materials and supplies to support student learning and growth. The expenditures must primarily serve Foster Youth, English Learners and/or Low-Income students. A one-time “additional funding allocation” was given to each school site in the spring this year which was added to their original allocation. All schools have reported that the additional funding through LCAP has increased the necessary supports to create well-rounded programs and helps to meet the diverse needs of their students.

2.3b - Library Media Assistants

Data Justification/Effectiveness of Action: Prior to this action, all schools did not have a Library Media Assistant (LMA) which created inequities across the schools in regards to library use and efficient Chromebook distribution (over 41,000 devices distributed annually). Providing this action in the LCAP as of 2022-23, LMAs successfully supported the disbursement of all instructional materials for trimester 1:1 including Chromebooks for all students. 100% of students have a Chromebook. All students are provided with a Chromebook immediately if they report a lost or damaged device. LMAs have also continued to disperse instructional materials for students and staff which include Chromebooks, textbooks, consumable materials, and staff resources (teacher’s editions, classroom kits, etc.) to support high-quality instruction. Staff also recommend, order, and check-out books based on student choice (recreational reading, research, etc.) and teacher request. Prior to this LCAP action, this data was not available. Due to the LMA organizational and implementation strategies, RUSD now has reportable data on device distribution and library usage.

	# of books checked out to students from school libraries
Elementary	677,104
Middle	20,776
High	13,004
District Total	710,884

2.3c - Combination Class Reduction (Discontinued in LCAP for 2023-24)

Data Justification/Effectiveness of Action:

- 30 Teachers are able to focus on a single grade of standards plus the prior grade standards (remediation) that students may need, in part due to impacts of the pandemic. In addition, those 30 teachers are able to attend a single grade collaboration each Wednesday. Reducing combination grades allows more students to be in single grade classes, and in some cases, smaller classes. Thirty teachers were hired to reduce combo classes Districtwide. Elementary schools with an Unduplicated percentage of 90% or higher have zero combo classes which supported 6 schools and dissolved 12 combination classes. Elementary schools with an Unduplicated percentage of 75%-89% have 1 or fewer combos. This supported 13 schools and dissolved 25 combination classes. Elementary schools with an Unduplicated percentage of 74% and below have 2 or fewer combos classes. This supported 11 schools and dissolved 8 combination classes. Overall, 45 combination classes were reduced and there was a total of 30 combination classes remaining. This action will not cost as much as originally anticipated. The District only needed to hire 30 teachers to break the combo classes as slated. Approximately \$7 million was set aside and the actual cost is estimated at \$4.8 million in total.
- Click the link below to see the CAASPP comparison data for teachers with a combination class compared to teachers with a straight grade level. [Combo/No- Combo Comparison Data Chart](#)

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

While our planned goals have not altered, the powerful feedback from our valued Educational partners influenced the changes in funding for our Actions/Services. Riverside Unified will use monetary increases from the Supplemental Concentration Grant, and our designated LCAP carry over funds from 2022-23. The desired outcome for each of the following Actions/Services listed reflects an increase or decrease in funding to further support, expand or transfer funds from the current work happening in the particular area as specified in the Action:

2.1b Textbook and Core Instruction Materials – Still discontinued in 2022-23.

2.1d STEM Opportunities for All Students – Increase by \$1.1 million to fund one-time Science Camp expenditures at all Elementary Schools

2.1f English Learner Designated ELD – Decreased, and will utilize funding from Learning Recovery Grant to fund for EL TOSAs

2.1g VAPA for All Students – Decreased by ~\$900,000, budget was lowered this year because last year the action received a one-time funding increase. Funding increase was used in 2022-23 for instrument repair, dance expansion, and expanding District programs. Other arts funding will now be available.

2.1k Career and Technical Education Programs – Increase to expand Auto Course and Construction Tech Course

2.1l Expand DLI Program – Increase to hire EL Coordinator

2.2a Summer Learning Programs – Increase to expand summer school to include English Learner Programs

2.2d Advanced Placement Courses – Increase to provide one-time funding to cover AP exam fees for all students

2.2e Heritage, Legacy, Puente Programs – Increase to expand program for 9th graders

2.3a Additional Allocation to Sites for Unduplicated Students – Increase allocation to sites using carryover funds

2.3c Combination Class Reduction – This action is discontinued in LCAP in 2023-24 and will be funded

A change in the metrics for AP and IB were included in this year's Annual Update to reflect measurements from the College Board and CDE College/Career Measures Only Report for AP and CDE College/Career Measures Only Report for IB.

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

Goal 3

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

An explanation of why the LEA has developed 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 alignment with our Multi-Tiered System of Supports in the District has been the catalyst that helped the District resolve difficulties around addressing mental health, while simultaneously creating and improving social-emotional learning. We now have a positive, preventative approach to school discipline, and we are developing leaders who will be able to move the District forward with a more holistic approach to educating the 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.

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>CA Dashboard Chronic Absenteeism Indicator</p> <p>All Students</p>	<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>Chronic Absenteeism - K-8 (DataQuest, 2020-21) 13.4%</p> <p>CA Dashboard did not publish Status, Change, or Performance color for Fall 2021. Data published on DataQuest.</p>	<p>Dashboard Status (Fall 2022, CA Dashboard): 28.3% - Very High Status</p> <p>Dashboard Performance: Dashboard color dials will return in 2023</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>African American</p>	<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>Chronic Absenteeism - K-8 (DataQuest, 2020-21) 18.8%</p> <p>CA Dashboard did not publish Status, Change, or Performance color for Fall 2021. Data published on DataQuest.</p>	<p>Dashboard Status (Fall 2022, CA Dashboard): 29.6% - Very High Status</p> <p>Dashboard Performance: Dashboard color dials will return in 2023</p>		<p>Dashboard Status (Fall 2024, CA Dashboard): 9.3% - Medium Status</p> <p>Dashboard Performance: Green</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<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>Chronic Absenteeism - K-8 (DataQuest, 2020-21) 15.3%</p> <p>CA Dashboard did not publish Status, Change, or Performance color for Fall 2021. Data published on DataQuest.</p>	<p>Dashboard Status (Fall 2022, CA Dashboard): 30.8% - Very High Status</p> <p>Dashboard Performance: Dashboard color dials will return in 2023</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>Chronic Absenteeism - K-8 (DataQuest, 2020-21) 17.8%</p> <p>CA Dashboard did not publish Status, Change, or Performance color for Fall 2021. Data published on DataQuest.</p>	<p>Dashboard Status (Fall 2022, CA Dashboard): 28.8% - Very High Status</p> <p>Dashboard Performance: Dashboard color dials will return in 2023</p>		<p>Dashboard Status (Fall 2024, CA Dashboard): 8.1% - Medium Status</p> <p>Dashboard Performance: Green</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<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>Chronic Absenteeism - K-8 (DataQuest, 2020-21) 17.0%</p> <p>CA Dashboard did not publish Status, Change, or Performance color for Fall 2021. Data published on DataQuest.</p>	<p>Dashboard Status (Fall 2022, CA Dashboard): 32.3% - Very High Status</p> <p>Dashboard Performance: Dashboard color dials will return in 2023</p>		<p>Dashboard Status (Fall 2024, CA Dashboard): 9.0% - Medium Status</p> <p>Dashboard Performance: Green</p>
<p>CA Dashboard Chronic Absenteeism Indicator</p> <p>Foster Youth</p>	<p>Dashboard Status (Fall 2019, CA Dashboard): 18.7% - High Status</p> <p>Dashboard Change (Fall 2019, CA Dashboard): Maintained by - 0.4%</p> <p>Dashboard Performance: Orange</p>	<p>Chronic Absenteeism - K-8 (DataQuest, 2020-21) 28.6%</p> <p>CA Dashboard did not publish Status, Change, or Performance color for Fall 2021. Data published on DataQuest.</p>	<p>Dashboard Status (Fall 2022, CA Dashboard): 31.6% - Very High Status</p> <p>Dashboard Performance: Dashboard color dials will return in 2023</p>		<p>Dashboard Status (Fall 2024, CA Dashboard): 12.7% - High Status</p> <p>Dashboard Performance: Yellow</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>CA Dashboard Chronic Absenteeism Indicator</p> <p>Students with Disabilities</p>	<p>Dashboard Status (Fall 2019, CA Dashboard): 15.3% - High Status</p> <p>Dashboard Change (Fall 2019, CA Dashboard): Declined by 0.7%</p> <p>Dashboard Performance: Yellow</p>	<p>Chronic Absenteeism - K-8 (DataQuest, 2020-21) 18.9%</p> <p>CA Dashboard did not publish Status, Change, or Performance color for Fall 2021. Data published on DataQuest.</p>	<p>Dashboard Status (Fall 2022, CA Dashboard): 37.2% - Very High Status</p> <p>Dashboard Performance: Dashboard color dials will return in 2023</p>		<p>Dashboard Status (Fall 2024, CA Dashboard): 9.3% - Medium Status</p> <p>Dashboard Performance: Green</p>
School Attendance All Students	Increase student attendance rate (Aeries, 2019-20): 96.8%	Increase student attendance rate (Aeries, 21-22): 92.5%	Increase student attendance rate (Aeries, 22-23): 92.57%		Increase student attendance rate (Aeries, 2022-23): >=96.8%
School Attendance African American	Increase student attendance rate (Aeries, 2019-20): 96.7%	Increase student attendance rate (Aeries, 21-22): 92.8%	Increase student attendance rate (Aeries, 22-23): 92.52%		Increase student attendance rate (Aeries, 2022-23): >=96.7%
School Attendance Hispanic	Increase student attendance rate (Aeries, 2019-20): 96.8%	Increase student attendance rate (Aeries, 21-22): 92.3%	Increase student attendance rate (Aeries, 22-23): 92.19%		Increase student attendance rate (Aeries, 2022-23): >=96.8%
School Attendance English Learners	Increase student attendance rate (Aeries, 2019-20): 96.6%	Increase student attendance rate (Aeries, 21-22): 91.9%	Increase student attendance rate (Aeries, 22-23): 91.67%		Increase student attendance rate (Aeries, 2022-23): >=96.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Attendance Socioeconomically Disadvantaged	Increase student attendance rate (Aeries, 2019-20): 96.6%	Increase student attendance rate (Aeries, 21-22): 92.2%	Increase student attendance rate (Aeries, 22-23): 92.05%		Increase student attendance rate (Aeries, 2022-23): >=96.6%
School Attendance Students with Disabilities	Increase student attendance rate (Aeries, 2019-20): 95.7%	Increase student attendance rate (Aeries, 21-22): 90.4%	Increase student attendance rate (Aeries, 22-23): 90.64%		Increase student attendance rate (Aeries, 2022-23): >=96.7%
School Attendance Homeless	Increase student attendance rate (Aeries, 2019-20): 95.3%	Increase student attendance rate (Aeries, 21-22): 90.0%	Increase student attendance rate (Aeries, 22-23): 88.55%		Increase student attendance rate (Aeries, 2022-23): >=96.8%
CA Dashboard Suspension Indicator All Students	Dashboard Status (Fall 2019, CA Dashboard): 4.2% - Medium Status Dashboard Change (Fall 2019, CA Dashboard): Increased by 0.4% Dashboard Performance: Orange	Suspension Rate (DataQuest, 2020-21) 0.2% CA Dashboard did not publish Status, Change, or Performance color for Fall 2021. Data published on DataQuest.	Dashboard Status (Fall 2022, CA Dashboard): 4.1% - Medium Status Dashboard Change 2022 Status Only due to COVID-19 Dashboard Performance: Dashboard color dials will return in 2023		Dashboard Status (Fall 2024, CA Dashboard): 3.3% - Medium Status Dashboard Performance: Green

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard Suspension Indicator African American	<p>Dashboard Status (Fall 2019, CA Dashboard): 7.6% - High Status</p> <p>Dashboard Change (Fall 2019, CA Dashboard): Declined by 0.8%</p> <p>Dashboard Performance: Yellow</p>	<p>Suspension Rate (DataQuest, 2020-21) 0.2%</p> <p>CA Dashboard did not publish Status, Change, or Performance color for Fall 2021. Data published on DataQuest.</p>	<p>Dashboard Status (Fall 2022, CA Dashboard): 7.6% - High Status</p> <p>Dashboard Change 2022 Status Only due to COVID-19</p> <p>Dashboard Performance: Dashboard color dials will return in 2023</p>		<p>Dashboard Status (Fall 2024, CA Dashboard): 3.85% - Medium Status</p> <p>Dashboard Performance: Green</p>
CA Dashboard Suspension Indicator Hispanic	<p>Dashboard Status (Fall 2019, CA Dashboard): 4.1% - Medium Status</p> <p>Dashboard Change (Fall 2019, CA Dashboard): Maintained by 0.2%</p> <p>Dashboard Performance: Yellow</p>	<p>Suspension Rate (DataQuest, 2020-21) 0.2%</p> <p>CA Dashboard did not publish Status, Change, or Performance color for Fall 2021. Data published on DataQuest.</p>	<p>Dashboard Status (Fall 2022, CA Dashboard): 4.2% - Medium Status</p> <p>Dashboard Change 2022 Status Only due to COVID-19</p> <p>Dashboard Performance: Dashboard color dials will return in 2023</p>		<p>Dashboard Status (Fall 2024, CA Dashboard): 3.2% - Medium Status</p> <p>Dashboard Performance: Green</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard Suspension Indicator English Learners	<p>Dashboard Status (Fall 2019, CA Dashboard): 3.8% - Medium Status</p> <p>Dashboard Change (Fall 2019, CA Dashboard): Increased by 0.3%</p> <p>Dashboard Performance: Orange</p>	<p>Suspension Rate (DataQuest, 2020-21) 0.1%</p> <p>CA Dashboard did not publish Status, Change, or Performance color for Fall 2021. Data published on DataQuest.</p>	<p>Dashboard Status (Fall 2022, CA Dashboard): 4.0% - Medium Status</p> <p>Dashboard Change 2022 Status Only due to COVID-19</p> <p>Dashboard Performance: Dashboard color dials will return in 2023</p>		<p>Dashboard Status (Fall 2024, CA Dashboard): 2.9% - Medium Status</p> <p>Dashboard Performance: Green</p>
CA Dashboard Suspension Indicator Foster Youth	<p>Dashboard Status (Fall 2019, CA Dashboard): 12.4% - very High Status</p> <p>Dashboard Change (Fall 2019, CA Dashboard): Increased by 0.4%</p> <p>Dashboard Performance: Red</p>	<p>Suspension Rate (DataQuest, 2020-21) 0.3%</p> <p>CA Dashboard did not publish Status, Change, or Performance color for Fall 2021. Data published on DataQuest.</p>	<p>Dashboard Status (Fall 2022, CA Dashboard): 9.4% - Very High Status</p> <p>Dashboard Change 2022 Status Only due to COVID-19</p> <p>Dashboard Performance: Dashboard color dials will return in 2023</p>		<p>Dashboard Status (Fall 2024, CA Dashboard): 7.9% - High Status</p> <p>Dashboard Performance: Yellow</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard Suspension Indicator Students with Disabilities	Dashboard Status (Fall 2019, CA Dashboard): 7.2% - High Status Dashboard Change (Fall 2019, CA Dashboard): Declined by 0.4% Dashboard Performance: Yellow	Suspension Rate (DataQuest, 2020-21) 0.4% CA Dashboard did not publish Status, Change, or Performance color for Fall 2021. Data published on DataQuest.	Dashboard Status (Fall 2022, CA Dashboard): 6.9% - High Status Dashboard Change 2022 Status Only due to COVID-19 Dashboard Performance: Dashboard color dials will return in 2023		Dashboard Status (Fall 2024, CA Dashboard): 3.45% - Medium Status Dashboard Performance: Green
Expulsion Rate All Students	Expulsion Rate (CALPADS, 2019-20): 0.17%	Expulsion Rate (DataQuest, 2020-21): 0.00%	Expulsion Rate (DataQuest, 2021-22): 0.2%		Expulsion Rate (CALPADS, 2022-23): 0.11%
Expulsion Rate African American	Expulsion Rate (CALPADS, 2019-20): 0.31%	Expulsion Rate (DataQuest, 2020-21): 0.00%	Expulsion Rate (DataQuest, 2021-22): 0.3%		Expulsion Rate (CALPADS, 2022-23): 0.16%
Expulsion Rate Hispanic	Expulsion Rate (CALPADS, 2019-20): 0.17%	Expulsion Rate (DataQuest, 2020-21): 0.00%	Expulsion Rate (DataQuest, 2021-22): 0.2%		Expulsion Rate (CALPADS, 2022-23): 0.11%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Student Climate Survey</p> <p>All Students</p>	<p>Student Climate Survey - Increase Student Engagement / Connectedness to School (2020-21): 67% Agree/Strongly Agree</p>	<p>Student Climate Survey - Increase Student Engagement / Connectedness to School (2021-22): 69% Agree/Strongly Agree</p>	<p>Student Climate Survey - Increase Student Engagement / Connectedness to School (2022-23):</p> <p><i>RUSD has shifted to using Panorama Education as the Culture and Climate Tool. The tool will report % Favorable compared to the national average.</i></p> <p><u>Sense of Belonging</u> 37% Favorable as compared to the National Average of 55%</p> <p><u>Engagement</u> 26% Favorable as compared to the National Average of 48%</p>		<p>Student Climate Survey - Student Engagement / Connectedness to School (2023-24): 73% Agree/Strongly Agree</p>
<p>Student Climate Survey</p> <p>All Students</p>	<p>Student Climate Survey - Increase Students' sense of Safety (2020-21): 75% Agree/Strongly Agree</p>	<p>Student Climate Survey - Increase Students' sense of Safety (2021-22): 67% Agree/Strongly Agree</p>	<p>Student Climate Survey - Increase Students' sense of Safety (2022-23):</p> <p><i>RUSD has shifted to using Panorama Education as the Culture and Climate Tool. The tool will report % Favorable compared to the national average.</i></p> <p><u>School Safety</u> 56% Favorable as compared to the</p>		<p>Student Climate Survey - Student Engagement / Connectedness to School (2023-24): 81% Agree/Strongly Agree</p>

			National Average of 58% Favorable		
Student Climate Survey All Students	Student Climate Survey - Increase Students' perception of Social-emotional & Behavioral Supports at Schools (2020-21): 78% Agree/Strongly Agree	Student Climate Survey - Increase Students' perception of Social-emotional & Behavioral Supports at Schools (2021-22): 73% Agree/Strongly Agree	Student Climate Survey– Increase Students' perception of Sense of Belonging (2022-23): <u>Sense of Belonging (SEL)</u> 37% Favorable as compared to the National Average of 55% Favorable		(CHKS) Student Climate Survey - Increase Students' perception of Social-emotional & Behavioral Supports at Schools (2023-24): 81% Agree/Strongly Agree (Panorama) 55% Favorable
Parent Climate Survey All Parents	Parent Climate Survey - Increase Parents' perception of Safety (2020-21): 92% Agree/Strongly Agree	Parent Climate Survey - Increase Parents' perception of Safety (2021-22): 86% Agree/Strongly Agree	Parent Climate Survey - Increase Parents' perception of Safety (2022-23): <u>School Safety</u> 68% Favorable as compared to the National Average of 80% Favorable		(CHKS)Parent Climate Survey - Increase Parents' sense of Safety (2023-24): 95% Agree/Strongly Agree (Panorama) 80% Favorable

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Climate Survey All Parents	Parent Climate Survey - Increase Parents' perception of Involvement & Participation (2020-21): 75% Agree/Strongly Agree	Parent Climate Survey - Increase Parents' perception of Involvement & Participation (2021-22): 68% Agree/Strongly Agree	Parent Climate Survey - Increase Parents' perception of Involvement & Participation (2022-23): <u>Barriers to Engagement</u> 79% Favorable as compared to the National Average of 85% Favorable		(CHKS) Parent Climate Survey - Increase Parents' perception of Involvement & Participation (2023-24): 78% Agree/Strongly Agree (Panorama) 85% Favorable
Parent Climate Survey Parents of student with exceptional needs	Parent Climate Survey - Increase Parents' perception of Involvement & Participation (2020-21): 75% Agree/Strongly Agree	Parent Climate Survey - Increase Parents' perception of Involvement & Participation (2021-22): 71% Agree/Strongly Agree	<i>RUSD has shifted to using Panorama Education as the Culture and Climate Tool. For Year 2, voluntary background questions will be added to capture responses of parents of students with exceptional needs.</i> Score not available this year		Parent Climate Survey - Increase Parents' perception of Involvement & Participation (2023-24): 78% Agree/Strongly Agree
Parent Climate Survey Parents of "Unduplicated Pupils"	Parent Climate Survey - Increase Parents' perception of Involvement & Participation (2020-21): 75% Agree/Strongly Agree	Parent Climate Survey - Increase Parents' perception of Involvement & Participation (2021-22): 77% Agree/Strongly Agree	<i>RUSD has shifted to using Panorama Education as the Culture and Climate Tool. For Year 2, voluntary background questions will be added to capture responses of parents of Unduplicated pupils.</i> Score not available this year		Parent Climate Survey - Increase Parents' perception of Involvement & Participation (2023-24): 78% Agree/Strongly Agree

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff Climate Survey All Staff	Staff Climate Survey - Increase Staff sense of Safety (2020-21): 95% Agree/Strongly Agree	Staff Climate Survey - Increase Staff sense of Safety (2021-22): 86% Agree/Strongly Agree	Staff Climate Survey - Increase Staff sense of Safety (2022-23): <u>School Safety</u> 58% Favorable <i>No national data set as this is a new topic for staff</i>		(CKHS) Staff Climate Survey - Increase Staff sense of Safety (2023-24): 95% Agree/Strongly Agree (Panorama) 68% Favorable

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)	\$905,179	Y
3.1b	Family Engagement Programming	Provide inclusive and accessible family engagement programming to allow parents/guardians to fully participate in the education of their child(ren) by enhancing their parenting capacity, increasing connections to school/community and promoting parent leadership development. (LCFF /Title I)	\$198,000	Y
3.1c	Strategic Communications Plan	Implement a strategic communications plan to increase community engagement and two-way communication between the Board of Education, administration, staff, students, parents and the RUSD community with a focus on disadvantaged (Unduplicated) and underserved students and their families. (LCFF)	\$1,018,735	Y

3.2a	Translation Service	Provide translation and interpretation services to increase parent access to the school community. (LCFF)	\$1,734,187	Y
3.2b	STEM Academy Lottery Process	Conduct Districtwide outreach and recruitment and modify/enhance the Riverside STEM Academy lottery process to increase equity and access to Unduplicated and underrepresented students. (LCFF)	\$21,750	Y

Action #	Title	Description	Total Funds	Contributing
3.3a	Comprehensive Culture and Climate Tool	Identify and implement a comprehensive culture and climate tool that will annually survey students, staff and families in RUSD. District leadership will use the survey results to increase student resiliency and connectedness, family involvement, and staff morale and wellness. (LCFF)	\$123,500	Y
3.3b	Social-emotional Learning Curriculum	Implement a Districtwide Social-Emotional Learning Curriculum in all schools across the District. (LCFF)	\$230,535	Y
3.3c	Wellness Opportunities for Employees	Continue to provide wellness opportunities for employees to reduce stress, increase productivity, and employee retention. (LCFF)	\$150,839	N

Action #	Title	Description	Total Funds	Contributing
3.3d	Child Welfare and Attendance Support	<p>Provide Child Welfare and Attendance support to students, families, and staff to promote student engagement</p> <p>by:</p> <ul style="list-style-type: none"> ● Implementing Community Circles and utilize Restorative Practices as a prevention and intervention strategy at each school site. ● Teaching students prosocial skills, self-advocacy, and expectations through Positive Behavior Interventions and Supports (PBIS). ● Encouraging the use of other means of correction for disciplinary infractions through the revision and implementation of District sequential discipline guidelines to promote positive student engagement. ● Utilizing Aeries Analytics to inform the development of prevention and intervention strategies and allocation of resources that support Unduplicated students prior to suspensions to reduce disproportionality. ● Supporting Unduplicated students prior to suspensions by providing check-ins, mentoring. ● Promoting positive attendance initiatives and practices including the development of school attendance teams (LCFF) 	\$6,271,389	Y
3.3e	Co-Curricular and Extracurricular Activities - HS	<p>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</p>	\$2,045,061	Y

Action #	Title	Description	Total Funds	Contributing
3.3f	Athletic and Activities - MS	Continue to implement the middle school sports programs, freshman and sophomore athletics, as well as high school athletics to allow more opportunities and options for students to engage in athletic competition. (LCFF)	\$3,342,311	Y
3.4a	Student Assistance Program - Individual and Group	Continue to provide social-emotional support including individual and group counseling, check-ins and classroom lessons through the implementation and monitoring of the Student Assistance Program. (LCFF / Title IV)	\$6,200,420	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	\$2,369,267	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)	\$363,671	N

Goal Analysis for [2023-24]

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

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

3.1a - Family and Community Partnerships

Challenges in Implementation: Housing support for families continues to be the greatest challenge for the FRC. Cost of living increases, including higher food costs, utility payments, and rent increases, are impacting families. Most relief programs are impacted and have strict eligibility requirements, including one-time benefits. We continue to see an increase in refugees from Afghanistan, Venezuela, Columbia, and Central America requiring assistance with basic needs. FRC is looking at a partnership with Liberty elementary to support families living within the Arlington community.

Successes in Implementation: Over 2000 family contacts have been recorded for this school year. New partners are: Quality Parenting Initiative, Neighborhood Healthcare, Miracles and Dreams Foundation, American Heart Association, CAAASA Cares, SB Connect Alliance for Education, Vision y Compromiso, the Central American Resource and Education Center, and Empire Fathers Coalition, FosterAll, Voices for Children, and Dads Assisting Dads Coalition.

3.1b - Family Engagement Programming

Challenges in Implementation: More family engagement workshops will be held towards the end of the school year including supporting the You are Enough event which focuses on suicide prevention and positive social-emotional health.

Successes in Implementation: In coordination with community partners, FRC offers weekly family engagement workshops supporting student learning, wellness, and college and career readiness. The hybrid workshop model (in-person and virtual workshops) provides choice and accessibility for families. In October, in partnership with Riverside City College, Parent Institute for Quality Education, and Riverside Community Health Foundation hosted the 2022 Virtual Family Engagement Summit. The summit provided families with practical tools to establish a foundation for academic success, learning at-home support, and pathways to postsecondary education. FRC has also distributed 300+ family literacy packs, 2000+ books for students ages 0-8 and school supplies/backpacks to over 700 students TK-12. Attendance for in-person workshops are exceeding last year's attendance at 2600, and 4192 participants in the Facebook/live online Cafecito resource event

3.1c - Strategic Communications Plan

Challenges in Implementation: We have been down 2 staff members for part of the year which has interrupted our workflow. Our new Communications Tools Work Group has been challenging because of the RFP Process. Mapping out a cohesive plan for communication across all schools that will create institutional change and impact teachers, students' families, employees is complicated because every school has different organizations that they work with - so gathering information on all of this has been challenging.

Successes in Implementation: The Communications Team finished the Communications District Strategic Plan - and it has been approved by the Board for 3 years. More story telling is happening, the team is getting more leads for stories, more videos with animation is happening to reach a wider audience. Our "Did You Know" campaign has taken off successfully this year as well. The Comms Team has been customizing the school website templates - so they will be standardized across the District.

3.2a - Translation Service

Challenges in Implementation: Site vacancies for translators have gone unfilled for most of the year so bilingual office assistants have been allowed by the RUSD personnel office to act in lieu of a translator if one is not available. There are still IEPs that need to be conducted in Spanish before the year is over and space at the Grant site needs additional private space to conduct the meetings more often.

Successes in Implementation: This year there have been 411 Translation requests, 814 Interpretation requests and 300 IEPs translated.

3.2b - STEM Academy Lottery Process

Challenges in Implementation: Ongoing equity efforts include: 1) Lottery based on 2020 Census Blocks, 2) Two tickets issued per decile below District average, 3) Removal of Out of District Seats, 4) Equalization of seats per high school attendance area. These were made to ensure greater equity in the enrollment for the STEM Academy.

Successes in Implementation: The 2023-24 lottery process has been completed. The lottery revisions and targeted recruitment efforts have resulted in a more diverse applicant pool for this past year 2022-23:

3.3a - Comprehensive Culture and Climate Tool

Challenges in Implementation: The California Healthy Kids Survey generated some negative feedback from parents regarding its “invasive” questions, prompting the District to change to culture and climate survey to Panorama for 2023-24.

Successes in Implementation: Three surveys by Panorama were conducted for parents, students and staff in late March of 2023. The total responders included 16825 students, 2573 families, and 655 teachers and 852 other staff members. There were five shared constructs asked across all three surveys. The total number of respondents were 20,905.

3.3b - Social-emotional Learning Curriculum

Challenges in Implementation: The Director for Wellness and Community Engagement has worked to fill several position vacancies this year, and create/implement a Districtwide accessible social-emotional learning curriculum.

Successes in Implementation: RUSD purchased Second Step SEL Curriculum for all TK-8 teachers this year, and physical kits were purchased for use by support staff. Teachers successfully taught Second Step Lessons in their classrooms this year, which was the first year of implementation for this curriculum. Pupil Services/SELPA/Wellness and Instruction are working with site leadership on implementation.

3.3c - Wellness Opportunities for Employees

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

Successes in Implementation: So far this year 123 individual wellness coaching lessons have been conducted serving 25 employees. Lunchtime yoga for 10 sessions, 5 mindfulness workshops, 4 book club meetings, 50 employee community circles and 23 team/department sessions. There were 200 attendees at the Annual Employee Fair exceeding last year’s attendance.

3.3d - Child Welfare and Attendance Support

Challenges in Implementation: There a focus and funding for Restorative Practices this year however, some employees are hesitant to give up time to attend training. Suggest garnering more admin. support to encourage this Tier 1 classroom intervention training. Chronic absenteeism is becoming a larger issue in the District and new innovative strategies need to be put in place.

Successes in Implementation: There have been over total of 300 discipline incidents in which the use of Restorative Practices as an OMC disposition was used. A total of 39 out of 44 or 88% of schools subject to daily attendance accounting have developed a school attendance team. Monthly attendance meetings are held where Pupil Services, RCOE, and A2A provide tiered support to site teams to increase positive attendance and thereby reduce chronic absenteeism. TOSAs provide support to site-based attendance teams and follow-up with sites to increase the percentage of conferences or School Attendance Review Team (SARTs) are scheduled and closed in the A2A platform. The work of TOSAs and site-based attendance teams is guided by the District Attendance Improvement Plan developed by Pupil Services.

3.3e - Co-Curricular and Extracurricular Activities -HS

Challenges in Implementation: Many clubs did not start back up upon return to in-person schooling since there is still a limitation on volunteers on campus and some of the momentum for clubs and activities was lost during the pandemic.

Successes in Implementation: For fall semester, there were 11,663 entries to track School +2 activities from all 5 comprehensive high schools and 3 specialty schools. Results showed students engaged in 2 or more activities at school have +.13 GPA over their peers who are not involved at school. Additionally, student involved in school +2 have higher graduation rates and lower suspension rates than their peers who are not involved in school.

3.3f - Athletic and Activities - MS

Challenges in Implementation: Schools still find it challenging to recruit Unduplicated students for sports, a more concerted effort to hire bilingual coaches is underway to help English learners to feel welcome on the sports teams.

Successes in Implementation: A variety of sports were offered across all middle schools with many students who participated across the District. 2022-23 data indicated 1,528 students have participated in middle school sports – soccer, track, basketball, cross country, and volleyball. GPA and attendance rates were tracked for middle school students who are involved in sports.

3.4a - Student Assistance Program - Individual and Group

Challenges in Implementation: There has been wait time for supplies for the Wellness department still due to supply chain issues, and there have been vacancies in SAP counselors due to more school Districts in the Inland Empire now creating their own Wellness Initiatives.

Successes in Implementation: Success include getting the 2 Wellness Centers at Poly High School and Arlington High School up and running - both Wellness Centers are located in school-site libraries. Arlington High School is 1/2 of library, Poly High School now hosts Wellness center in old career center. Updated numbers for counseling referrals as of April 2023: 200 SAP referrals to Poly High School Wellness, Arlington High School SAP referrals 185. Numbers are typical. 3800+ referrals overall from District; 749 family interviews; 1438 students in individual counseling; 1315 students in group counseling; 6730 check-ins; 570 classroom lessons; 45 parent workshops; and 94 staff workshops.

3.4b - Student Assistance Program - Observations and Interventions

Challenges in Implementation: Due to the post-COVID-19 needs, SAP Counselors still have a backlog for students to have their initial observations, psychometric testing, and referral process. There are increasing numbers of students with the most challenging behaviors. More staffing is needed to address these challenging behaviors such as 1 additional Psychologist and 5 more Prevention Assistants.

Successes in Implementation: Bringing on 1 additional SAP Psychologist made a huge difference this year on workload and helped the SAP team to understand that they needed to develop teams of Psychologists, Counselors and Prevention Assistants to organize and deploy to different sites to handle the increasing caseloads. Five full SAP teams that include Psychologists, Prevention Assistants, and SAP Counselors, are expected to be in place by 2023-24.

3.4c - Removing Barriers for Foster and Homeless Youth

Challenges in Implementation: Big Brothers/Big Sisters - finding mentees has been a challenge this year. Outreach for Foster Youth and Homeless Youth - there is difficulty in solving the homeless situation is not what we can do - but we can focus on educational barriers. Parents and families that are transient pose a problem for transportation and school attendance for students. Work to make enrollment staff at sites understand the process and difficulties for homeless students. Enrollment and outside agencies are the major reporting - some of the reporting was difficult to complete - but now Michelle will be able to help.

Successes in Implementation: Homeless Count currently at 1066, and 232 for Foster. Started the year at 738 for homeless...identification is continuous throughout the year. Foster increased this year - started with 187. Pupil Services have worked diligently to remove Barriers such as attendance issues, family wellbeing, tutoring, referrals to home connect, records, supplies, transportation and discipline support. 177 out of 388 chronically absent student attendance have participated in review team meetings. All Seniors have had an AB 1806 evaluation.

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

When determining which items were materially overspent or underspent, the District examined items that were either overspent/underspent by both 10%.

Action 3.1c – Strategic Communications Plan: (-60.2%) Due to a one-time addition to support the purchase of a large communications program which ended up not being purchased this year.

Action 3.2a – Translation Service: (-13.9%) Due to 17 job vacancies in the District for school-site translators.

Action 3.4a – Student Assistant Program – Individual/Group: (-10.6%) Position vacancies.

Action 3.4b – Student Assistant Program – Observations & Interventions: (-21.4%) Position vacancies.

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

3.1a - Family and Community Partnerships

Data Justification/Effectiveness of Action:

- 7,485 family contacts were recorded from July 1 to May 3, 2023.
- 15 new partners were identified to support students and families this year

New partnerships identified to support the comprehensive needs of students and families include Neighborhood Healthcare, Miracles and Dreams, CAAASA Cares, American Heart Association, African American Health Coalition, Community Health Association, Vision y Compromiso, Smile CA, and Immigrant Defenders Law Center, among others. In addition, FRC is renewing connections with established local community agencies to review needs and services as changes in staff and services have occurred since the pandemic.

School administration, teachers and support staff refer families to address barriers to learning. This school year's highest requested services include assistance with registration, school supplies, attendance, student health services, tutoring, and social-emotional support, among other District services. Referrals to community partners include access to food, healthcare, rent and utility assistance, counseling, parenting support, and crisis assistance.

In coordination with local community partners, FRC distributed school supplies and backpacks to over 700 students in grades PreK-12, 330 Family Literacy Packs, and over 2,000 books for students ages 0-8.

During the holidays, over 200 families were linked to Feeding America, Central Community Christian Fellowship, Community Health Systems, Inc., Community Settlement Association, and Salvation Army for food boxes and Thanksgiving meals.

Over 1,300-holiday gift items, including shoes, clothing, jackets, and toys, were donated by Kaiser Permanente, Skechers, and the Mazarei family and were distributed to children ages 0-18. In addition, 400 students were referred to Miracle on Main Street.

3.1b - Family Engagement Programming

Data Justification/Effectiveness of Action: In coordination with community partners, FRC provides family engagement workshops to equip parents and caregivers with the knowledge and skills to support student learning, wellness, and college and career readiness. The FRC has implemented a hybrid workshop model (in-person and virtual workshops) to provide choice and accessibility for families. Programs supporting student learning include the Parent Institute for Quality Education (PIQE), Transition to College, Opening Doors School Readiness, and School Smarts Parent Engagement Program. The Digital Equity Program equips parents and caregivers with basic computer skills, digital citizenship, and tools to navigate online resources. Participants receive a free refurbished desktop computer from Riverside County.

In October 2022, the RUSD Virtual Family Engagement Summit was held in partnership with Riverside City College, Parent Institute for Quality Education, and the Riverside Community Health Foundation. The summit provided families with practical tools to establish a foundation for academic success, learning at-home support, and pathways to postsecondary education.

3.1c - Strategic Communications Plan

Data Justification/Effectiveness of Action: The [Communications Strategic Plan](#) has been reviewed and approved by Cabinet and the Board of Education. In addition, [monthly analytics](#) are provided to the Board of Education and Cabinet.

3.2a - Translation Service

Data Justification/Effectiveness of Action: Requests for Translation/Interpretation as of April 2023,

- Translation 411
- Interpretation 814
- 300 IEPs this school year (2022-23) have needed translation.
- Interpreting requires partnerships with out of District companies and RCOE due to the increase in languages other than Spanish (Q'anjob'al, Pashto and Arabic).
- The Guatemala Embassy will continue to provide support with Q'anjob'al interpretation and translation.

Current Staffing:

- 17 Interpreter/Translators at 21 schools
- 5 District Interpreter/Translators
- 11 Interpreter/Translator Vacancies

3.2b - STEM Academy Lottery Process

Data Justification/Effectiveness of Action:

Greater equity measures were taken this year to ensure a more diverse set of students entering the STEM Academy. A greater attempt at recruitment was effective due to over 15,000 contacts via email, auto dialer, and social media were made this year resulting in 336 applicants for 2023-24, one of the largest application pools in recent years. Recent recruitment efforts show an increase in female applicants from 39% to 45%, an increase in Low-income students from 55% to 57%, and an increase in English learners from 3% to 5%.

3.3a - Comprehensive Culture and Climate Tool

Data Justification/Effectiveness of Action: RUSD completed the requisition and contract process to partner with Panorama Education to design a new Culture and Climate survey. This product will enable RUSD to collect a larger scope of respondents based on the ease of use, distribution capabilities, and reduced parental consent requirements (due to the nature of survey items asked to children, per Ed. Code). Over 16,868 students, 1507 employees, and 2,574 parents participated in the Climate Survey in February 2023.

2022-23 Results:

Students:

- School Safety - 56% of all RUSD student survey respondents scored this topic favorably as compared to the national average of 58% for this component.
- Teacher-Student Relationships - 50% of all RUSD student survey respondents scored this topic favorably as compared to the national average of 65% for this component.
- School Climate - 43% of all RUSD student survey respondents scored this topic favorably as compared to the national average of 70% for this component.
- Sense of Belonging - 37% of all RUSD student survey respondents scored this topic favorably as compared to the national average of 55% for this component.
- Engagement - 26% of all RUSD student survey respondents scored this topic favorably as compared to the national average being 48% for this component.

Teachers/Staff:

- Belonging - 59% of all RUSD Teachers and Staff respondents scored this topic favorably as compared to the national average of approximately 65% for this component.
- School Climate - 54% of all RUSD Teachers and Staff respondents scored this topic favorably as compared to the national average of approximately 62% for this component.
- School Safety - 63% of all RUSD Teachers and Staff scored this topic favorably. This is a new question stem and there is no national data for 2023

Families:

- Barriers to Engagement - 79% of all RUSD Family survey respondents scored this topic favorably as compared to the national average of 85% for this component.
- School Safety - 68% of all RUSD Family survey respondents scored this topic favorably as compared to the national average of 80% for this component.
- School Climate - 59% of all RUSD Family survey respondents scored this topic favorably as compared to the national average of 72% for this component.

• Family Engagement - 17% of all RUSD Family survey respondents scored this topic favorably as compared to the national average of 19% for this component.

3.3b - Social-emotional Learning Curriculum

Data Justification/Effectiveness of Action: SEL Curriculum for all TK-8 teachers. Digital Second Step SEL Curriculum K-8 and physical kits for TK were purchased for this action. Physical kits were also purchased for use by Support Staff (Psychologists, School Counselors, and SAP Counselors) to effectively implement social-emotional learning across the District. As of April 13, 2023, 3,009 Second Step lessons have been completed across the District during the first year of implementation. Effectiveness will be determined by improvement in behavior referrals and positive student/teacher relationships as reported by students and teachers in the 2023-24 LCAP Survey.

The Director for Wellness & Engagement position has been expanded to provide supervision for the following to ensure effective implementation of MTSS. The Director supervises the following team:

44 licensed therapists (SAP Counselors); 2 Multi-Tiered System of Supports Psychologists; 2 Crisis Prevention and Intervention Psychologists; 15 Prevention Assistants, 1 Wellness Supervisor, and 1 Bilingual Community Assistant.

3.3c - Wellness Opportunities for Employees

Data Justification/Effectiveness of Action: Provided individual coaching, group workshops, lunchtime yoga, mindfulness groups, book clubs, community circles, and team/department work: 51 coaching sessions, 3 lunchtime yoga, 5 mindfulness meetings, 4 book club meetings, 19 employee community circles, 4 team/dept sessions have been provided as of November 18, 2022.

At the end of 2022 150+ individuals participated in wellness offerings.

As of April 2023, 123 individual sessions were held and 25 individuals have been served. Lunchtime yoga averaged 5 attendees over 10 sessions.

There has been an average of 5 attendees at mindfulness sessions, 4 book studies are in progress, 50 employee community circles with between 5-10 attendees each time, 23 team/dept sessions have been provided as of April 4, 2023. There were approximately 200 attendees at the January Annual Employee Wellness Fair. Effectiveness is demonstrated by increases in attendance at the employee wellness events over last year.

3.3d - Child Welfare and Attendance Support

Data Justification/Effectiveness of Action: As of November 2022, there were a total of 292 incidents in which the use of Restorative Practices as an OMC disposition was used.

Restorative Practices Level 1 and Level 2 training was offered beginning in January 2023

Monthly attendance meetings are held where Pupil Services, RCOE, and A2A provide tiered support to site teams to increase positive attendance and thereby reduce chronic absenteeism.

TOSAs provide support to site-based attendance teams and follow-up with sites to increase the percentage of conferences or School Attendance Review Team (SARTs) are scheduled and closed in the A2A platform. The work of TOSAs and site-based attendance teams is guided by the District Attendance Improvement Plan developed by Pupil Services.

As of April 2023:

1. Restorative Practices: To date, a total of 112 employees have been trained in Level 1 and an additional 58 have completed Level 2 training thus far.
2. A total of 39 out of 44 or 88% of schools subject to daily attendance accounting have developed a school attendance team. Monthly attendance meetings are held where Pupil Services, RCOE, and A2A to provide tiered support to site teams to improve positive attendance and thereby reduce chronic absenteeism.
3. As of April 10, 2023, a total of thirty-eight (38) out of forty-six (46), or 83% of school sites have scheduled and closed 75%+ of SARTs in the A2A platform. The “Conference Addressed by Site” report from A2A may be accessed [HERE](#).
4. The goal is to achieve a 40%+ Improvement Rate. Since chronic absenteeism is a K-8 indicator, we are tracking improvement rate by level (e.g. Elementary, Middle, and High School). As of March 31, 2023, the improvement rate by level is as follows: Elementary - 55.4%, Middle School - 33.3%, High School - 38%. The A2A Improvement Rate may be accessed [HERE](#).
5. As of April 14, 2023, there were a total of 702 incidents in which the use of Restorative Practices as an OMC disposition was used. This represents an increase of 410, as there were 292 incidents in November 2022.
6. The table hyperlinked below provides an update on the District’s suspension rate through the end of March 2023 (3.31.23), when compared to the 2022 CA Dashboard indicator. This indicator represents the percentage of students who have accumulated one or more suspensions and are only counted once in the indicator. Keep in mind that the desired outcome for suspension rates is reversed; the goal is to achieve a low suspension rate, particularly when compared to the previous year. [Suspension Rate Progress Monitoring 4.30.23](#)
7. The table below provides an update on the District’s chronic absenteeism rate through the end of March 2023 (3.31.23), when compared to the 2022 CA Dashboard indicator. This indicator represents the percentage of students who were absent for ten (10) percent or more of the instructional days they were enrolled to attend. Keep in mind that the desired outcome for chronic absenteeism is reversed; the goal is to achieve a low chronic absenteeism rate, particularly when compared to the previous year. [Chronic Absenteeism Rate Progress Monitoring 4.30.23](#)
8. Campus Supervisors - one time increase in campus supervisors this year

3.3e - Co-Curricular and Extracurricular Activities - HS

Data Justification/Effectiveness of Action: As of November 2022, there are 11,663 entries to track School +2 activities at all 5 comprehensive high schools and 3 specialty schools. The reporting deadline to enter into Aeries was 11/18/2022. Once the fall semester ends a report will be generated how participation in school activities leads to connecting students to school, specifically our underrepresented There will be a comparison of students who are involved in 0, 1, or 2 activities)

Fall Semester 2022-23 Results:

- Overall, students in who are engaged in 2 or more activities at school (School +2) have +.13 GPA over their peers who are not School +2 (3.25 versus 3.12)
- Overall, students designated as a School +2 attend school at a higher rate than their peers who are not School +2 (96.7% versus 95.8%)
- Overall, students designated as a School +2 are suspended at a lower rate than their peers who are not School +2 (1.6% versus 1.7%)

3.3f - Athletic and Activities - MS

Data Justification/Effectiveness of Action: 2022-23 data indicated 1,528 students have participated in the following five middle school sports: soccer, track, basketball, cross country, and volleyball. All 19 stipends have been utilized by each site. Tracking for middle school is being completed and will be available at the end of the year. Success Indicator results as follows:

Data for GPA and attendance was tracked in the 2nd semester. Data entry into Aeries to aggregate middle school sports athletes was completed in 2nd Semester.

The cumulative GPA of middle school athletes was 3.03 and their attendance rate was 94.9%.

3.4a - Student Assistance Program - Individual and Group

Data Justification/Effectiveness of Action: As of December 2022, SAP Counselors served 608 students individual counseling and 331 students group counseling. They also conducted 1,548 check-ins, 173 mindfulness sessions, and 260 classroom lessons, 11 parent workshops, and 15 staff workshops.

Three Wellness Centers at Ramona High School, Poly High School and Arlington High School up and running. As of April 2023.

The FastBridge social-emotional screener is used as an indicator of effectiveness for the individual and group SAP program. The Winter FastBridge Universal Screener data for Social-emotional Learning as measured by the mySAEBRS for grades 2-12 indicates 72% of students are falling in the “low risk” category with 24% falling in the “some risk” category and 4% falling in the “high risk” category. In reviewing the FastBridge social-emotional screening data from last Winter (2022), 75% of our student population scored in the “low risk” category. Although this number represents a decrease, 75% (2022) to 72% (2023), further analysis will be conducted next year to do a direct student comparison to determine if student-level improvements were made. The Winter FastBridge Universal Screener data for Social-emotional Learning as measured by the mySAEBRS for grades K-1 indicates 84% of students are falling in the “low risk” category with 14% falling in the “some risk” category and 3% falling in the “high risk” category. The District has a target of 80% for all students to score in the

“low risk” category for social-emotional learning. While K-1 students are on target for this goal, we anticipate a larger increase for grades 2-12 next year with the continued implementation of MTSS.

As of April 2023, SAP Counselors have served 1,374 students in individual counseling and 960 students in group counseling. They have also conducted 3,965 check-ins, 598 mindfulness sessions, 331 classroom lessons, 32 parent workshops, and 29 staff workshops

Four Wellness Centers are established (Arlington, John W. North High School, Poly, and Arlington). Martin Luther King High School is planned for 2023-24.

3.4b -Student Assistance Program - Observations and Interventions

Data Justification/Effectiveness of Action: As of April 2023, the newly created SAP teams have effectively completed the following: 112 observations, 71 behavior support plans, 279 SST meetings attended, and 432 teacher consultations.

27 students completed services with referrals for psych-educational evaluation.

Based on the data from our GoGuardian self-harm alert system, RUSD saw an increase of 150 students identified for risk assessments. This highly-effective system has helped us to determine there will be 3 Psychologists added for 2023-24 to complete the 5 SAP counseling teams as planned to increase services for students that have been backlogged on the evaluation and risk assessment recommendation list.

Currently our SAP teams do not have the capacity to monitor chronic absenteeism, suspensions, and expulsions in relation to their student clients. There has also been a slight decrease in All Student suspension rates from the baseline which is an indicator of effectiveness for the SAP Program.

3.4c - Removing Barriers for Foster and Homeless Youth

Data Justification/Effectiveness of Action: 464 Direct Interventions have been completed for Homeless Families and 102 for Foster Youth. Technical support for service identification in place to provide homeless students/families with basic needs.

Effectiveness is demonstrated by improvements shown in Foster Youth and Homeless students’ attendance, family well-being, tutoring, referrals to Home Connect, as compared to 2021-22. Additionally, RUSD has been able to expedite families retrieving records for Homeless and Foster Youth, as well as, obtain increased school supplies, transportation options to school of origin, and discipline support at school.

292 out of 388 chronically absent student attendance review team meetings have been scheduled or held. As of April 2023, 1078, Direct Interventions have been completed for McKinney-Vento Families and 486 for Foster Youth. 64 Seniors have completed an AB 1806 evaluation. 31% of McKinney-Vento youth are considered to be chronically absent. 2 McKinney- Vento students were expelled this year. 63 out of 76 Seniors are anticipated to meet graduation requirements.

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

While our planned goals, metrics and desired outcomes have not altered, the powerful feedback from our valued Educational partners influenced the changes in funding for our Actions/Services. Riverside Unified will use monetary increases from the Supplemental Concentration Grant, and our designated LCAP carry over funds from 2022-23. The desired outcome for each of the following Actions/Services listed reflects an increase or decrease in funding to further support, expand or transfer funds from the current work happening in the particular area as specified in the Action:

3.3d Child Welfare and Attendance Support – Increase to hire 31 additional Campus Supervisors

3.3e Co-Curricular and Extra Curricular Activities HS – Increase funding to expand programs for Native American Students

3.4b Student Assistant Programs Observations & Interventions – Increase funding to hire one SAP Psychologist, 5 Prevention Assistants, and 2 Crisis and Intervention Psychologists

Changes were made to the Measuring and Reporting Results section of Goal 3. Changes are as follows: The Desired Outcome column for 2023-24 for School Climate Survey was changed to reflect alignment to the newly adopted climate survey tool (Panorama). Also, Year 2 Outcome Metrics reflect a different scaled measurement from Panorama as compared to the Baseline and Year 1 columns which reflect metrics from California Healthy Kids Survey.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$116,531,011	\$12,413,712

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
27.75%	2.51%	\$9,950,932.36	30.26%

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

Required Descriptions

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

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

RUSD estimates that the level of Unduplicated Pupils for the LCAP year 2023-24 will be 74%. In order to best serve these students, we have developed LEA-Wide goals and actions that will address both academic and opportunity gaps, and work to increase and/or improve our Unduplicated students’ educational experience 30.44% or more as required.

Using indicators such as available District benchmark assessments, English Learner Proficiency Assessments for California (ELPAC), and student/parent/staff survey feedback, Riverside Unified has determined that our highest areas of need are 1) mathematics for all, 2) English Language Arts, 3) English learner progress, 4) Social-emotional/behavioral well-being of our students in a post-pandemic era, and 5) School Safety.

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

Contributing LEA Wide Actions:

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

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

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

(Continuing and Determined, effective as expected with over 250 teachers hired and bringing a connection to various cultures, for all students to benefit from and engage in a well-rounded education.)

For the 2022-23 school year, 289 new teachers were hired by RUSD; It is our goal that they will reflect our student ethnicities to the extent possible, we have made significant improvements in this area based on our current teacher demographics: with 50.5% Hispanic/Latinx, 6.5% Black/African Am. 4.1% Asian, 34.6% White another 5% to represent other Mixed Races, Pacific islanders, and Native Americans.

(Action 1.2a) In assessing the needs, conditions and circumstances of our Low-income students, Foster Youth and English Learners, and by reviewing the research-based evidence, RUSD has determined that teachers are the most important variable affecting student achievement that schools have within their control (Rivkin, Hanushek & Kain, 1998; Sanders and Rivers, 1996). To address the need for high-quality instruction for Unduplicated students, we have placed an intentional focus on increasing teacher pedagogy, and providing planning time and other supports to further develop teacher instructional practices particularly for math, English Language Arts and English learners. 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 2100 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 English Language Arts are expected to be a move up to 40pts. below standard (Yellow) for English learners; a move up to 10.9pts. below standard (Yellow) for Low-Income; and a move up to 18.7pts. below standard (Yellow) for Foster Youth by 2024.

(Action 1.2b) RUSD will continue to provide Assistant Principals to monitor and support Unduplicated students to ensure their well-being and academic progress in school. Because Assistant Principals are key in providing additional supports, they will actively develop and deploy interventions at their sites to address gaps for Low-income, Foster Youth and English learner students with chronic absenteeism. Support will include increased home visits and mentoring, tiered re-engagement to school when necessary, and new and improved training for school-site personnel on the targeted needs of Unduplicated students using universal screeners. RUSD will deployed a campus metrics tool in 2022-23 to provide an overview of services for the AP positions (not a performance review). Results of the pilot program are in the Data/Justification section of goal one. Assistant Principals primarily believed they build positive relationships with teachers, worked well with their site principal and had the most impact on supporting behavior management for Unduplicated students regarding attendance, chronic absenteeism and suspension rates. In 2023-24 every elementary school will have a full time Assistant Principal.

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

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

(Action 1.3a) Riverside Unified will address the needs, conditions and circumstances regarding access gaps and equity for English learners, Foster Youth and Low-Income students by building professional capacity in cultural proficiency for all certificated and classified staff. To do this, RUSD will continue to conduct professional learning to develop culturally responsive/competent leadership skills and assets for managers, and provide a Leadership Academy for aspiring leaders in the District (certificated and classified). RUSD will build awareness and relevant skills sets in our employees (including substitute teachers), through various training opportunities which will guide our teachers and classified staff on how to remove institutionalized obstacles and program biases that have continually deterred success for Unduplicated students. Beginning in 2023-24 school year and for the next 2 subsequent years, every employee in RUSD will be participate in Anti-bias training.

(Continuing and Determined, effective as expected as over 23 aspiring leaders both classified and certificate in RUSD engaged in leadership training and studied under the themes of Personal Development, Building Teams and Building People, Change Leadership, Decision Making

and Values. Graduates of the program and disseminated information to certificated and classified staff on demonstrating empathy and eliminating bias in the classroom especially for our Unduplicated students.)

We expect the outcome to be a combined total of over 4000 teachers/administrators and classified District staff to be trained on cultural proficiency and Anti-bias practices by 2024. We also expect school suspensions to decrease by 1% to 3% for Unduplicated students and students of color each year through 2024 as a result of highly trained teachers, administrators and school personnel.

(Action 1.3b) The needs, conditions and circumstances of our Unduplicated students as related to academics appear to still be reflecting the learning loss related to the pandemic school closures; 69.93% of our students testing on Math CAASPP are not meeting the achievement standard, and 53.73% of our students testing on ELA CAASPP are not meeting the achievement standard. Fortunately, the Professional Growth Systems (PGS) department has been specifically created to ensure that school-site leadership (credentialed) is prepared to utilize the most effective instructional and behavioral prevention strategies to teach and guide our Foster Youth, Low-income students and English learners to success. This action addresses Unduplicated pupils' academic achievement by providing highly trained teachers who use effective pedagogy, and best, first instruction to address learning deficits and credit loss over the past two years. In 2022-23, 258 teachers new to the profession and/or new to RUSD have been supported through PGS with an average of 1 hour a week of one-on-one coaching. There have been 61 temporary teachers served, and 95.9% of all participating teachers are being retained by the District. Staffing included 11 support teachers and 27 collaborative coaches. The effectiveness of this action is shown in the high rate of teacher retention and teacher support directly in the classroom. This year there have been 6083 coaching hours on the Danielson Domains with 2 follow-up forums and 4 observation days. PGS is designed not only to provide professional development strategies for teachers through training in the Danielson Framework, but also to provide quality coaching and induction for new teachers to help them increase student outcomes in math and ELA, as well as support for seasoned teachers to guide them in revising their instructional practice to address the root causes of the below standard outcomes from the majority of our students.

(Continuing and Determined, effective as expected in that the results from an evaluation conducted by the California Teacher Credential Commission demonstrated that the RUSD Induction program is "successful", and the 95.9% retention rate of new teachers who participated in PGS corroborates that finding as only eight teachers in the District at the end of school year 2023 were 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 85% or more consistent retention of teachers each year by those who participate in PGS through 2024 to provide stability of instruction for Unduplicated students

(Action 1.3c) Riverside will address the need for equity across our campuses by ensuring all Unduplicated students and their families experience access to campus administrators, staff and programs in a meaningful way. RUSD Professional Growth Systems (PGS) will provide support for new principals on equitable leadership via the RUSD Equity Tenants, The RUSD Guide for Instructional Direction, and the California Administrator Performance Expectations. PGS will also provide coaching for any seasoned principals in need of additional support. In 2022-23, effectiveness of the administrative support from PGS was demonstrated by 13 site Principals and 1 additional manager

being supported an average of 1 hour a week through PGS with one-on-one coaching. 11 of the 13 Principals were retained for 2023-24, while the other 2 Principals maintained leadership roles in the District.

(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. 3 of our year two principals will be returning and three of new principals are retained for the 2023-24 school year.)

We expect the outcome to be 85% retention of principals who have been trained in PGS through 2024 to provide stability of school sites for Unduplicated students.

(Action 1.3d) Our Unduplicated students have experienced a noticeable post-COVID-19 spike in suspensions/expulsions and behavior incidents, along with low achievement scores in math and English languages arts, and low reclassification rates for English learners. For example, low percentages in achievement rates are prevalent as seen in our CAASPP Assessments, a low reclassification rate for our English Learners, and in chronic absenteeism recorded as Yellow status on the State dashboard. Given these concerns, classified staff such as campus supervisors, classroom paraprofessionals, and our Multi-Tiered System of Supports Intensive Behavior Prevention Assistants need additional training and coaching to mitigate issues related to student discipline and academic growth. Additionally, RUSD will be continuing the design for a new program in the Professional Growth Systems to support classified staff to ensure that all adults who interact with our Unduplicated/disadvantaged students act equitably and appropriately and retain their position in the District annually. We are making a concerted effort with this action to also close the position vacancy gaps for classified staff. Trained classified employees in PGS strategies will be able to better address the needs, conditions and circumstances of Foster Youth, English learners and Low-income students when making decisions, and implementing programs by utilizing Restorative Practices, compassionate dialogue, and coaching using Multi-Tiered System of Supports to address the three domains of academics, behavior and social-emotional learning. Effectiveness for this action is shown by the position of Classified Liaison being filled for the last 6 months. This Liaison has been creating the Classified PGS program and has hired a Classified Mentor to commence support for classified employees as of August 2023. An Initial group of classified participants has been identified as the first cohort of support staff to receive support and engage in the Classified PGS program.

(Continuing and Determined, effective as expected, two classified positions have been approved and hired, and an initial group of support staff have been identified to receive PGS Support for 2023-24. Having a highly qualified classified staff is advantageous for our Unduplicated youth who build positive relationships with classified site staff members throughout their school experience.)

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

(Action 1.3e) The needs, conditions and circumstances of our Unduplicated students reveal that chronic absenteeism rates and suspension rates are much higher for Foster Youth, Low-income and English learners (particularly students of color) as compared to other students, and the disproportionality is not being addressed with substantive programs and services. A Multi-Tiered System of Supports (MTSS) approach

that provides first best instruction and focused intervention is planned to move the dial for our Unduplicated students on achievement and behavior. Within the MTSS infrastructure, RUSD will integrate culturally responsive instruction training, Restorative Practices, Social-emotional Learning, Positive Behavior Intervention Supports, and trauma informed practices to positively impact our Foster Youth, Low-income students and English learners.

(Continuing and Determined, effective as expected in that over 400 teachers/administrators have been training in Restorative Practices, suspension rates for African American students have been slightly decreased, 30 administrators have been training in Universal Design for Learning to eliminate bias in school policy and curriculum that negatively affects Unduplicated students and this will be increase to over 4000 employees by 2026. 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 training, and program implementation. RUSD will provide professional development opportunities for teachers on Restorative Practices, Multi-Tiered System of Supports and Trauma Informed practices.

(Continuing and Determined, effective as expected, due to the over 800 teacher participants' completion in cultural proficiency 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. In addition, all 4000+ RUSD employees will participate in Anti-bias training over the next 3 years.)

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

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

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

We expect the outcome to be 85% 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 stagnant or shown slight growth for the past five years. In grades 3 thru 12 the 2018-19 English Language Arts CAASPP scores show English Learners (EL) are at 45% meeting standard and for 2021-22 only 38.9% are meeting standard; for Foster Youth (FY) in 2018-19 English Language Arts CAASPP scores 80.5% met standard while only 47.8% met standard, and Low-income (LI) students stayed almost the same from 2018-19 with 45.4% meeting standard and only 44.4% meeting standard in 2021-22. Math scores for Unduplicated students are equally challenging with EL students at 6.9% meeting standard, FY students at 8.6% meeting standard and LI students at 23.3% meeting standard. In order to improve these scores, RUSD will build teacher capacity around the implementation of Common Core State Standards. Training will include research-proven instructional strategies for increasing early numeracy, conceptual understanding in math, Document Based Questions, Foundations of Literacy through our Gateway Program, and publisher-created tools such as Wonders, WonderWorks, Eureka, StudySync, CPM and Amplify. (Interim Benchmark Assessments, Universal Screeners and CAASPP will be used for comparison 2023-24).

(Continuing and Determined effective as expected, with summative assessments in English Language Arts and Mathematics (CAASPP), back in play as well as indicators from the CA Dashboard (Career/College and Graduation Indicators) all indicated RUSD Unduplicated students will be targeted specifically to show moderate growth in core content areas by next year. The professional learning areas indicated in the action will build upon that growth and assist RUSD in meeting its annual targets in ELA, mathematics, college, career and world readiness for Unduplicated student populations.)

We expect the outcomes to be a 4% to 6 % increase across all Unduplicated students assessed on CAASPP for math and English Language Arts over the next three years. We expect English learner student gains in Math to be at 15% meeting standard and 50% meeting standard for English Language Arts; for Low-income students we expect gains in Math to be at 29% meeting standard and 50% meeting standard for English Language Arts; and for Foster Youth student gains in math at 15% meeting standard and 55% meeting standard in English Language Arts by 2024.

(Action 1.4b) Trained teachers who use technology equitably and appropriately directly impact the needs, conditions and circumstances of our Unduplicated students by providing instruction that is proven to increase early numeracy and literacy skills, ensure digital literacy, and invoke responsible on-line citizenship. However, low outcomes on our CAASPP results, and the spike in school discipline proves even more the importance of emphasizing with students with the proper use of devices in the classroom This LCAP action is funded to ensure that training for teachers to increase digital citizenship, integrate technology across all disciplines, and increase coding skills is vital to help students, especially Foster Youth, Low-income students and English learners prepare for college and career. Software platforms will also be used for the delivery and evaluation of professional learning for employees in RUSD. The RISE Platform will be used to also determine the

effectiveness of teacher implementation of professional learning, determine satisfaction levels and teacher efficacy post-training, and determine the impact of professional learning on academic outcomes for Unduplicated pupils.

(Continuing and Determined effective as expected, 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 before COVID-19. The post-COVID-19 downward trend will correct itself with professional learning supports for teachers in areas indicated in the action and assist RUSD in meeting its annual targets in ELA, mathematics, college, and digital citizenship for Foster Youth, English learners and Low-income students. All students in RUSD will receive digital citizenship training each school year.)

We expect the outcomes to be student gains in Math on the CA Dashboard to be a move up to 72.8pts. below standard (Yellow) for English Learners; a move up to 51.8pts. below standard (Yellow) for Low-income; and a move up to 70.4 pts. below standard (Yellow) for Foster Youth. Student gains in English 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. All Unduplicated students will be certified in digital citizenship each year they attend RUSD. All professional development evaluations in RUSD are currently promoted and tracked using the RISE software program

(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.

(RUSD will increase student engagement and a cultural connection to the curriculum for Unduplicated pupils by expanding its offering of Ethnic Studies courses throughout the instructional program, to include a new 3rd grade Native American curriculum, and professional development for embedding Ethnic Studies in 8th and 11th grade US History.)

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 middle schools and 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 last reported 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.)

When the CCI is reported again (anticipated December 2023?), 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 to 45 with additional offerings in Auto and Construction Tech in 2023-24 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. Connectivity and internet services can be challenging 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. Students have immediate access to working devices and the District will provide repair and refurbishment for devices on demand.

(Continuing and Determined, effective as expected due to the dissemination of 35,000 Chromebooks, and over 1000 hotspots to students on a yearly basis, with targeted supports for technical assistance provided to Unduplicated students and families, along with an inhouse workshop to refresh and repair 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 40,000 students) through District sponsored devices through 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, employing Data Quality Technicians, Assessment Technicians and Software Engineers 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, Assessment Technician, and Software Engineers were hired to ensure more accurate student data, resulting in decrease in fatal errors in CALPADS reporting and contributing to increases realized for Unduplicated students in the CCI and Graduation Rates on the CA Dashboard.)

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

(Action 1.5e) RUSD identifies that equitable resources in all areas of the curriculum and support programs must be evident in order to meet the academic and school engagement needs, conditions and circumstances of our Foster Youth, Low-income students and English learners. Current grant awards for 22-23 stand at \$1,029,856. This includes the ESSER III Summer Grant for \$500,000 which will fund six summer programs for six middle schools; the Physical Activity Initiative for Virtual Elementary Students from Kaiser Permanente for \$15,000 which will provide Saturday Park Days for TK - 6 virtual students; and a National Endowment for the Arts grant entitled Achievement through Music for \$80,000 which will provide a research study to evaluate the RUSD elementary music program; and the Classified to Credential Program grant from the Commission on Teacher Credentialing for \$201,600 which allows 42 RUSD Classified Staff to receive financial support to work towards a teacher credential. An additional \$20,000 for Employee Wellness was awarded to RUSD by Kaiser Permanente for Wellness, also \$15,000 for the CA Humanities grant and \$198,256 from the state of CA for Anti bias training for Classified staff.

(Continuing and Determined, effective as expected in that over \$1 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. RUSD’s full-time Dropout Prevention Specialist in this action works to ensure Unduplicated students meet or exceed graduation goals.

(Continuing and Determined, effective as expected as all RUSD students (including Unduplicated as a priority) are equitably provided with caps/gowns for graduation activities, and the Dropout Prevention Specialist is continually monitoring students in jeopardy of dropping out.)

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

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

In Goal Two, RUSD will address the needs, conditions and circumstances of our Unduplicated students by eliminating barriers they may encounter as they prepare for college and career choices. Compared to the “All RUSD Students” average of 44.5% on the last reported 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 English 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 new 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 English 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 embedded with Ethnic Studies modules that align to the state framework and includes current, accurate, and age-appropriate racial/ethnic perspective. In addition, a distinct repository for supplemental resources on Ethnic Studies will be created for District teachers and there will be increased library media offerings with diverse authors, characters, and points of view across the District.

(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 as aligned to the state mandate and in response to Educational Partner feedback.)

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, provide STEM kits for TK-6, hold the Inspire Her Mind event for female students, advocate for more course offerings in computer science at the high school level, and STEAM curriculum activities in our after school and summer school programs.

(Continuing and Determined, effective as expected and demonstrated via the STEM LEAPs conference (over 300 Unduplicated students participating), Inspire Her Mind event (over 200 Unduplicated students attending), 6th grade STEAM camp across the District (2000 Unduplicated students participating), 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 middle school health science pathway by 60 students per year, continuing the 6th grade STEAM camp and funding the 6th grade outdoor science camp for all 6th graders 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 400 teachers in NGSS training to serve up to 15,000 Unduplicated TK-12 students in STEM learning)

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

(Action 2.1g) Integration of the Arts across the standard curriculum has a proven impact on Linguistic, Cognitive, and Affective engagement in schooling (Anderson, 2015), making it high value learning resource for our Unduplicated students. However, lack of access to any type of private Arts lessons is the unfortunate reality for the majority of RUSD students, given that 74% of our current RUSD pupil population is considered “Unduplicated” (approximately 40,000 students, of which 28,000 are Low-income). Therefore, RUSD has made it a priority to address the needs, conditions and circumstances of our Unduplicated student by providing designated art/music lessons across every 4th grade classroom. Additionally, we will use LCAP funding to continue the long-term Arts Plan adopted by the school board which also includes “Arts-to-Go Lessons,” provided by the Riverside Arts Museum at all elementary and middle school sites, after-school band, choir and strings instruction for 5th and 6th grade, and robust choir, theater, dance, marching band, mariachi band, and visual arts classes and programs across all of the District’s high schools. Offering a diverse Arts education programs for Foster Youth, English learners, and Low- income students will ensure access to an equitable, informed, and well-rounded education for our Unduplicated students.

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

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

(Action 2.1h) Social-emotional support services and counseling guidance from school sites across the District will help to improve Foster Youth, Low-income and English learner students’ transition from high school to college enrollment. Currently A-G fulfillment percentages include: Foster Youth at 23%, Low-income at 46% (met goal for 2023) and English learners at 25.3%. All of our Unduplicated groups are below the “All Student” average in the District which is 52.3%. 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 including help with FAFSA and loan applications.

(Continuing and Determined effective as expected, even though college and career workshops had low turnouts over the last 2 years due to the pandemic and school closure there have been more workshops provided this past year with greater attendance. 30 college workshops were provided to RUSD families from middle school and high school. The average number of attendees pe workshop were 41. Communication to families and advertising events will be modified to include multi layered approaches to better serve and target Foster Youth, Low-incomestudents and English learners including providing all information in Spanish and English, and increasing communication efforts through Cafecito (Facebook online for Spanish speaking parents, texts, and emails.)

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 25.3% to 30% for English learners, from 46% to 51% for Low-income and 23% to 39% for Foster youth in 2023-24 respectively.

(Action 2.1j) There is strong evidence that Dual Enrollment programs at the high school level improve college transitions, persistence, and course completion especially for students traditionally underrepresented in higher education (College in High School Alliance, 2020). RUSD can address the needs, conditions and circumstances of our Unduplicated students who are traditionally underrepresented in higher education by providing and increased amount of Dual Enrollment college opportunities. This means our Foster Youth, Low-income, and English learners in high school will have access to gain post-secondary credits prior to their freshman year in college without any cost to their families. Typically, RUSD has approximately 250 students (high school juniors and seniors) that participate in this program and collectively earn up to 800 college credits. LCAP funding will allow us to further increase dual enrollment opportunities (double the number of participants), and intentionally target and recruit our Unduplicated students for the program which also provides for their transportation to Riverside Community College, and pays for students' tuition and books. This is also a proven way to instill confidence in our Foster Youth, Low-income and English learners when applying for college, as well as help them to develop perseverance, and eventually decrease the overall amount of tuition for a four-year degree.

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

We expect the outcomes to be an increase in dual enrollment for Unduplicated youth by 30 students accumulating up to 10 credits each, per year over the next three years and graduation rates increasing to 96.1% for English learners, 97% for Low-income and 90.9% for Foster Youth who participate in dual enrollment by 2024. 350 grades were posted for fall of 2022 and 450 posted for spring of 2023.

(Action 2.1k) RUSD promotes real-world learning experiences for Foster Youth, Low-income and English learners via our Career Technical Education (CTE) programs. When addressing the needs, conditions and circumstances of persistence and positive attendance in school, RUSD notes that the Brookings Institute report (2021) states that, "CTE can motivate students to attend school more frequently and be more engaged, and therefore improve core academic skills." Currently Unduplicated students completing a CTE pathway by the end of 12th grade in RUSD are only: 4.9% of English Learners, 6.4% of Low-income students, and Foster Youth data is not available. These percentages have dropped since the pandemic school closures. 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. For 2023-24 there will be introductory to CTE classes for middle school students and increased offerings in Auto and Construction Tech. for high school as well as a CTE liaison to create more work experience opportunities for CTE students.)

We expect the outcomes to be an increase of 1 additional pathway and an increase of 5% student enrollment in CTE and a 3% to 4% increase of Unduplicated students completing a CTE Pathway by 2024.

(Action 2.1I) English learners in RUSD continue to score below other student groups in academic areas 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 and stronger recruitment efforts.)

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 English 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.

(Continuing and Determined, effective as summer school and after-school programs continue to grow in attendance and now include more specific programming to specifically target Unduplicated pupils (Additional tutoring, more EL classes, more CTE classes and credit recovery classes.)

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 continue to expand and offer over 2000 slots for elementary (including EL classes for recovery and enrichment, and 4000 students enrolling in secondary summer school allowing for more of Unduplicated students to attend. We expect the outcomes for after-school programs to be an increase in small group and one-on-one tutoring at all sites by 30%. 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 2024.

(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, effective as more teachers are participating in the summer training and summer school is offering classes to allow AVID students to keep the AVID elective in their schedules, and there are new additional recruiting efforts for 23-24 to increase enrollment for Unduplicated youth. 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 an increase in student enrollment in college by the fall immediately following high school graduation, along with increased student A-G completion rates from 25.3% to 30% for English learners, from 46% to 51% for Low-income and 23.1% to 27% for Foster Youth 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 52.3%. 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 and a robust summer school option will be offered in 2023.

(Continuing and Determined, effective as expected as student credits recovered are approximately 1850 for 2022-23 which includes specific targets for Unduplicated pupils during the school year, and there are expected increases in credit recovery for summer school students.)

We expect the outcomes to be increased student A-G completion rates from 25.3% to 30% for English learners, from 46% to 51% for Low-income and 23.1% to 27% for 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 2.2d) 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, by 2024.

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

(Continuing and Determined, effective as expected; Heritage, Legacy and Puente students are recovering from the past two years of learning loss. Supports for Unduplicated students that have been implemented are summer extended learning, increased programming and college visits, and A-G counseling will be focused on these students.)

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

(Action 2.2h) Foster Youth, Low-income students and English Learners make up a largest portion of the student population enrolled in Special Education in RUSD. To better serve these students it is necessary to increase collaboration among staff who support our Unduplicated students in special education, and their general education colleagues to ensure inclusive and accessible learning environments for students and families are the norm in RUSD. Inclusionary practices breakdown stigmas around Students with Disabilities, implicit biases, and improves acceptance among all groups. Given our overrepresentation of English learners in Special Education, this framework will provide an additional layer of support for ELs, and simultaneously address the needs of Foster Youth and Low-income students in special education. Inclusive Practices Specialists have provided 468 individual, small group, and whole staff professional learning sessions. 1827 out

of 2714 or 67.5% of elementary students in Special Education are participating in general education 80% or more of the school day. This is 13% higher than the target for this year. The percentage of students with disabilities meeting standard in ELA on the CAASPP grew from 12.4% in 2018-19 to 14.1% in 2021-22 and the percentage meeting standards in math grew from 8.9% in 2018-19 to 9.2% in 2021-22. For 2022-23, progress monitoring indicated that the suspension rate for students with disabilities was 5.95% which is a decrease of 1.0% compared to the CA Dashboard for 21-22. Chronic Absenteeism progress monitoring indicated a rate of 33.8% which is a decrease of 5.2%.

(Continuing and Determined, effective as Inclusive Practices Specialist are able specifically target Unduplicated students in Special Education to ensure they have equity and access to the general classroom when appropriate)

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

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

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

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

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

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

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

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.

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

(Continuing and Determined, effective as expected as Library Media Assistants organize large scale Chromebook dispersal at school sites, and library check - outs up to 700,000 check outs across the District. They specifically target Unduplicated students to ensure equity in learning with technology, and providing information for hotspots and internet connectivity.)

We expect the outcomes to be each student having access to a working/fully repaired Chromebook each day of the school year. This is true for the 39,500 across the 50 schools as well all of our Unduplicated students and diverse library books by diverse authors available for check out at all school sites in the District.

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

(Continuing and Determined, effective as expected as there were 45 combination classes that were dissolved across 23 different elementary schools, serving schools with high numbers of Unduplicated pupils first, to ensure equity in learning.)

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

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

In Goal Three, RUSD will address the needs, conditions and circumstances of our Unduplicated students by providing opportunities to assist parents in supporting their students to become successful in school and life. Our Foster Youth, Low-income students and English learners comprise 69.48% of our students in the District, which makes Increasing student engagement and connectedness to school and community

paramount. Riverside Unified has listened to feedback from all parent leadership groups, student surveys and our certificated and classified employee bargaining units, and there is overwhelming evidence that safe schools, social-emotional learning/well-being of children, and support for families are top priorities for Riverside Unified.

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

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

We expect the outcome to be a continuation of individualized services and resources for our Unduplicated students being offered by the Family Resource Center to Unduplicated students and their families - ultimately serving 7,485 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 provides 370+ Unduplicated family activities per year. To continue to increase this number of families served, Riverside Unified will offer parent workshops based on "Family Well-being" and "Families as Learners."

(Continuing and Determined, effective as expected as the RUSD Family Resource Center works with both District departments and community agencies to provide families of Unduplicated students parent-focused, simple and practical strategies to support families with

learning and social-emotional support. Approximately 200 adult family members attend parent workshops regularly and approximately 500 parents attend the Cafecito weekly.)

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

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

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

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

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

(Continuing and Determined, effective as expected; RUSD employed 17 Interpreter/Translators at 21 schools, 5 District Interpreter/Translators, and there are 11 Interpreter/Translator vacancies. Many of the Interpreter/Translators are shared between two

schools; and vacancies periodically occurred throughout the year. They provide interpretation (verbal interpretation in English / Spanish) services for Unduplicated students involved in IEPs (up to 300 per year), 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 filled Interpreter/Translator vacancies at school sites for 2023-24 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 Districtwide 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. This action now includes a more robust recruitment effort to target Unduplicated pupils as well as continued adjustments to the STEM lottery process to increase equity.)

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

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

(Continuing and Determined, effective as expected; - designed to serve Unduplicated pupils and families to identify needs and concerns of families, students and staff and track changes over time.)

We expect the outcomes to be scores increasing to 75% (agree/strongly agree/favorably) from over 20,000 parents of Unduplicated students, students and RUSD staff on the Panorama culture and climate survey through 2024.

(Action 3.3b) By implementing a Districtwide 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.

(Continuing and Determined, effective as expected; - designed to serve Unduplicated pupils and families to identify needs and concerns of families, students and staff and track changes over time by utilizing Universal Screeners and Student Assistant Plan data.)

We expect the outcomes to be reported positive behavior for Unduplicated students at school sites, suspension rates for Foster Youth, Low-income students, English learners and Unduplicated students of color to fall 1% to 3% each year through 2024, increased access to Student Assistance Program counselors who will serve up to 3,800+ Unduplicated students per year across all schools.

(Action 3.3d) RUSD will continue to provide LCAP funding for Child Welfare and Attendance staff (CWAs) to support Foster Youth, Low-income students and English Learners with wrap around services available from the District and the community. This action is needed as evidenced by the higher rates of absenteeism happening post-COVID-19, the Go Guardian results showing 1000 RUSD students annually seeking out websites about suicide, and the high rate of students (up to 3000 a year) being referred to our Student Assistance Program for clinical therapy. CWA staff works to increase wellness, and promote positive school climate at RUSD school sites. In addition, the CWAs funded by this LCAP action will also help increase student engagement, decrease absenteeism, conduct home visits, and connect Unduplicated students to mental health and medical services if needed. CWAs will implement strategies such as Community Circles and Restorative Practices as prevention and interventions, alongside teachers who will be using pro social skills through Positive Behavior Interventions and Supports (PBIS). Anticipated improvements in positive attendance and social-emotional learning will meet the needs, conditions and services for our Unduplicated students by providing trained site personnel who offer alternative options for disciplinary infractions, know how to use Aeries Analytics to inform the reduction of disproportionate suspensions, and conduct timely parent check-ins especially for Foster Youth, English learners, Low-income students and families.

(Continuing and Determined, effective as expected; over 700 interventions have been provided for the 22-23 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 up through 2024.

(Action 3.3e) In order to meet the needs, conditions and circumstances of Unduplicated students regarding motivation, engagement and participation in co-curricular and extracurricular activities, RUSD is using LCAP funding to create school-site allocations that directly support

the establishment of programs, events and activities to connect students to school. Research confirms that through organized activities, and trusted adult mentors/chaperones, students learn the importance of persistence and motivation, and how accomplishing a goal requires focus and hard work (Fredricks, 2011). This action is needed to ensure that RUSD's Unduplicated middle and high school students have access to school-sponsored events, goal setting, and healthy social interaction with peers; which is a crucial component to their success.

Since current research has proven that Low-income, Foster Youth and English learner students can benefit from multiple means of engagement, RUSD will monitor the participation of our Foster Youth, Low-income and English learners in school-sponsored events as part of the District's "School+2 initiative." This monitoring takes place in AERIES and records how many students are engaged in extra/co-curricular activities, and the data is review regularly by school administrators and counselors to determine if there are students who are disenfranchised and may need the school to reach out and offer additional support for academics, social-emotional health, transportation, or general welfare.

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

We expect the outcomes to be up to 70% of RUSD Unduplicated students participating in the School +2 initiative each year over three year, as tracked using Aeries Analytics. New clubs and activities will be added specifically for our indigenous students in 2023-24.

(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-19 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. For 2022-23, 1,648 middle school students have participated in sports such as soccer, track, basketball, cross country and volleyball. Their GPA and suspension rates are tracked as part of their participation.)

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, and higher GPAs and lower suspension rates for all participants as tracked using Aeries Analytics.

(Action 3.4a) The RUSD Student Assistance Program (SAP) program made up of 44 licensed clinicians daily meet the social-emotional needs, conditions and circumstances of our Unduplicated students. In 2022-23 alone, the RUSD SAP Counselors conducted 1,374 individual

student counseling sessions, 960 group counseling sessions, 3,965 check-ins with students, 598 mindfulness sessions with students in various classrooms across the District, 331 classroom lessons on positive behavior, 32 parent workshops and 29 staff workshops on social-emotional learning and awareness. The SAP program is continued to be funded by LCAP because of the high demand from parents and teachers as well as the “Go Guardian” results from student Chromebook searches that reveal approximately 1000 students in RUSD per year research suicide and suicide related websites. Also, given the spike in behavior incidents this year, and high levels anxiety found in young people regarding the pandemic proved on-site therapy for students as a critical necessity. With improved social-emotional support including individual and group counseling, individual observations, intervention and monitoring by the RUSD Student Assistance Program (SAP) counselors our Foster Youth, English learners and Low-income students can feel safe and productive in a school environment. The District will meet the needs, conditions and circumstances of our Unduplicated pupils by continuing to provide social-emotional support including individual and group counseling, check-ins with counselors, pro social classroom lessons and the increased implementation and monitoring of the Student Assistance Program.

(Continuing and Determined, effective as expected; the Student Assistance Program Counselors provided 3,965 check-ins and 1,374 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 1,700 social-emotional therapy sessions (individual) and 1,000 social-emotional therapy sessions (group) 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. Additionally, the FastBridge social-emotional screener is used as an indicator of effectiveness for the individual and group SAP program. The Winter FastBridge Universal Screener data for Social-emotional Learning as measured by the mySAEBRS for grades 2-12 indicates 72% of students are falling in the “low risk” category with 24% falling in the “some risk” category and 4% falling in the “high risk” category. In reviewing the FastBridge social-emotional screening data from last Winter (2022), 75% of our student population scored in the “low risk” category. Although this number represents a decrease, 75% (2022) to 72% (2023), further analysis will be conducted next year to do a direct student comparison to determine if student-level improvements were made. The Winter FastBridge Universal Screener data for Social-emotional Learning as measured by the mySAEBRS for grades K-1 indicates 84% of students are falling in the “low risk” category with 14% falling in the “some risk” category and 3% falling in the “high risk” category. The District has a target of 80% for all students to score in the “low risk” category for social-emotional learning. While K-1 students are on target for this goal, we anticipate a larger increase for grades 2-12 next year with the continued implementation of MTSS.

(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.

Based on the data from our GoGuardian self-harm alert system, RUSD saw an increase of 150 students identified for risk assessments. This highly-effective system has helped us to determine there will be 3 Psychologists added for 2023-24 to complete the 5 SAP counseling teams as planned to increase services for students that have been backlogged on the evaluation and risk assessment recommendation list. Currently our SAP teams do not have the capacity to monitor chronic absenteeism, suspensions, and expulsions in relation to their student clients. There has also been a slight decrease in All Student suspension rates from the baseline which is an indicator of effectiveness for the SAP Program.

(Continuing and Determined, effective as expected; the Student Assistance Program Counselors provided 3,965 check-ins and 1,374 counseling sessions primarily targeting services for Unduplicated students. They also provided training to school staff and facilitated Parent Webinars. A virtual wellness center was developed in response to COVID-19 and has had 2891 views.)

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

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

RUSD estimates that the level of Unduplicated Pupils for the LCAP year 2023-24 will be 74%. In order to best serve these students, we have developed LEA-Wide goals and actions that will address both academic and opportunity gaps, and work to increase and/or improve our Unduplicated students' educational experience by 30.44% or more as required.

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

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

Educational Collaborator feedback from the LCAP advisory, District African-American Parent Advisory Committee, District English Learner Parent Advisory Committee and the RUSD bargaining unit membership is collected throughout each year to help guide the selection of

resources and interventions for Unduplicated students, as well as assist in progress monitoring to determine if services for our Foster Youth, English Learner and Low-income students are being increase or improved.

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

- Social-emotional Learning for Foster youth, Students with Disabilities, Low-income and English Learners
- Mathematics performance for Foster youth, Students with Disabilities, Low-income and English Learners
- English Language Arts for Foster you, Students with Disabilities, Low-income and English Learners
- English learner progress towards reclassification

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

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

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

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

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

(Action 2.1f) RUSD will provide English learners daily Integrated and Designated ELD in all grades, with additional support offered at the high school level to increase language proficiency and academic performance. The District will use the Ellevation platform to monitor the reclassification progress of English learners (EL) and monitor the progress of Re designated Fluent English Proficient students.

(Continuing and Determined, effective as expected; Throughout the 22-23 school year, the EL team, with the input and feedback from collaborator groups, focused on four areas of work to support and increase the engagement of English learners - training in the EL Roadmap, ELD, and the RUSD Guide for Educating English Learners, creation of professional learning modules for teachers, implementation of quarterly EL Community Walks, identification of local ELD assessments to monitor student acquisition of language.)

The expected outcome is ongoing Integrated and Designated ELD implemented at all grade levels across all schools, including training for high school teachers, and progress monitoring by school and District administration over the next three years. The expected outcome is growth for our English learners on the English Learner Progress Indicator from 46.1% to 53% by 2024, and an increase in our Level 4 rate from 11.8% to 19.6% 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 132 Junior and Senior IB students at John W. North High School, 99 Unduplicated students are enrolled in courses for the 22-23 school year; 90.55% of IB students received a grade of "C" or higher in their core classes.)

The expected outcome is ongoing enrollment of up to, or exceeding 300 Unduplicated students in the IB diploma program track program, of which 92% or more will receive a grade of "C" or better in their semester courses each year. We expect the IB program A-G attainment goals to align with the District goals of increased student A-G completion rates from 25.3% to 30% for English learners, from 46% to 51% for Low-income and 23.1% to 27% over the next three years respectively; and we expect to see graduation rates increasing up to or exceeding 96.1% for English learners, up to or exceeding 97% for Low-income and up to or exceeding 90.9% for Foster Youth by 2024.

(Action 2.2f) RUSD will provide Tier II (Strategic) and Tier III (Intensive) support services for newcomer English learners and English learners not making progress to increase the acquisition of the English language, including expanded learning opportunities can meet and may exceed the percentage required through the District's Multi-Tiered System of Supports which is equipped to provide teacher training and customized support for English learners via one-to-one and small group tutoring and after school and summer 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 46.1% to 53% by 2024, and an increase in our Reclassification rate from Level 4 from 11.8% to 19.6% by 2024.

Districtwide investments that are principally directed to, and effective in meeting the needs for Unduplicated students also address our LCAP Goals:

Goal 1) Engage Students in High-Quality Learning by a Diverse, Highly Qualified Staff - the actions and services provided in this goal will work to increase/improve student outcomes for Unduplicated pupils by providing professional learning for employees who work with Unduplicated students to implement social-emotional learning lessons and strategies, English Language Development for teachers and paraprofessionals, and Multi-Tiered System of Supports frameworks for all school and District staff. In addition, RUSD will serve Unduplicated students through this goal by providing highly developed school leaders, teachers who practice equity and cultural proficiency in the classroom, as well as teachers and paraprofessionals who have instructional expertise in Common Core State Standards and utilize technology integration into the curricula.

Goal 2) Provide Students Choices that Prepare Them for College and Career Pathways - the actions and services provided in this goal will work to increase/improve student outcomes for Unduplicated pupils by providing universal screener tools, introducing an Ethnic Studies plan across the District, providing a high-quality TK-12 STEM program, continuing the RUSD Arts plan for visual and performing arts, growing Career Technical Education programs and Dual enrollment opportunities in community college courses for Unduplicated students. This goal also includes the provisions for Dual Language Immersion, AVID, and athletic programs and school clubs accessible to all Foster Youth, Low-income students and English learners. Expanded before/after school and summer programs will also reduce barriers for students in this goal, along with added credit recovery and tutoring, and access to Student Assistance Program counselors who can provide on campus clinical therapy to Unduplicated students in need.

Goal 3) Involve the Whole Family and Community in Student Learning and Well-Being - the actions and services provided in this goal will work to increase/improve student outcomes for Unduplicated pupils by providing the Family Resource Center which regularly offers individualized services and programs to families to help them navigate the systems within the school District and community. In addition to vital translation and interpretation services which are provided by this goal, the inclusion of wellness and social-emotional curriculum being built into school initiatives will help to improve student access and achievement. Increased services in Child Welfare and Attendance will also specifically target our Unduplicated students to ensure that suspension rates are being lowered, and academic achievement and language acquisition is increasing.

RUSD's local assessments, educational collaborator feedback, and evidence-based research are the guiding factors by which the District determines to utilize principally directed strategies that have proven to be effective in meeting our goals for Unduplicated students. The District is committed to increasing and/or improving services and outcomes for Foster Youth, English learners and Low-income students by focusing on multiple strategies and resources encapsulated in the following tenets:

- 1) A Multi-Tiered System of Supports - including Universal Screeners and Universal Core Instruction, with more intensive strategies used for students with higher needs and specific targets for Foster youth, English learners and Foster Youth.
- 2) An Equity lens to guide the implementation of all interventions to ensure curriculum and activities are accessible to Unduplicated students.
- 3) Culturally relevant pedagogy that provides a diverse curriculum with racial and ethnic perspectives equally represented to provide an inclusive environment for Unduplicated youth in RUSD.
- 4) Research based, effective strategies that close achievement and opportunity gaps for Unduplicated students, and provide opportunities such as credit recovery, literacy and language acquisition, mathematical understanding, and writing skills.
- 5) Well-being for Unduplicated students via social-emotional curriculum, one-to-one counseling and/or group counseling, and mindfulness activities to help alleviate stressors from school and work.

The RUSD LCAP for 2021-2024 will provide these strategies in all of our Actions and Services to ensure our Unduplicated students along with all RUD students receive the highest quality education they deserve.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Forty of the fifty schools in Riverside Unified meet the “greater than 55 percent” enrollment threshold for Unduplicated pupils (Low- income, English learners, and Foster Youth), therefore RUSD has created a substantive plan to use the additional Concentration grant add- on funding to balance the ratio of staff who provide direct services to students on these high-need school campuses. RUSD’s Multi-Tiered System of Supports (MTSS) Initiative is designed to address the unique needs of our Unduplicated students in the three domains of academics, behavior, and social-emotional learning. The RUSD MTSS Initiative takes a proactive, integrated approach to identifying students for targeted services; key components of our program include:

Universal screening of all students early in the school year to determine greatest need for academic and behavioral support, along with mid-year and end of year screening to track progress or decline in the three domains.

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

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

Schoolwide approach to expectations and supports for behavior, intentional monitoring of attendance patterns, addressing the social-emotional health of students, and teachers engaging in the Cycle of Inquiry to identify root causes of students' challenges and subsequent interventions to address those challenges.

Parent involvement both in the home and at school sites to support individualized needs of students, which may include home visits and other outreach through the RUSD Family Resource Center and other community partners.

The LCAP Supplemental Concentration dollars is funding the additional staffing needed to carry out the Districtwide roll-out of MTSS in Riverside Unified. Currently, the RUSD 2021-24 LCAP includes the following actions:

1.3e – Develop sustainable, Districtwide 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.

2.2h – 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

3.4b – Continue to provide behavioral support including observations, interventions, and follow-up through the implementation and monitoring of the Student Assistance Program

These LCAP actions laid the groundwork for the MTSS Initiative in Riverside Unified by providing training and materials for all credentialed employees (2000+) to participate in intensive professional development sessions on MTSS/Universal Design and the delivery of Best First-Instruction. (13 full day sessions completed to date)

In order to fully implement the MTSS plan across the District equitably, RUSD identified the following positions needed at our school sites. These positions support the balanced ratios needed to increase and/or sustain the number of staff who provide direct services to students on campuses with an enrollment of Low-income, English Learners, and/or Foster Youth students greater than 55 percent. (40 schools) These positions are placed into Goal 1, Action 1.3e, Goal 2, Action 2.2h, and Goal 3, Action 3.4b.

These additional staff complete the necessary Student Assistant Teams across the District to attend to student wellness which include risk assessments and referrals, clinical therapy at school sites, group counseling, teacher coaching, data analysis, classroom instructional support and behavior prevention.

(Action 1.3e) Maintain funding for 23.0 FTE MTSS Liaisons, 25.5 FTE MTSS Counselors at Elementary, 10.0 FTE MTSS Counselors at Secondary, 42.0 FTE SAP Counselors, 11.25 FTE SAP Prevention Assistants, 5.0 Clinical Psychologists, and 6.0 Inclusive Practices Specialists; for 2023-24 add 4.0 FTE MTSS liaisons who are employees who work at school sites for attendance outreach, conducting universal screeners, and classroom academic and social-emotional learning support.

(Action 2.2h) For 2023-24, continue 2.0 FTE Inclusive Practices Specialists who support increasing knowledge of inclusive practices and provide coaching, and teacher/classroom support in the areas of the least restrictive environment and implementation of student supports.

(Action 3.4b) Maintain funding for 15.0 FTE Student Assistant Program Prevention Assistants; for 2023-24 add additional 5.0 FTE Student Assistant Program Prevention Assistants who work with behavioral issues with students, conduct restorative practices in schools, teach mindfulness exercises, and help school sites with Positive Behavioral Interventions and Supports.

(Action 3.4b) Maintain funding for 3.0 FTE Clinical Psychologists; for 2023-24 add additional 3.0 FTE Clinical Psychologists to assist with Tier 2 and Tier 3 issues that arise during the year or at screening

Staff-to-student ratios by type of school and concentration of Unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	67:1	48:1
Staff-to-student ratio of certificated staff providing direct services to students	23:1	21:1

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

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

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

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school Districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school Districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School Districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school site and District-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for Unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to 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 educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected

outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

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

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

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school District or COE with two or more schools; it does not apply to a single-school District. A school District or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school District or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its Unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to

facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of Low-income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

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

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for Unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for Unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to Unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for Unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of Unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of Unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of Unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of Unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of Unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of Unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of Unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of Unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span

(Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of Unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of Unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school Districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of Unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for Unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for Unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e., Districtwide, countywide, or charter wide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more Unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more Unduplicated student groups. Indicate one or more Unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to Unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use

the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of Unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to Unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for Unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of Unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022