Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Provide high-quality teaching and learning environments for all students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Local Priorities: Board goals 1 and 5; English Learner Master Plan; Technology Plan; LEA Plan; Facilities Plan; NGSS Transition Plan; CCSS Transition Plan; Title II Plan; STEM Plan

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Average % of teachers implementing strategies learned at professional development **19-20** Level 4 (50% of teachers) **Baseline** Baseline level 2 (needs assessment conducted)	**Metric/Indicator** Average % of teachers implementing strategies learned at professional development **19-20** Level 4 (50% of teachers) **Baseline** Baseline level 2 (needs assessment conducted)
Metric/Indicator Average % of teachers implementing the academic content and performance standards adopted by the state board **19-20** Level 4 (80% of teachers in all content areas) **Baseline** Baseline level 2 (needs assessment conducted)	**Metric/Indicator** Average % of teachers implementing the academic content and performance standards adopted by the state board **19-20** Level 4 (80% of teachers in all content areas) **Baseline** Baseline level 2 (needs assessment conducted)
Metric/Indicator Average % of teachers implementing the Integrated and Designated ELD standards-based lessons **19-20** Level 4 (80% of teachers in all content areas) **Baseline** Baseline level 2(needs assessment conducted)	**Metric/Indicator** Average % of teachers implementing the Integrated and Designated ELD standards-based lessons **19-20** Level 4 (80% of teachers in all content areas) **Baseline** Baseline level 2(needs assessment conducted)

Metric/Indicator	Metric/Indicator
% of students with access to standards-aligned instructional Books and Supplies **19-20** 100% **Base** 100%	% of students with access to standards-aligned instructional Books and Supplies **19-20** 100% **Base** 100%
Metric/Indicator % of teachers appropriately assigned and fully credentialed **19-20** 100% **Baseline** 99.8%	**Metric/Indicator** % of teachers appropriately assigned and fully credentialed **19-20** 100% **Baseline** 99.8%
Metric/Indicator % of CTE teachers with appropriate credentials or in a CTE authorization program **19-20** 100% **Baseline** 100%	**Metric/Indicator** % of CTE teachers with appropriate credentials or in a CTE authorization program **19-20** 100% **Baseline** 100%
Metric/Indicator Facilities in Good Repair rating	**Metric/Indicator** Facilities in Good Repair rating

19-20 Good **Baseline** Good	**19-20** Good **Baseline** Good
Metric/Indicator # of Williams Complaints **19-20** 0 **Baseline** 0	**Metric/Indicator** # of Williams Complaint **19-20** 0 **Baseline** 0

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Action 1.1a Increase the quality and rigor of grade-level core curriculum and instruction 1.1a Continue to implement standards with an increased focus on the development of language and academic skills for English Language Learners; Establish a structure and culture for continuous improvement through the Shared Leadership System reinforcing collaborative structures and use of the cycle of inquiry.	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0000 $9,678,518	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0000 $9,133,299

	3000-3999: Employee Benefits LCFF RESOURCE – 0000 $2,089,592	3000-3999: Employee Benefits LCFF RESOURCE – 0000 $1,971,879
	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0111 $1,205,442	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0111 $1,001,010
	2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0111 $3,780	2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0111 $4,342
	3000-3999: Employee Benefits LCFF RESOURCE – 0111 $304,425	3000-3999: Employee Benefits LCFF RESOURCE – 0111 $264,463
	4000-4999: Books And Supplies LCFF RESOURCE – 0111 $129,363	4000-4999: Books And Supplies LCFF RESOURCE – 0111 $45,163
	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

	LCFF RESOURCE – 0111 $76,757 1000-1999: Certificated Personnel TITLE I RESOURCE – 3010 $59,115 3000-3999: Employee Benefits TITLE I RESOURCE – 3010 $18,771	LCFF RESOURCE – 0111 $18,498 1000-1999: Certificated Personnel TITLE I RESOURCE – 3010 $59,797 3000-3999: Employee Benefits TITLE I RESOURCE – 3010 $18,979
Action 1.1b Increase the quality and rigor of grade-level core curriculum and instruction 1.1b Implement the Districtwide STEM strategy and transition to Next Generation Science Standards (implement NGSS transition plan; provide professional development; NGSS Coordinator)	1000-1999: Certificated Personnel Salaries LCFF RESOURCE– 0112 $108,243 2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0112 $3,510 3000-3999: Employee Benefits LCFF RESOURCE – 0112 $29,433	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0112 $67,034 2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0112 $385 3000-3999: Employee Benefits LCFF RESOURCE – 0112 $21,412

	4000-4999: Books And Supplies LCFF RESOURCE – 0112 $83,700 5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0112 $44,046	4000-4999: Books And Supplies LCFF RESOURCE – 0112 $16,026 5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0112 $20,983
Action 1.1c Increase the quality and rigor of grade-level core curriculum and instruction 1.1c Increase capacity of instructional support staff and site staff to serve English Learners (Designated and Integrated English Language Development for all English Learners.	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0113 $71,800 1000-1999: Certificated Personnel Salaries TITLE I RESOURCE – 3010 $230,282 2000-2999 Classified Personnel Salaries TITLE I RESOURCE – 3010 $0	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0113 $77,000 1000-1999: Certificated Personnel Salaries TITLE I RESOURCE – 3010 $26,168 2000-2999 Classified Personnel Salaries TITLE I RESOURCE – 3010 $106

	3000-3999: Employee Benefits TITLE I RESOURCE – 3010 $49,717	3000-3999 Employee Benefits TITLE I RESOURCE – 3010 $4,926
	5000-5999: Services and Other Operating Expenditures TITLE I RESOURCE – 3010 $220,000	5000-5999 Services and Other Operating Expenditures TITLE I RESOURCE-3010 $159,500
	1000-1999: Certificated Personnel Salaries TITLE III RESOURCE – 4203 $62,844	1000-1999: Certificated Personnel Salaries TITLE III RESOURCE – 4203 $6,662
	3000-3999: Employee Benefits TITLE III RESOURCE – 4203 $13,570	3000-3999: Employee Benefits TITLE III RESOURCE – 4203 $1,436
	5000-5999: Services And Other Operating Expenditures TITLE III RESOURCE – 4203 $3,586	5000-5999: Services And Other Operating Expenditures TITLE III RESOURCE – 4203 $0

Action 1.1d Increase the quality and rigor of grade-level core curriculum and instruction 1.1d Provide instructional support with an increased focus on unduplicated students' performance, attendance, engagement (Support instruction, teachers and students at high need schools-add Assistant Principals; secretarial support)	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0114 $2,229,939 2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0114 $251,849 3000-3999: Employee Benefits LCFF RESOURCE– 0114 $851,369	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0114 $2,270,689 2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0114 $253,575 3000-3999: Employee Benefits LCFF RESOURCE– 0114 $838,813
Action 1.1e Increase the quality and rigor of grade-level core curriculum and instruction 1.1e Support early literacy, numeracy and language development (reduce class size in TK-3 to Grade Span Average of 24/1).	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0000 $3,555,391 3000-3999: Employee Benefits LCFF RESOURCE – 0000 $1,147,906	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0000 $3,555,391 3000-3999: Employee Benefits LCFF RESOURCE – 0000 $1,147,906
Action 1.1f Increase the quality and rigor of grade-level core curriculum and instruction 1.1f Continue to reevaluate and implement the multi-year plan for textbook/material adoption	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0116	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0116

	$411,218	$317,661
	2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0116 $0	2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0116 $477
	3000-3999: Employee Benefits LCFF RESOURCE – 0116 $88,782	3000-3999: Employee Benefits LCFF RESOURCE – 0116 $56,602
	4000-4999: Books And Supplies LCFF RESOURCE - 0116 $0	4000-4999: Books And Supplies LCFF RESOURCE - 0116 $213,359
	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0116 $0	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0116 $57,522
Action 1.1g Increase the quality and rigor of grade-level core curriculum and instruction 1.1g Continue to implement the Gateway to Learning K-2 Institute (teacher professional development in early literacy skills)	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0117 $0 2000-2999:	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0117 $21,597 2000-2999:

	Classified Personnel Salaries LCFF RESOURCE – 0117 $0	Classified Personnel Salaries LCFF RESOURCE – 0117 $369
	3000-3999: Employee Benefits LCFF RESOURCE – 0117 $0	3000-3999: Employee Benefits LCFF RESOURCE – 0117 $4,623
	4000-4999: Books And Supplies LCFF RESOURCE – 0117 $0	4000-4999: Books And Supplies LCFF RESOURCE – 0117 $5,131
	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0117 $0	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0117 $2,017
	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0117 $40,000	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0117 $0

| Action 1.2a Support digital integration, infrastructure, digital inclusion, maintenance, procurement and safety

1.2a Continue to increase Digital integration in the instructional setting (student devices; teacher & classroom refresh; tools & resources; technical assistance; Digital Literacy & Citizenship professional development). | 1000-1999: Certificated Personnel Salaries LCFF RESOURCE– 0121 $187,389

2000-2999: Classified Personnel Salaries LCFF RESOURCE– 0121 $309,299

3000-3999: Employee Benefits LCFF RESOURCE– 0121 $189,279

4000-4999: Books And Supplies LCFF RESOURCE– 0121 $2,082,417

5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0121 $279,000 | 1000-1999: Certificated Personnel Salaries LCFF RESOURCE– 0121 $183,398

2000-2999: Classified Personnel Salaries LCFF RESOURCE– 0121 $165,413

3000-3999: Employee Benefits LCFF RESOURCE– 0121 $139,688

4000-4999: Books And Supplies LCFF RESOURCE– 0121 $2,128,001

5000-5999: Services And Other Operating Expenditures LCFF RESOURCE– 0121 $37,421 |
|---|---|---|
| **Action 1.2b Support digital integration, infrastructure, digital inclusion, maintenance, procurement and safety** | 5000-5999: Services And Other | 5000-5999: Services And Other |

1.2b Provide Digital Inclusion devices to students who do not have internet access at home.	Operating Expenditures LCFF Resource – 0122 $20,000	Operating Expenditures LCFF Resource – 0122 $20,000
Action 1.2c Support digital integration, infrastructure, digital inclusion, maintenance, procurement and safety 1.2c Provide preventative maintenance of classroom display equipment (Communications Trades Maintenance Workers).	2000-2999: Classified Personnel Salaries LCFF Resource – 0123 $58,236 3000-3999: Employee Benefits LCFF Resource – 0123 $30,437	2000-2999: Classified Personnel Salaries LCFF Resource – 0123 $58,460 3000-3999: Employee Benefits LCFF Resource – 0123 $32,866
Action 1.2d Support digital integration, infrastructure, digital inclusion, maintenance, procurement and safety 1.2d Increase purchasing power for digital equipment (Technology Procurement Specialist).	2000-2999: Classified Personnel Salaries LCFF Resource – 0124 $64,401 3000-3999: Employee Benefits LCFF Resource – 0124 $32,977	2000-2999: Classified Personnel Salaries LCFF Resource – 0124 $37,098 3000-3999: Employee Benefits LCFF Resource – 0124 $20,650
Action 1.2e Support digital integration, infrastructure, digital inclusion, maintenance, procurement and safety 1.2e Increase Internet Safety and Disaster Recovery (software; disaster recovery services; equipment).		

	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0125 $275,000	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0125 $270,789
Action 1.2f Support digital integration, infrastructure, digital inclusion, maintenance, procurement and safety 1.2f Improve the accuracy and quality of student demographic and assessment data input into district data management systems to facilitate data-driven decision making (Data Quality Technician).	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0126 $0 2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0126 $122,760 3000-3999: Employee Benefits LCFF RESOURCE – 0126 $38,534	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0126 $5,299 2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0126 $119,956 3000-3999: Employee Benefits LCFF RESOURCE – 0126 $60,988
Action 1.2g Support digital integration, infrastructure, digital inclusion, maintenance, procurement and safety 1.2g Increase infrastructure to support integrated technology instruction (network infrastructure materials and access points).	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0127	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0127

	$882,417	$0
Action 1.3a Recruit and develop highly qualified and highly effective teachers and staff 1.3a Maintain the ability to attract highly qualified personnel (Competitive Compensation).	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0000 $8,486,382 2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0000 $3,629,991 3000-3999: Employee Benefits LCFF RESOURCE – 0000 $2,883,163	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0000 $8,398,729 2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0000 $3,348,051 3000-3999: Employee Benefits LCFF RESOURCE – 0000 $2,864,239
Action 1.3b Recruit and develop highly qualified and highly effective teachers and staff 1.3b Recruit highly qualified personnel and ensure teachers are properly credentialed.	4000-4999: Books And Supplies TITLE II RESOURCE – 4035 $1,200 5000-5999: Services And Other Operating Expenditures TITLE II RESOURCE – 4035 $48,800	4000-4999: Books And Supplies TITLE II RESOURCE – 4035 $2,227 5000-5999: Services And Other Operating Expenditures TITLE II RESOURCE – 4035 $22,904
Action 1.3c Recruit and develop highly qualified and highly effective teachers and staff	N/A	N/A

1.3c Provide quality leadership development for Assistant Principals through existing Co-Admin and Shared Leadership meetings.		
Action 1.3d Recruit and develop highly qualified and highly effective teachers and staff 1.3d Provide Career Technical Education teacher development and credentialing through the CTE Plan in Action 2.5c.	N/A	N/A
Action 1.3e Recruit and develop highly qualified and highly effective teachers and staff 1.3e Provide professional development for Classified Staff and Substitute teachers through existing job-alike meetings	N/A	N/A
.Action 1.4 Develop and retain highly qualified and highly effective personnel through the Professional Growth System 1.4 Design and implement a Professional Growth System (principal and teacher stipends; Assistant Supt. PGS; principal liaison; support teachers; secretary support.	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0140 $2,028,240 2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0140 $75,809 3000-3999: Employee Benefits LCFF RESOURCE – 0140 $653,937 4000-4999: Books And Supplies LCFF RESOURCE – 0140	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0140 $1,504,747 2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0140 $88,238 3000-3999: Employee Benefits LCFF RESOURCE – 0140 $502,063 4000-4999: Books And Supplies LCFF RESOURCE – 0140

	$3,429 5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0140 $322,850 4000-4999: Books And Supplies TITLE II RESOURCE – 4035 $0 5000-5999: Services And Other Operating Expenditures TITLE II RESOURCE – 4035 $0	$18,651 5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0140 $20,333 4000-4999: Books And Supplies TITLE II RESOURCE – 4035 $519 5000-5999: Services And Other Operating Expenditures TITLE II RESOURCE – 4035 $43,740
Action 1.5a Improve the quality and safety of the school environment to support optimal learning 1.5a Continue to implement Deferred Maintenance program	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0851 $800,000	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0851 $538,849
Action 1.5b Improve the quality and safety of the school environment to support optimal learning 1.5b Support Green scape services	2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0152 $194,148	2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0152 $155,191

	3000-3999: Employee Benefits LCFF RESOURCE – 0152 $99,149	3000-3999: Employee Benefits LCFF RESOURCE – 0152 $67,279
Action 1.5c Improve the quality and safety of the school environment to support optimal learning 1.5c Support Team Cleaning services	2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0153 $290,919 3000-3999: Employee Benefits LCFF RESOURCE – 0153 $143,798	2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0153 $260,507 3000-3999: Employee Benefits LCFF RESOURCE – 0153 $136,646
Action 1.5d Improve the quality and safety of the school environment to support optimal learning 1.5d Continue to increase student and employee safety and crisis response through improving the security of school and district sites (physical plant), improving communications infrastructure and increasing the visual recognition of RUSD staff.	4000-4999: Books and Supplies LCFF RESOURCE – 0154 $20,000 5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0154 $0 5000-5999: Services And Other Operating Expenditures TITLE IV Resource – 4127	4000-4999: Books and Supplies LCFF RESOURCE – 0154 $18,203 5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0154 $139,724 5000-5999: Services And Other Operating Expenditures TITLE IV Resource – 4127

	$150,000	$98,789

Goal Analysis

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

1.1a Remaining dollars from this action were spent on 1:1 devices for students/teachers, curriculum materials/software, and technology infrastructure for remote teaching and learning.This action was not fully implemented due to school closures; vacancies for both certificated and classified positions were not filled.

1.1b Remaining dollars were spent on 1:1 devices for students/teachers, curriculum materials/software, and technology infrastructure for remote teaching and learning.Due to limited opportunities to train teachers due to school closures fewer teachers than expected participated in the Next Generation Science Standards (NGSS) therefore this action was not fully implemented.

1.1c Remaining dollars were Title 1 and Title III funds and were used for reading software licenses. Due to limited opportunities to train teachers, fewer teachers than expected participated in English learner professional development for teachers, and vacancies for positions were not filled due to school closures therefore this action was not fully implemented.

1.1f Books and supplies and other expenditures were not spent due to school closures. The funding for this action has been carried over for textbook purchases in 2021-22.

1.1g Remaining dollars were spent on 1:1 devices, curriculum materials/software and technology infrastructure for remote teaching and learning. The Gateway to Learning Institute training was offered only in a limited fashion due to school closures, funds budgeted for substitute teachers, teacher time cards and supplies were not utilized, therefore this action was not fully implemented.

1.2a Remaining dollars were spent on 1:1 devices, curriculum, materials/software and technology infrastructure for remote teaching and learning. Vacancies for technical assistance positions that were not filled, and the Summer Tech Institute professional development event was cancelled therefore this action was not fully implemented.

1.2d Remaining dollars were spent on 1:2 devices for students and teachers, curriculum, materials/software and technology infrastructure for remote teaching and learning. The position in Tech Procurement cost less than originally anticipated, therefore the dollars for this action were not fully implemented.

1.2g Due to school closures, the actions and services outlined for this action were not fully implemented with LCAP dollars. Other department funds were used for the expenditures, and LCAP dollars were used for the E-rate match.

1.3b Remaining dollars were spent on 1:1 devices, curriculum, materials/software and technology infrastructure for remote teaching and learning. The budget for personnel to attend job fairs was not spent due to school closures and hiring uncertainties, therefore this action was not fully implemented.

1.4 Due to school closures, fewer books, supplies, services and other operating expenditures were needed because the staff was working from home, and training/coaching was done virtually, therefore this action was not implemented as planned. The dollars budgeted for this action have been carried forward for purchases for the 2021-22 school year.

1.5a Unused funding from this action, along with Covid Relief funds were used to prepare schools for in-person instruction (cleaning and re-design) and also paid for professional development on technology tools for teachers and administrators, and additional devices for remote teaching and learning. There was less need for typical day-today school maintenance during virtual learning, therefore this action was not fully implemented as originally planned.

1.5d To provide security for all schools during closures, a private company was hired to maintain ongoing surveillance of each campus. Therefore the funding for this action exceeded the budgeted amount. Funding allocated for "technology infrastructure" was procured from other under-spent actions and was used to maintain and keep our schools safe during the time they were left empty. Items such as panic buttons, outdoor cameras, and alarm software were also purchased.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

1.1 Increase the quality of and rigor of grade-level core curriculum and instruction

1.1a. Not fully implemented

Challenges: This action will continue to be modified to include a professional learning platform and an embedded learning platform to meet all instructional needs. RUSD was unable to do this due to changes in instructional schedules due to Covid, therefore not all teachers were inclined to participate.

Successes: RUSD's implementation of relevant, high-quality Professional Development (PD) during the pandemic included approximately 700+ hours delivered using 2019-20 Preschool & TK-12 with a focus on development of language and academic skills for English Language Learners. This included online Professional Development modules created by the Instructional Services Team implemented in 2019-20. There is preliminary evidence that reveals teachers' positive feedback on purposeful online standards-based PD sessions via survey answers, and the option to participate in both synchronous and asynchronous PD has also been received positively by staff and faculty. Giving staff the opportunity to complete professional learning asynchronous and synchronous during the pandemic has prompted RUSD, specifically Instructional Services Specialists and Staff Developers, to provide a variety of delivery systems for professional learning in the future. The use of online PD will be continued and will be coupled with in-person PD as needed as schools reopen and the county health officials allow for in-person gatherings.

1.1b Not fully implemented

Challenges: There are still some barriers to eliminate with teachers needing to fully understand the online professional development program for Next Generation Science Standards. Teachers were unable to attend professional development as they were still adapting to the online curriculum in general. The NGSS transition PD plan was therefore delayed.

Successes: The NGSS Coordinator was still actively working during the pandemic/school closures to develop the district-wide STEM plan. He also engaged in work with UC Riverside to develop opportunities for teachers to engage in activities around computer science and big data upon their return to school.

1.1c Not fully implemented

Challenges: Teachers were engaged in professional development for online/virtual teaching and did not have enough time to attend ELD workshops online as well.

Successes: The English Learner team, with the input and feedback from stakeholder groups, focused on four areas of work to support and increase the engagement of English learners during school closures. 1. EL contacts (one person from each site who is the EL representative for the school) were trained in the EL Roadmap and RUSD Guide for Educating English Learners. At the completion of these trainings, 94% of the EL contacts reported being comfortable addressing designated and integrated ELD and 100% have increased their knowledge of the EL Roadmap Policy. 94% of the EL Contacts feel comfortable sharing the policy with their administrators. 2. EL modules were created and vetted during 2019-20 for implementation in the summer of 2021. 3. Engagement of EL students was a top priority with 80 home visits completed during the EL community walk. 4. EL proficiency assessment committee was developed to adopt an ELPAC mirror/reflection of what is on ELPAC.

1.1d Implemented

Challenges: Not all teachers were comfortable with asynchronous and synchronous professional development options. Many were adjusting to the basic tools for virtual teaching and learning and did not further engage in professional development, while others found the pacing of online training to be overwhelming.

Successes: Professional development for unduplicated student support in the areas of instruction that were successful and fully implemented included:1) Document-Based Questions (DBQ), a program for secondary History-Social Science was determined to be 81% effective in that (109/135) of secondary HSS teachers have logged in and created at least one assignment in DBQ Online. While DBQ is often used for secondary, 16 RUSD elementary teachers have been actively using DBQ Online, and 90 elementary teachers have logged in and created a class on the platform. 2) Lexia- English Language Arts/ Literacy supplement to close learning gaps which demonstrated 49% usage, with 48% users working at or above grade level. Dreambox- Online math programs were provided to 13,416 users K-8 (65% of RUSD students). Students that worked with between 2 and 5 lessons a week achieved 49.55% total growth on average. RUSD's use of Imagine Español garnered an 89% average program completion for our 15% English Learner population. These digital programs were brought in to provide supplemental computer-adaptive support for student learning and to support asynchronous time. Teacher feedback data showed positive approval for this platform to continue, therefore they will continue to be offered for at least one year for continuity across the 20-21, summer learning, and the 21-22 school year. 3) Comprehensive systems will be utilized at the site and district levels to better support teachers to respond to data outcomes for student achievement including:

Brain Pop Jr - 7,600 Student Users - 506 Teacher Users. Usage 28.1% of Students and 40.5% of Teachers. Logins: Students - 42.3K and Teachers - 5,500

BrainPop - 14,800 Student Users - 854 Teacher Users. Usage 36.8% of Students and 30.6% of Teachers. Logins: Students - 85,500 and Teachers - 8,700

Great Minds - 74.7% of Students and 95.3% of Teachers used Affirm and Edulastic assessments to guide instruction.

Seesaw - TK-2 teachers began using Seesaw as an instructional resource. Seesaw was purchased to assist TK-2 teachers and students with teaching in a distance learning/ virtual environment in the spring of 2020. Four asynchronous professional learning courses were developed to assist teachers in implementing Seesaw with their students. Over 353 TK-2 teachers have completed the asynchronous courses. Another five live webinars were developed and held for teachers to learn Seesaw. This application has been highly effective in engaging students and families during distance/virtual learning.

Kami - Students in grades 3-12 began using Kami as an instructional resource during distance learning. Kami was purchased in order to assist all students with annotating online documents in order to complete work digitally and submit assignments without the need to print. An asynchronous course was created to provide training for teachers on how to effectively use Kami in virtual classrooms. Over 880 teachers completed the asynchronous course. This application has been highly effective in engaging students and families during distance/virtual learning.

Paper Tutoring - This product was purchased in order to support students with additional tutoring opportunities and offers support for English Language Learners. Usage has been less robust than expected even with multiple forms of promotion. It is recommended that this service continues during the 21-22 school year fir grades 9-12.

Mystery Science: Mystery Science is a supplemental curriculum for TK-5th grade aligned to Next Generation Science Standards (NGSS). Students received a packet of all the worksheets and handouts. Seesaws or Google Slides were created for every lesson with a clear Scope and Sequence for which lessons to use during each trimester. A Rise PD was created to support teachers.

Amplify Science: Over 8,298 active teachers and students pre-Covid. During distance learning, resources were created to organize content for every lesson including videos, print materials, and assessment opportunities that align with the Next Generation Science Standards (NGSS). 16 school sites have had virtual meetings with the science team to review these resources. A RISE PD was created and Amplify Office Hour sessions were held to support teachers.

Explore Learning (Gizmos): Gizmos allows high school students to explore simulations aligned to Next Generation Science Standards (NGSS) as a supplement to hands-on investigations. A RISE PD was created along with Gizmos training. Office hours were held for teachers needing technical support during distance learning.

1.1e: Implemented

Challenges: While every attempt was made to increase the quality and rigor of grade-level core curriculum and all of the planned class size reduction took place, online learning did not provide the same supportive environment as the in person classroom instruction does.

Successes: Class size reduction was put into place as planned, allowing for the virtual classroom to not be too overwhelming for teaching literacy and numeracy in the TK-3 virtual classrooms.

1.1f Not fully implemented

Challenges: Students did not have access to textbooks all year, most instruction was done using technology tools. Distribution of textbooks was difficult and not prudent during the pandemic.

Successes: This money is carried over for the next school year.

1.1g: Not fully implemented

Challenges: The Gateway to Learning Institute Professional Development for early literacy skills did not take place during school closures

Successes: Teachers who previously had the training were able to share strategies with new teachers during online PLC time.

1.2 Support digital integrations, infrastructure, digital inclusion, maintenance, procurement and safety

1.2a Not full implemented

Challenges: Funds were designated for a Summer Tech institute for trades/maintenance workers which did not take place due to priorities for school safety.

Successes: Trades/maintenance stayed fully employed during the pandemic to work on school safety and technology infrastructure. Internet safety software has increased visibility on potential threats and vulnerabilities to our network. These systems have prevented a number of potentially disastrous incidents that could have widespread consequences on our network and systems. These detection and prevention systems have been especially important during distance and virtual learning as any one of these threats could have a significant negative impact on remote learning.

1.2b Implemented

Challenges: Work orders for digital infrastructure doubled within RUSD during school closures, and IT teams worked as quickly as possible to avoid computer viruses which were happening on a larger-scale than non-pandemic years.

Successes: Using these allocated funds in 2019-20, the work order hours for integrations, digital infrastructure and maintenance included - 1,298.8 (62% PM, 7.6% New Install, 29.8% Repair). Work order hours - 910.1; 8 months at the time of report (78% PM, 7 % New Install, 15% Repair) 1) 96,967 Blocked Malware Requests 2) 692 Blocked Command and Control Requests 3) 3,236 Blocked Phishing Attempts

1.2c Implemented

Challenges: Work time for normal preventative maintenance of classroom display equipment was used to implement new technology infrastructure across classrooms during virtual teaching and learning.

Successes: New technology was available for teachers to use either from home or in their classrooms for virtual learning. As of March 13, 2020, our Data Quality Technicians had completed over 40 school site visits where they spent between 30 minutes to 2 hours working with school office personnel. The IT dept. also held 12 special training sessions to assist employees with technology implementation.

1.2d Not fully implemented

Challenges: The position hired for the Tech Procurement position came in under budget, this hire was also delayed due to school closures and shifts in the district hiring processes due to safety during the pandemic.

Successes: The position was eventually filled to assist the large technology orders for devices, technology materials/software and technology infrastructure.

1.2e Implemented

Challenges: Digital integration and infrastructure, maintenance, procurement and safety of technological devices and usage increased exponentially during the pandemic.

Successes: Our Computer Applications team has provided specialized group training on the Aeries product and Google Classroom, and other instructional technology tools and curriculum to many different stakeholder groups in RUSD as well AVID teachers, Curriculum & Instruction support staff and the English Learner team.

1.2f Implemented

Challenges: Maintaining accuracy and quality of student demographic and assessment data was difficult during the pandemic with regards to students not showing up for virtual learning in the online environment, and parent inability to enforce the use of technology for classroom instruction at home.

Successes: For the 2019-20 school year, RUSD added two Data Quality Technicians (DQT) to the existing two DQTs as part of the RUSD Clean and Accurate Data Initiative (CADI). Data quality is critical to accurate and timely data-based decision-making in order to provide students with increased and improved services. A part of the CADI plan is to provide direct training and support to the school site and department classified staff members in order to increase initial data quality. Additionally, a secondary goal of the CADI plan is to clean (update or revise) existing erroneous data in our student information system (AERIES) and in the state CALPADS system. Collectively, the team has over 92 years of experience working in various positions in our school district - from school sites to servicing technology in the field. Each DQT has 10-12 schools assigned to them that they regularly support and monitor. ince COVID-19 school closures, the DQTS have been meeting virtually through Google Meets with school sites in place of the face-to-face site meetings. After each coaching session surveys are sent to users for feedback. Over 95% of the feedback over the last two years has been positive.

The DQTs also provided Aeries/CALPADS training at various locations (Nutrition Services, Technology Services, District Office, King High School) to accommodate sites across the district. Prior to the addition of the two DQTs training could only be provided at the Technology Services department office. This resulted in poor attendance at the training - resulting in data errors. The content of the training is driven by feedback from district personnel and error trends found in data quality corrections. The efforts of the CADI plan and DQTs have resulted in increased and sustained Graduation Rates and College/Career Indicator rates. Prior to implementing CADI, the RUSD graduation rate was 91.6% on the CA Dashboard. The focus on clean and accurate data resulted in an increase of 5.4% to the RUSD Graduation Rate on the 2019 CA Dashboard. This increase was sustained on the partial 2020 CA Dashboard, with the Graduation Rate remaining above 96%. The clean data allowed the hard work and program changes to be realized. Similarly, within the College/Career Indicator, the number of CTE "Prepared" students was 45. By attending to clean data that increased to 151 students in 2019, and it remained high at 155 students on the 2020 CA Dashboard.

1.2g Not fully implemented

Challenges: The dollars for this action were held in order to provide an E- rate match for the district.

Successes: The E-rate match is instrumental in making TK broadband/internet more affordable and accessible for our low income families and unduplicated pupils.

1.3 Recruit and develop highly qualified and highly effective teachers and staff

1.3a Implemented

Challenges: The usual hiring practices for the new school year did not take place as usual due to school closures and uncertainties of future school funding.

Successes: Additional temporary teachers were hired to fill in gaps for virtual instruction/learning due to teacher retirements, attrition and additional teachers needed for home-based learning which was a choice option for RUSD students during the pandemic.

1.3b Implemented

Challenges: Different types of supplies and trainings were needed for the virtual classroom and online administration of schools.

Successes: The personnel department provided a "New Administrators Training " for all of our new certificated administrators that were either brand new to RUSD or new to their administrative position. This is a yearlong training that focuses on leadership development as well as the technical aspects of an administrator's job. Additionally, Assistant Principals attend a monthly meeting with all their colleagues to ensure they are provided a forum to receive information as well as grow and develop as a leader.

1.3c N/A for 2019-20

1.3d N/A for 2019-20

1.3e N/A for 2019-20

1.4 Develop and retain highly qualified and highly effective personnel through the Professional Growth System

1.4 Not fully implemented

Challenges: Due to school closures several of the professional development sessions were not conducted and substitute time was not utilized. The current challenge for reporting metrics in the program is the missing student academic achievement data. This data will guide our overall evaluation when schooling resumes to all year, full time.

Successes: Professional Growth System (PGS), implemented in 2017, serves to support new teachers and administrators to recruit and retain high quality teachers and administrators. The design includes the rotation of staff, serving in 3-year terms. Support Teachers and Support Principals serve for three years and then return back to the classroom, school site, and other positions for which they are qualified.   It was determined that the results from the formal program evaluation conducted by the California Teacher Credential Commission demonstrated that the RUSD PGA Induction program is successful based on goal attainment and measurable outcomes for the district. Data on retention of teachers who participate in PGS informs on the effectiveness of support provided by PGS Support Teachers reveals a high increase in retention since the start of the program in 2017 (baseline) . Goals moving forward focus on sustained effectiveness and student achievement. We are implementing new metrics to meet these goals.

1.5 Improve the quality and safety of the school environment to support optimal learning

1.5a Not fully implemented

Challenges: Challenges in Deferred Maintenance includes the realization that additional funding is needed in this area. As a result of limitations from COVID the list of accomplished projects may seem extensive in that we did spend $538,849 from LCAP funds - we did not have safety protocols to accomplish everything. Our current Deferred Maintenance Backlog is in excess of $150,000,000. The following major categories of projects that are overdue for completion include: Flooring - $8,618,500; Interior Paint - $4,632,000; Exterior Paint - $3,010,000; Roofing - $14,838,024; Portable Classroom Repair - $17,375,100; Fire/Life Safety Equipment - $5,090,000; HVAC - $33,920,000; Asphalt - $$4,579,500; Athletic Facilities - $3,500,000; Playgrounds - $2,852,000.

Successes: The Deferred Maintenance Program funded in the 2019-20 LCAP maintained our schools in a manner consistent with the "Good Repair" standards legislated in California Education Code 17002.

1.5b Implemented

Challenges: Even though schools were empty for the better part of 2019-20 school year, the grounds still needed to be maintained.

Successes: In order to maintain our school grounds at the established "Level of Service" Greenscape Operation positions have been in place since 2014. The employee positions were still in place during school closures for the upkeep of school grounds and general maintenance.

1.5c Implemented

Challenges: General building care and ground maintenance had to continue despite stay at home orders.

Successes: Allocated staff was distributed throughout the 12 Team Cleaning Teams providing the ability to maintain our base custodial allocations at a balance of 1 FTE custodian for every 35,000 square feet of serviced area. This ratio is required in order for our custodial staff to perform their assigned tasks. Due to the addition of new building square footage and the re-opening of the Grant Facility, there has been a significant increase in square footage service area even during COVID.

1.5d Not fully implemented as intended/budget overage occured for additional safety costs

Challenges: With over 50 schools not being used during school closures, and the high property value both inside and outside of the school buildings, safety needed to be increased. An outside company was hired to maintain ongoing surveillance of each campus.

Successes: Little to no vandalism on district properties occurred during school closures.

Goal 2

Prepare all students to be college, career and world ready upon graduation.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Board goals 1, 2, 4, 5, 7; Counseling Plan; LEA Plan; CTE Plan; Personalized Learning Initiative; AVID Plan; Heritage Plan; VAPA Plan

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator % of students met / exceeded on SBAC ELA – All Students **19-20** 51% **Baseline** 48.8%	**Metric/Indicator** % of students met / exceeded on SBAC ELA – All Students **19-20** Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year. **Baseline** 48.8%
Metric/Indicator % of students met / exceeded on SBAC ELA – African American **19-20** 45% **Baseline** 42.9%	**Metric/Indicator** % of students met / exceeded on SBAC ELA – African American **19-20** Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year. **Baseline** 42.9%

Metric/Indicator % of students met / exceeded on SBAC ELA – Hispanic **19-20** 44% **Baseline** 41.1%	**Metric/Indicator** % of students met / exceeded on SBAC ELA – Hispanic **19-20** Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year. **Baseline** 41.1%
Metric/Indicator % of students met / exceeded on SBAC ELA – Low Income **19-20** 41% **Baseline** 38.9%	**Metric/Indicator** % of students met / exceeded on SBAC ELA – Low Income **19-20** Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year. **Baseline** 38.9%
Metric/Indicator % of students met / exceeded on SBAC ELA – English Learner **19-20** 14% **Baseline** 7.8%	**Metric/Indicator** % of students met / exceeded on SBAC ELA – English Learner **19-20** Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year. **Baseline** 7.8%

Metric/Indicator % of students met / exceeded on SBAC ELA – Students with Disabilities **19-20** 14% **Baseline** 8.8%	**Metric/Indicator** % of students met / exceeded on SBAC ELA – Students with Disabilities **19-20** Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year. **Baseline** 8.8%
Metric/Indicator % of students met / exceeded SBAC ELA – Reclassified English Learners **19-20** 61% **Baseline** 57.7%	**Metric/Indicator** % of students met / exceeded on SBAC ELA – Students with Disabilities **19-20** Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year. **Baseline** 57.7%

Metric/Indicator SBAC ELA (Distance from Level 3) All Students **19-20** Dashboard Status (Fall 2017): 7.3 below – Low Status Dashboard Change (Fall 2017): increase by 4 Dashboard Performance: Yellow **Baseline** Dashboard Status (2015-16): 8.6 below – Low Status Dashboard Change (2015-16): increase by 11.7 Dashboard Performance: Yellow Metric/Indicator SBAC ELA (Distance from Level 3 English Learner)	**Metric/Indicator** SBAC ELA (Distance from Level 3) All Students **19-20** Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year. **Baseline** Dashboard Status (2015-16): 8.6 below – Low Status Dashboard Change (2015-16): increase by 11.7 Dashboard Performance: Yellow Metric/Indicator SBAC ELA (Distance from Level 3 English Learner)

Metric/Indicator SBAC ELA (Distance from Level 3) English Learner **19-20** Dashboard Status (Fall 2017): 49.6 below – Low Status Dashboard Change (Fall 2017): increase by 4 Dashboard Performance: Yellow **Baseline** Dashboard Status (2015-16): 48.6 below – Low Status Dashboard Change (2015-16): increase by 11.7 Dashboard Performance: Yellow	**Metric/Indicator** SBAC ELA (Distance from Level 3) English Learner **19-20** Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year. **Baseline** Dashboard Status (2015-16): 48.6 below – Low Status Dashboard Change (2015-16): increase by 11.7 Dashboard Performance: Yellow
Metric/Indicator SBAC ELA (Distance from Level 3) Low Income **19-20** Dashboard Status (Fall 2017): 29.2 below – Low Status Dashboard Change (Fall 2017): increase by 4 Dashboard Performance: Yellow **Baseline** Dashboard Status (2015-16): 29.6 below – Low Status Dashboard Change (2015-16): increase by 10.9 Dashboard Performance: Yellow	**Metric/Indicator** SBAC ELA (Distance from Level 3) Low Income **19-20** Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year. **Baseline** Dashboard Status (2015-16): 29.6 below – Low Status Dashboard Change (2015-16): increase by 10.9 Dashboard Performance: Yellow

Metric/Indicator SBAC ELA (Distance from Level 3) Students with Disabilities **19-20** Dashboard Status (Fall 2017): 98.6 below – Very Low Status Dashboard Change (Fall 2017): increase by 4 Dashboard Performance: Orange **Baseline** Dashboard Status (2015-16): 100.4 below – Very Low Status Dashboard Change (2015-16): increase by 2.6 Dashboard Performance: Red	**Metric/Indicator** SBAC ELA (Distance from Level 3) Students with Disabilities **19-20** Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year. **Baseline** Dashboard Status (2015-16): 100.4 below – Very Low Status Dashboard Change (2015-16): increase by 2.6 Dashboard Performance: Red
Metric/Indicator SBAC ELA (Distance from Level 3) African American **19-20** Dashboard Status (Fall 2017): 24.5 below - Medium Dashboard Change (Fall 2017): increase by 4 Dashboard Performance: Yellow **Baseline** Dashboard Status (2015-16): 7.5 below – Low Status Dashboard Change (2015-16): increase by 16.8 Dashboard Performance: Yellow	**Metric/Indicator** SBAC ELA (Distance from Level 3) African American **19-20** Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year. **Baseline** Dashboard Status (2015-16): 7.5 below – Low Status Dashboard Change (2015-16): increase by 16.8 Dashboard Performance: Yellow

Metric/Indicator SBAC ELA (Distance from Level 3) Hispanic **19-20** Dashboard Status (Fall 2017): 23.4 below – Low Status Dashboard Change (Fall 2017): increase by 4 Dashboard Performance: Yellow **Baseline** Dashboard Status (2015-16): 24.4 below – Low Status Dashboard Change (2015-16): increase by 12.2 Dashboard Performance: Yellow	**Metric/Indicator** SBAC ELA (Distance from Level 3) Hispanic **19-20** Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year. **Baseline** Dashboard Status (2015-16): 24.4 below – Low Status Dashboard Change (2015-16): increase by 12.2 Dashboard Performance: Yellow
Metric/Indicator SBAC ELA (Distance from Level 3) English Learner Only **19-20** Dashboard Status (Fall 2017): 110.7 below – Very Low Status Dashboard Change (Fall 2017): increase by 4 Dashboard Performance: NA **Baseline** Dashboard Status (2015-16): 94.7 below – Very Low Status Dashboard Change (2015-16): increase by 8.5 Dashboard Performance: NA	**Metric/Indicator** SBAC ELA (Distance from Level 3) English Learner Only **19-20** Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year. **Baseline** Dashboard Status (2015-16): 94.7 below – Very Low Status Dashboard Change (2015-16): increase by 8.5 Dashboard Performance: NA

Metric/Indicator % of students met / exceeded on SBAC Math – All Students **19-20** 38% **Baseline** 35.8%	**Metric/Indicator** % of students met / exceeded on SBAC Math – All Students **19-20** Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year. **Baseline** 35.8%
Metric/Indicator % of students met / exceeded on SBAC Math – African American **19-20** 31% **Baseline** 27.3%	**Metric/Indicator** % of students met / exceeded on SBAC Math – African American **19-20** Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year. **Baseline** 27.3%
Metric/Indicator % of students met / exceeded on SBAC Math – Hispanic **19-20** 30% **Baseline** 26%	**Metric/Indicator** % of students met / exceeded on SBAC Math – Hispanic **19-20** Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year. **Baseline** 26%

Metric/Indicator % of students met / exceeded on SBAC Math – Low Income **19-20** 28% **Baseline** 26%	**Metric/Indicator** % of students met / exceeded on SBAC Math – Low Income **19-20** Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year. **Baseline** 26%
Metric/Indicator % of students met / exceeded on SBAC Math – English Learner **19-20** 12% **Baseline** 7.4%	**Metric/Indicator** % of students met / exceeded on SBAC Math – English Learner **19-20** Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year. **Baseline** 7.4%
Metric/Indicator % of students met / exceeded on SBAC Math – Students with Disabilities **19-20** 10% **Baseline** 6.2%	**Metric/Indicator** % of students met / exceeded on SBAC Math – Students with Disabilities **19-20** Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year.

	Baseline 6.2%
Metric/Indicator % of students met / exceeded on SBAC Math – Reclassified EL **19-20** 40% **Baseline** 37.7%	**Metric/Indicator** % of students met / exceeded on SBAC Math – Reclassified EL **19-20** Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year. **Baseline** 37.7%
Metric/Indicator SBAC Math (Distance from Level 3 – All Students) **19-20** Dashboard Status (Fall 2017): 34 below – Low Status Dashboard Change (Fall 2017): increase by 4 Dashboard Performance:Yellow **Baseline** Dashboard Status (2015-16): 33.8 below – Low Status Dashboard Change (2015-16): increase by 6.7 Dashboard Performance: Yellow	**Metric/Indicator** SBAC Math (Distance from Level 3 – All Students) **19-20** Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year. **Baseline** Dashboard Status (2015-16): 33.8 below – Low Status Dashboard Change (2015-16): increase by 6.7 Dashboard Performance: Yellow

Metric/Indicator SBAC Math (Distance from Level 3 – English Learner) **19-20** Dashboard Status (Fall 2017): 74.5 below – Low Status Dashboard Change (Fall 2017): increase by 4 Dashboard Performance:Yellow **Baseline** Dashboard Status (2015-16): 71.1 below – Very Low Status Dashboard Change (2015-16): increase by 3.3 Dashboard Performance: Yellow	**Metric/Indicator** SBAC Math (Distance from Level 3 – English Learner) **19-20** Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year. **Baseline** Dashboard Status (2015-16): 71.1 below – Very Low Status Dashboard Change (2015-16): increase by 3.3 Dashboard Performance: Yellow
Metric/Indicator SBAC Math (Distance from Level 3 - Low Income) **19-20** Dashboard Status (Fall 2017): 57.5 below – Low Status Dashboard Change (Fall 2017): increase by 4 Dashboard Performance: Yellow **Baseline** Dashboard Status (2015-16): 55 below – Low Status Dashboard Change (2015-16): increase by 5.3 Dashboard Performance: Yellow	**Metric/Indicator** SBAC Math (Distance from Level 3 - Low Income) **19-20** Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year. **Baseline** Dashboard Status (2015-16): 55 below – Low Status Dashboard Change (2015-16): increase by 5.3 Dashboard Performance: Yellow

Metric/Indicator SBAC Math (Distance from Level 3 – Students with Disabilities) **19-20** Dashboard Status (Fall 2017): 126.4 below – Very Low Status Dashboard Change (Fall 2017): increase by 4 Dashboard Performance: Orange **Baseline** Dashboard Status (2015-16): 123.9 below – Very Low Status Dashboard Change (2015-16): increase by 0.2 Dashboard Performance: Red	**Metric/Indicator** SBAC Math (Distance from Level 3 – Students with Disabilities) **19-20** Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year. **Baseline** Dashboard Status (2015-16): 123.9 below – Very Low Status Dashboard Change (2015-16): increase by 0.2 Dashboard Performance: Red
Metric/Indicator SBAC Math (Distance from Level 3 - African American) **19-20** Dashboard Status (Fall 2017): 57.4 below – Low Status Dashboard Change (Fall 2017): increase by 4 Dashboard Performance: Yellow **Baseline** Dashboard Status (2015-16): 55 below – Low Status Dashboard Change (2015-16): increase by 10.3 Dashboard Performance: Yellow	**Metric/Indicator** SBAC Math (Distance from Level 3 - African American) **19-20** Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year. **Baseline** Dashboard Status (2015-16): 55 below – Low Status Dashboard Change (2015-16): increase by 10.3 Dashboard Performance: Yellow

Metric/Indicator SBAC Math (Distance from Level 3 – Hispanic) **19-20** Dashboard Status (Fall 2017): 51.6 below – Low Status Dashboard Change (Fall 2017): increase by 4 Dashboard Performance: Yellow **Baseline** Dashboard Status (2015-16): 51.1 below – Low Status Dashboard Change (2015-16): increase by 5.9 Dashboard Performance: Yellow	**Metric/Indicator** SBAC Math (Distance from Level 3 – Hispanic) **19-20** Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year. **Baseline** Dashboard Status (2015-16): 51.1 below – Low Status Dashboard Change (2015-16): increase by 5.9 Dashboard Performance: Yellow
Metric/Indicator SBAC Math (Distance from Level 3 – English Learner Only) **19-20** Dashboard Status (Fall 2017): 115.6 below – Very Low Status Dashboard Change (Fall 2017): increase by 4 Dashboard Performance: NA **Baseline** Dashboard Status (2015-16): 108.9 below – Very Low Status Dashboard Change (2015-16): increase by 3 Dashboard Performance: NA	**Metric/Indicator** SBAC Math (Distance from Level 3 – English Learner Only) **19-20** Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year. **Baseline** Dashboard Status (2015-16): 108.9 below – Very Low Status Dashboard Change (2015-16): increase by 3 Dashboard Performance: NA

Metric/Indicator SBAC Math (Distance from Level 3 – Reclassified English Learner Only) **19-20** Dashboard Status (Fall 2017): 30.2 below – Low Status Dashboard Change (Fall 2017): increase by 4 Dashboard Performance: NA **Baseline** Dashboard Status (2015-16): 27.1 below – Low Status Dashboard Change (2015-16): increase by 10.5 Dashboard Performance: NA	**Metric/Indicator** SBAC Math (Distance from Level 3 – Reclassified English Learner Only) **19-20** Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year. **Baseline** Dashboard Status (2015-16): 27.1 below – Low Status Dashboard Change (2015-16): increase by 10.5 Dashboard Performance: NA
Metric/Indicator EAP Test ELA- All Students Conditionally Ready Ready **19-20** 35% 26% **Baseline** 35% 22%	**Metric/Indicator** EAP Test ELA- All Students Conditionally Ready Ready **19-20** Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year. **Baseline** 35% 22%

Metric/Indicator EAP Test ELA- African American Conditionally Ready Ready **19-20** 36% 22% **Baseline** 31% 17%	**Metric/Indicator** EAP Test ELA- African American Conditionally Ready Ready **19-20** Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year. **Baseline** 31% 17%
Metric/Indicator EAP Test ELA- Hispanic Conditionally Ready Ready **19-20** 34% 18% **Baseline** 35% 14%	**Metric/Indicator** EAP Test ELA- Hispanic Conditionally Ready Ready **19-20** Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year. **Baseline** 35% 14%

Metric/Indicator	Metric/Indicator
EAP Test ELA- Low Income Conditionally Ready Ready **19-20** 33% 147% **Baseline** 34% 13%	EAP Test ELA- Low Income Conditionally Ready Ready **19-20** Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year. **Baseline** 34% 13%
Metric/Indicator	**Metric/Indicator**
EAP Test ELA- English Learner Conditionally Ready Ready **19-20** 9% 5% **Baseline** 26% 6%	EAP Test ELA- English Learner Conditionally Ready Ready **19-20** Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year. **Baseline** 26% 6%

Metric/Indicator EAP Test ELA- Students with Disabilities Conditionally Ready Ready **19-20** 12% 5% **Baseline** 10% 2%	**Metric/Indicator** EAP Test ELA- Students with Disabilities Conditionally Ready Ready **19-20** Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year. **Baseline** 10% 2%
Metric/Indicator EAP Test ELA- Reclassified EL Conditionally Ready Ready **19-20** 40% 19% **Baseline** 41% 16%	**Metric/Indicator** EAP Test ELA- Reclassified EL Conditionally Ready Ready **19-20** Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year. **Baseline** 41% 16%

Metric/Indicator EAP Test Math – All Students Conditionally Ready Ready **19-20** 23% 12% **Baseline** 21% 9%	**Metric/Indicator** EAP Test Math – All Students Conditionally Ready Ready **19-20** Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year. **Baseline** 21% 9%
Metric/Indicator EAP Test Math – African American Conditionally Ready Ready **19-20** 27% 10% **Baseline** 21% 4%	**Metric/Indicator** EAP Test Math – African American Conditionally Ready Ready **19-20** Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year. **Baseline** 21% 4%

Metric/Indicator EAP Test Math – Hispanic Conditionally Ready Ready **19-20** 20% 7% **Baseline** 16% 4%	**Metric/Indicator** EAP Test Math – Hispanic Conditionally Ready Ready **19-20** Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year. **Baseline** 16% 4%
Metric/Indicator EAP Test Math – Low Income Conditionally Ready Ready **19-20** 19% 7% **Baseline** 16% 4%	**Metric/Indicator** EAP Test Math – Low Income Conditionally Ready Ready **19-20** Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year. **Baseline** 16% 4%

Metric/Indicator EAP Test Math – English Learner Conditionally Ready Ready **19-20** 7% 5% **Baseline** 6% 2%	**Metric/Indicator** EAP Test Math – English Learner Conditionally Ready Ready **19-20** Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year. **Baseline** 6% 2%
Metric/Indicator EAP Test Math – Students with Disabilities Conditionally Ready Ready **19-20** 7% 4% **Baseline** 8% 3%	**Metric/Indicator** EAP Test Math – Students with Disabilities Conditionally Ready Ready **19-20** Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year. **Baseline** 8% 3%

Metric/Indicator	Metric/Indicator
EAP Test Math – Reclassified EL Conditionally Ready Ready **19-20** 23% 9% **Baseline** 19% 5%	EAP Test Math – Reclassified EL Conditionally Ready Ready **19-20** Measure not available due to COVID-related school closures. No local equivalent was identified for the remainder of 2019-20 school year. **Baseline** 19% 5%
Metric/Indicator English Progress Indicator **19-20** Dashboard Status (2015-16): 72% - Medium Status Dashboard Change (Fall 2017): increase by 2% Dashboard Performance: Green **Baseline** Dashboard Status (2015-16): 68.1% - Medium Status Dashboard Change (2015-16): increase by 0.8% Dashboard Performance: Yellow	**Metric/Indicator** English Progress Indicator **19-20** ELPAC Summative Results are very limited due to COVID school closures (only 50.3% of RUSD English Learners completed assessment before school closures). **19-20** Level 4 (Well Developed) – 10.2% Level 3 (Moderately Developed) – 35.3% Level 2 (Somewhat Developed) – 32.9% Level 1 (Beginning Stage) – 21.7% **Baseline**

	Dashboard Status (2015-16): 68.1% - Medium Status Dashboard Change (2015-16): increase by 0.8% Dashboard Performance: Yellow
Metric/Indicator English Learner Reclassification Rate **19-20** 13% **Baseline** 10.9%	**Metric/Indicator** English Learner Reclassification Rate **19-20** (2019-20, DataQuest): 19.1% **Baseline** 10.9%
Metric/Indicator Dual Enrollment **19-20** 20% **Baseline** 3%	**Metric/Indicator** Dual Enrollment **19-20** (2019-20, RUSD): 14.5% **Baseline** 3%

Metric/Indicator Graduation Rate – All Students **19-20** Local Indicator (2016-17): 91% Dashboard Status (Fall 2017): 95.1% - Very High Status Dashboard Change (Fall 2017): increase by 0.7% Dashboard Performance: Green **Baseline** Local Indicator (2015-16): 89.1% Dashboard Status (2014-15): 96% - Very High Status Dashboard Change (2014-15): increase by 0.9% Dashboard Performance: Blue	**Metric/Indicator** Graduation Rate – All Students **19-20** Dashboard Status (Fall 2019, CA Dashboard): 97.0% - Very High Status Dashboard Change (Fall 2019, CA Dashboard): Increased Significantly by 5.3% Dashboard Performance: Blue (2019-20, CA Dashboard - Rate only): 96.4% **Baseline** Local Indicator (2015-16): 89.1% Dashboard Status (2014-15): 96% - Very High Status Dashboard Change (2014-15): increase by 0.9% Dashboard Performance: Blue
Metric/Indicator Graduation Rate – English Learner **19-20** Local Indicator (2015-16): 83% Dashboard Status (Fall 2017): 89.5% - Medium Status Dashboard Change (Fall 2017): increase by 1% Dashboard Performance:Green	**Metric/Indicator** Graduation Rate – English Learner **19-20** Dashboard Status (Fall 2019, CA Dashboard): 92.4% - High Status Dashboard Change (Fall 2019, CA Dashboard): Increased Significantly by 12.2% Dashboard Performance: Blue (2019-20, CA Dashboard - Rate only): 93.1%

Baseline Local Indicator (2015-16): 80.9% Dashboard Status (2014-15): 90.5% - High Status Dashboard Change (2014-15): increase by 9.1% Dashboard Performance: Blue	**Baseline** Local Indicator (2015-16): 80.9% Dashboard Status (2014-15): 90.5% - High Status Dashboard Change (2014-15): increase by 9.1% Dashboard Performance: Blue
Metric/Indicator Graduation Rate – Low Income **19-20** Local Indicator (2016-17): 88% Dashboard Status (Fall 2017): 93.7% - High Status Dashboard Change (Fall 2017): increase by 1% Dashboard Performance: Green **Baseline** Local Indicator (2015-16): 86% Dashboard Status (2014-15): 94.5% - High Status Dashboard Change (2014-15): increase by 2.7% Dashboard Performance: Green	**Metric/Indicator** Graduation Rate – Low Income **19-20** Dashboard Status (Fall 2019, CA Dashboard): 96.6% - Very High Status Dashboard Change (Fall 2019, CA Dashboard): Increased Significantly by 6.2% Dashboard Performance: Blue (2019-20, CA Dashboard - Rate only): 95.9% **Baseline** Local Indicator (2015-16): 86% Dashboard Status (2014-15): 94.5% - High Status Dashboard Change (2014-15): increase by 2.7% Dashboard Performance: Green

Metric/Indicator Graduation Rate – Students with Disabilities **19-20** Local Indicator (2016-17): 68% Dashboard Status (Fall 2017): 72.2% - Low Status Dashboard Change (Fall 2017): increase by 1% Dashboard Performance: Yellow **Baseline** Local Indicator (2015-16): 66.5% Dashboard Status (2014-15): 75.9% - Low Status Dashboard Change (2014-15): increase by 4.7% Dashboard Performance: Orange	**Metric/Indicator** Graduation Rate – Students with Disabilities **19-20** Dashboard Status (Fall 2019, CA Dashboard): 85.7% - Medium Status Dashboard Change (Fall 2019, CA Dashboard): Increased Significantly by 13.0% Dashboard Performance: Green (2019-20, CA Dashboard - Rate only): 85.3% **Baseline** Local Indicator (2015-16): 66.5% Dashboard Status (2014-15): 75.9% - Low Status Dashboard Change (2014-15): increase by 4.7% Dashboard Performance: Orange
Metric/Indicator Graduation Rate – African American **19-20** Local Indicator (2016-17): 89% Dashboard Status (Fall 2017): 92.6% - High Status Dashboard Change (Fall 2017): increase by 1% Dashboard Performance: Green **Baseline** Local Indicator (2015-16): 87.4%	**Metric/Indicator** Graduation Rate – African American **19-20** Dashboard Status (Fall 2019, CA Dashboard): 96.6% - Very High Status Dashboard Change (Fall 2019, CA Dashboard): Increased by -2.7% Dashboard Performance: Blue (2019-20, CA Dashboard - Rate only): 98.5% **Baseline** Local Indicator (2016-17): 89% Dashboard Status (Fall 2017): 92.6% - High Status Dashboard Change (Fall 2017): increase by 1%

Dashboard Status (2014-15): 94.3% - High Status Dashboard Change (2014-15): increase by 2.7% Dashboard Performance: Green	Dashboard Performance: Green
Metric/Indicator Graduation Rate - Hispanic **19-20** Local Indicator (2016-17): 89% Dashboard Status (Fall 2017): 94% - High Status Dashboard Change (Fall 2017): increase by 1% Dashboard Performance: Green **Baseline** Local Indicator (2015-16): 87.1% Dashboard Status (2014-15): 94.9% - High Status Dashboard Change (2014-15): increase by 3.2% Dashboard Performance: Green	**Metric/Indicator** Graduation Rate - Hispanic **19-20** Dashboard Status (Fall 2019, CA Dashboard): 97.1% - Very High Status Dashboard Change (Fall 2019, CA Dashboard): Increased Significantly by 6.4% Dashboard Performance: Blue (2019-20, CA Dashboard - Rate only): 96.2% **Baseline** Local Indicator (2015-16): 87.1% Dashboard Status (2014-15): 94.9% - High Status Dashboard Change (2014-15): increase by 3.2% Dashboard Performance: Green
Metric/Indicator High School Dropout Rate – All Students **19-20** 3.5% **Baseline** 5.5%	**Metric/Indicator** High School Dropout Rate – All Students **19-20** (2019-20, DataQuest): 1.8% **Baseline** 5.5%

Metric/Indicator High School Dropout Rate – African American **19-20** 2.5% **Baseline** 4.5%	**Metric/Indicator** High School Dropout Rate – African American **19-20** (2019-20, DataQuest): 1.5% **Baseline** 4.5%
Metric/Indicator High School Dropout Rate – Hispanic **19-20** 4.2% **Baseline** 6.6%	**Metric/Indicator** High School Dropout Rate – Hispanic **19-20** (2019-20, DataQuest): 0% **Baseline** 6.6%
Metric/Indicator High School Dropout Rate – Low Income **19-20** 4.8% **Baseline** 7.2%	**Metric/Indicator** High School Dropout Rate – Low Income **19-20** (2019-20, DataQuest): 2.4% **Baseline** 7.2%
Metric/Indicator High School Dropout Rate – English Learner **19-20** 8.0%	**Metric/Indicator** High School Dropout Rate – English Learner **19-20** (2019-20, DataQuest): 5.6%

Baseline 10.9%	**Baseline** 10.9%
Metric/Indicator High School Dropout Rate – Students with Disabilities **19-20** 5.6% **Baseline** 8%	**Metric/Indicator** High School Dropout Rate – Students with Disabilities **19-20** (2019-20, DataQuest): 3.1% **Baseline** 8%
Metric/Indicator Middle School Dropout Rate – All Students **19-20** .12% **Baseline** .18%	**Metric/Indicator** Middle School Dropout Rate – All Students **19-20** (2019-20, CALPADS): 0.11% **Baseline** .18%
Metric/Indicator Middle School Dropout Rate – African American **19-20** .2% **Baseline** .43%	**Metric/Indicator** Middle School Dropout Rate – African American **19-20** **Baseline** .43%

Metric/Indicator Middle School Dropout Rate – Hispanic **19-20** .15% **Baseline** .25%	**Metric/Indicator** Middle School Dropout Rate – Hispanic **19-20** (2019-20, CALPADS): 0.00% **Baseline** .25%
Metric/Indicator A-G – All Students Enrollment Rate Completion Rate **19-20** 97% 51% **Baseline** 96.6% 49.6%	**Metric/Indicator** A-G – All Students Enrollment Rate Completion Rate **19-20** (2019-20, DataQuest) Enrollment Rate: 95.4% Completion Rate: 51.6% **Baseline** 96.6% 49.6%
Metric/Indicator A-G – African American Enrollment Rate Completion Rate **19-20** 98% 45% **Baseline** 96.4% 45.6%	**Metric/Indicator** A-G – African American Enrollment Rate Completion Rate **19-20** (2019-20, DataQuest) Enrollment Rate: 96.5% Completion Rate: 47.2% **Baseline** 96.4% 45.6%

Metric/Indicator	Metric/Indicator
A-G – Hispanic Enrollment Rate Completion Rate **19-20** 98% 46% **Baseline** 97.6% 44.7%	A-G – Hispanic Enrollment Rate Completion Rate **19-20** (2019-20, DataQuest) Enrollment Rate: 95.1% Completion Rate: 46.3% **Baseline** 97.6% 44.7%
Metric/Indicator A-G – Low Income Enrollment Rate Completion Rate **19-20** 98% 44% **Baseline** 44.5%	Metric/Indicator A-G – Low Income Enrollment Rate Completion Rate **19-20** (2019-20, DataQuest) Enrollment Rate: 99% Completion Rate: 45% **Baseline** 44.5%

Metric/Indicator A-G – English Learner Enrollment Rate Completion Rate **19-20** 98% 15% **Baseline** 97% 12.3%	**Metric/Indicator** A-G – English Learner Enrollment Rate Completion Rate **19-20** (2019-20, DataQuest) Enrollment Rate: 90.5% Completion Rate: 27.0% **Baseline** 97% 12.3%
Metric/Indicator A-G – Students with Disabilities Enrollment Rate Completion Rate **19-20** 91% 8% **Baseline** 90.7% 6.2%	**Metric/Indicator** A-G – Students with Disabilities Enrollment Rate Completion Rate **19-20** (2019-20, DataQuest) Enrollment Rate: 83.3% Completion Rate: 11.7% **Baseline** 90.7% 6.2%

Metric/Indicator	Metric/Indicator
A-G – Reclassified EL Enrollment Rate Completion Rate **19-20** 98% 55% **Baseline** 98% 54.2%	A-G – Reclassified EL Enrollment Rate Completion Rate **19-20** (2019-20, DataQuest) Enrollment Rate: n/a Completion Rate: n/a **Baseline** 90.7% 6.2%
Metric/Indicator	Metric/Indicator
Career Technical Education – All Students Enrollment Rate Completion Rate **19-20** 35% 15% **Baseline** 30.4% 2.8%	Career Technical Education – All Students Enrollment Rate Completion Rate **19-20** (2019-20, Aeries) Enrollment Rate: 24.55% Completion Rate: 6.50% **Baseline** 30.4% 2.8%

Metric/Indicator Career Technical Education – African American Enrollment Rate Completion Rate **19-20** 35% 14% **Baseline** 29.2% 2.1%	**Metric/Indicator** Career Technical Education – African American Enrollment Rate Completion Rate **19-20** (2019-20, Aeries) Enrollment Rate: 24.55% Completion Rate: 4.74% **Baseline** 29.2% 2.1%
Metric/Indicator Career Technical Education – Hispanic Enrollment Rate Completion Rate **19-20** 34% 15% **Baseline** 28.1% 3.3%	**Metric/Indicator** Career Technical Education – Hispanic Enrollment Rate Completion Rate **19-20** (2019-20, Aeries) Enrollment Rate: 23.45% Completion Rate: 6.18% **Baseline** 28.1% 3.3%

Metric/Indicator Career Technical Education – Low Income Enrollment Rate Completion Rate **19-20** 35% 13% **Baseline** 38.9% NA	**Metric/Indicator** Career Technical Education – Low Income Enrollment Rate Completion Rate **19-20** (2019-20, Aeries) Enrollment Rate: 23.41% Completion Rate: 6.31% **Baseline** 38.9% NA
Metric/Indicator Career Technical Education– English Learner Enrollment Rate Completion Rate **19-20** 33% 15% **Baseline** 26.2% 4.2%	**Metric/Indicator** Career Technical Education– English Learner Enrollment Rate Completion Rate **19-20** (2019-20, Aeries) Enrollment Rate: 17.38% Completion Rate: 2.79% **Baseline** 26.2% 4.2%

Metric/Indicator Career Technical Education – Students with Disabilities Enrollment Rate Completion Rate **19-20** 39% 13% **Baseline** 37% NA	**Metric/Indicator** Career Technical Education – Students with Disabilities Enrollment Rate Completion Rate **19-20** (2019-20, Aeries) Enrollment Rate: 31.92% Completion Rate: 3.68% **Baseline** 37% NA
Metric/Indicator Career Technical Education – Reclassified EL Enrollment Rate Completion Rate **19-20** 30% 13% **Baseline** 25.2% NA	**Metric/Indicator** Career Technical Education – Reclassified EL Enrollment Rate Completion Rate **19-20** (2019-20, Aeries) Enrollment Rate: 25.98% Completion Rate: 8.13% **Baseline** 25.2% NA

Metric/Indicator Career Technical Education – Foster Youth Enrollment Rate Completion Rate **19-20** 19% 21% **Baseline** NA 12.5%	**Metric/Indicator** Career Technical Education – Foster Youth Enrollment Rate Completion Rate **19-20** (2019-20, Aeries) Enrollment Rate: N/A Completion Rate: N/A **Baseline** NA 12.5%
Metric/Indicator Advanced Placement – All Students Enrollment Rate % Exam 3 or higher **19-20** 36% 52.5% **Baseline** 28.9% 45.7%	**Metric/Indicator** Advanced Placement – All Students Enrollment Rate % Exam 3 or higher **19-20** (2019-20, RUSD) Enrollment Rate: 18.67% (2019-20, College Board) % Exam 3 or higher: 55.2% **Baseline** 28.9% 45.7%

Metric/Indicator	Metric/Indicator
Advanced Placement – African American Enrollment Rate % Exam 3 or higher **19-20** 31% 45% **Baseline** 22.8% 36.3%	Advanced Placement – African American Enrollment Rate % Exam 3 or higher **19-20** (2019-20, RUSD) Enrollment Rate: 19.03% (2019-20, College Board) % Exam 3 or higher: 38.3% **Baseline** 22.8% 36.3%
Metric/Indicator Advanced Placement – Hispanic Enrollment Rate % Exam 3 or higher **19-20** 34% 43% **Baseline** 26% 33.5%	**Metric/Indicator** Advanced Placement – Hispanic Enrollment Rate % Exam 3 or higher **19-20** (2019-20, RUSD) Enrollment Rate: 16.59% (2019-20, College Board) % Exam 3 or higher: 45.7% **Baseline** 26% 33.5%

Metric/Indicator Advanced Placement – Low Income Enrollment Rate % Exam 3 or higher **19-20** 32% 45% **Baseline** 23.8% 33.4%	**Metric/Indicator** Advanced Placement – Low Income Enrollment Rate % Exam 3 or higher **19-20** (2019-20, RUSD) Enrollment Rate: 16.84% (2019-20, College Board) % Exam 3 or higher: 43.8% **Baseline** 23.8% 33.4%
Metric/Indicator Advanced Placement – English Learner Enrollment Rate % Exam 3 or higher **19-20** 20% 69% **Baseline** 9.2% 65.1%	**Metric/Indicator** Advanced Placement – English Learner Enrollment Rate % Exam 3 or higher **19-20** (2019-20, RUSD) Enrollment Rate: 4.40% (2019-20, College Board) % Exam 3 or higher: 56.3% **Baseline** 9.2% 65.1%

Metric/Indicator Advanced Placement – Students with Disabilities Enrollment Rate % Exam 3 or higher **19-20** 14% NA **Baseline** 2% NA	**Metric/Indicator** Advanced Placement – Students with Disabilities Enrollment Rate % Exam 3 or higher **19-20** (2019-20, RUSD) Enrollment Rate: 10.32% (2019-20 College Board) % Exam 3 or higher: 64.0% **Baseline** 2% NA
Metric/Indicator Advanced Placement – Reclassified EL Enrollment Rate % Exam 3 or higher **19-20** 46% 45% **Baseline** 36.7% 36.5%	**Metric/Indicator** Advanced Placement – Reclassified EL Enrollment Rate % Exam 3 or higher **19-20** (2019-20 RUSD) Enrollment Rate: 26.44% (2019-20 College Board) % Exam 3 or higher: 46.6% **Baseline** 36.7% 36.5%

Metric/Indicator International Baccalaureate – All students % Exam 4 or higher **19-20** 83% **Baseline** 79.1%	**Metric/Indicator** International Baccalaureate – All students % Exam 4 or higher **19-20** (2019-20) 36.1% **Baseline** 79.1%
Metric/Indicator International Baccalaureate – African American % Exam 4 or higher **19-20** 72% **Baseline** 63.5%	**Metric/Indicator** International Baccalaureate – African American % Exam 4 or higher **19-20** (2019-20) 25.0% **Baseline** 63.5%
Metric/Indicator International Baccalaureate – Hispanic % Exam 4 or higher **19-20** 82% **Baseline** 75%	**Metric/Indicator** International Baccalaureate – Hispanic % Exam 4 or higher **19-20** (2019-20) 30.3% **Baseline** 75%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Action 2.1a Close all identified achievement gaps by providing support to students whose academic needs are not met in the core instructional program: Identify, evaluate, and implement districtwide multi-tiered system of support 2.1a Implement Multi-Tiered System of Support (MTSS) to increase effectiveness of Tier I Core Instruction (Universal Screeners; 5 TOSAs of Academic Support, secondary site support)	1000-1999: Certificated Personnel Salaries LCFF RESOURCE– 0211 $86,012 3000-3999: Employee Benefits LCFF RESOURCE – 0211 $25,389 4000-4999: Books And Supplies LCFF RESOURCE – 0211 $37,197 5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0211 $190,655 1000-1999: Certificated Personnel Salaries LPSBG Resource – 7510	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0211 $78,098 3000-3999: Employee Benefits LCFF RESOURCE – 0211 $23,741 4000-4999: Books And Supplies LCFF RESOURCE – 0211 $0 5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0211 $251,652 1000-1999: Certificated Personnel Salaries LPSBG Resource – 7510

	$706,332 2000-2999: Classified Personnel Salaries LPSBG Resource – 7510 $40,000 3000-3999: Employee Benefits LPSBG Resource – 7510 $236,395 4000-4999: Books and Supplies LPSBG Resource – 7510 $333,817 5000-5999: Services And Other Operating Expenditures LPSBG Resource – 7510 $0	$796,627 2000-2999: Classified Personnel Salaries LPSBG Resource – 7510 $12,694 3000-3999: Employee Benefits LPSBG Resource – 7510 $252,524 4000-4999: Books and Supplies LPSBG Resource – 7510 $40,893 5000-5999: Services And Other Operating Expenditures LPSBG Resource – 7510 $28,501
Action 2.1b Close all identified achievement gaps by providing support to students whose academic needs are not met in the core instructional program: Identify, evaluate, and implement district wide multi-tiered system of support 2.1b Continue to provide intervention for English Learners (After-school tutoring – Language Acquisition Braniacs; Expand AVID Excel; Newcomer support classes)	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0212 $184,260 3000-3999: Employee Benefits	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0212 $193,617 3000-3999: Employee Benefits

	LCFF RESOURCE – 0212 $62,440	LCFF RESOURCE – 0212 $64,994
	1000-1999: Certificated Personnel Salaries TITLE I RESOURCE – 3010 $223,879	1000-1999: Certificated Personnel Salaries TITLE I RESOURCE – 3010 $187,390
	2000-2999: Classified Personnel Salaries TITLE I RESOURCE – 3010 $78,057	2000-2999: Classified Personnel Salaries TITLE I RESOURCE – 3010 $40,461
	3000-3999: Employee Benefits TITLE I RESOURCE – 3010 $73,399	3000-3999: Employee Benefits TITLE I RESOURCE – 3010 $64,778
	4000-4999: Books And Supplies TITLE I RESOURCE – 3010 $32,000	4000-4999: Books And Supplies TITLE I RESOURCE – 3010 $31,178
	5000-5999: Services And Other Operating Expenditures TITLE I RESOURCE – 3010 $45,200	5000-5999: Services And Other Operating Expenditures TITLE I RESOURCE – 3010 $21,741
	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

	Title III Immigrant Education – 4201 $16,100	Title III Immigrant Education – 4201 $1,400
	2000-2999: Classified Personnel Salaries Title III Immigrant Education – 4201 $65,046	2000-2999: Classified Personnel Salaries Title III Immigrant Education – 4201 $67,833
	3000-3999: Employee Benefits Title III Immigrant Education – 4201 $10,430	3000-3999: Employee Benefits Title III Immigrant Education – 4201 $246
	1000-1999: Certificated Personnel Salaries TITLE III RESOURCE – 4203 $52,000	1000-1999: Certificated Personnel Salaries TITLE III RESOURCE – 4203 $33,419
	2000-2999: Classified Personnel Salaries TITLE III RESOURCE – 4203 $25,000	2000-2999: Classified Personnel Salaries TITLE III RESOURCE – 4203 $13,891
	3000-3999: Employee Benefits TITLE III RESOURCE – 4203 $19,076	3000-3999: Employee Benefits TITLE III RESOURCE – 4203 $11,113

	4000-4999: Books And Supplies TITLE III RESOURCE – 4203 $59,514	4000-4999: Books And Supplies TITLE III RESOURCE – 4203 $33,342
	5000-5999: Services And Other Operating Expenditures TITLE III RESOURCE – 4203 $4,410	5000-5999: Services And Other Operating Expenditures TITLE III RESOURCE – 4203 $2,381
Action 2.1c Close all identified achievement gaps by providing support to students whose academic needs are not met in the core instructional program: Identify, evaluate, and implement district wide multi-tiered system of support 2.1c Continue to Implement and reevaluate effectiveness of current Multi-Tiered System of Support (MTSS Tier II Strategic and Tier III Intensive interventions at elementary and secondary schools (Instructional Support; Elementary Intervention Teachers; Secondary Intervention Sections; intervention materials)	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0213 $3,006,328 3000-3999: Employee Benefits LCFF RESOURCE – 0213 $991,956 4000-4999: Books And Supplies LCFF RESOURCE – 0213 $19,253	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0213 $3,036,742 3000-3999: Employee Benefits LCFF RESOURCE – 0213 $1,000,704 4000-4999: Books And Supplies LCFF RESOURCE – 0213 $3,235

	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0213 $50,000	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0213 $30,000
Action 2.1d Close all identified achievement gaps by providing support to students whose academic needs are not met in the core instructional program: Identify, evaluate, and implement district wide multi-tiered system of support 2.1d Redesign Multi-Tiered System of Supports framework for RUSD to include support for English Language Arts and mathematics (reading and math intervention materials – print and digital)	4000-4999: Books And Supplies TITLE I RESOURCE – 3010 $0 5000-5999: Services And Other Operating Expenditures TITLE I RESOURCE – 3010 $55,000	4000-4999: Books And Supplies TITLE I RESOURCE – 3010 $2,710 5000-5999: Services And Other Operating Expenditures TITLE I RESOURCE – 3010 $84,465
Action 2.1e Close all identified achievement gaps by providing support to students whose academic needs are not met in the core instructional program: Identify, evaluate, and implement district wide multi-tiered system of support 2.1e Provide additional allocations to sites to support student learning in all subject areas and well-being of unduplicated students (site allocations combined with 3.3a)	1000-1999: Certificated Personnel Salaries LCFF RESOURCE –0215 $827,403	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0215 $1,265,557

	2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0215 $636,953	2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0215 $792,951
	3000-3999: Employee Benefits LCFF RESOURCE – 0215 $612,084	3000-3999: Employee Benefits LCFF RESOURCE – 0215 $719,979
	4000-4999: Books And Supplies LCFF RESOURCE – 0215 $1,857,598	4000-4999: Books And Supplies LCFF RESOURCE – 0215 $740,181
	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0215 $1,832,128	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0215 $1,147,773
	6000-6999:CAPITAL OUTLAY LCFF RESOURCE – 0215 $0	6000-6999:CAPITAL OUTLAY LCFF RESOURCE – 0215 $5,000
Action 2.1f Close all identified achievement gaps by providing support to students whose academic needs are not met in the core	1000-1999: Certificated Personnel Salaries LCFF	1000-1999: Certificated Personnel Salaries LCFF

instructional program: Identify, evaluate, and implement district wide multi-tiered system of support	RESOURCE –0216 $756,142	RESOURCE –0216 $0
2.1f Continue to provide Summer Learning Programs (Elementary intervention; High School Summer School at 2 sites)		
	2000-2999: Classified Personnel Salaries LCFF RESOURCE –0216 $43,767	2000-2999: Classified Personnel Salaries LCFF RESOURCE –0216 $814
	3000-3999: Employee Benefits LCFF RESOURCE – 0216 $176,997	3000-3999: Employee Benefits LCFF RESOURCE – 0216 $140
	4000-4999: Books And Supplies LCFF RESOURCE – 0216 $27,254	4000-4999: Books And Supplies LCFF RESOURCE – 0216 $0
	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0216 $7,606	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0216 $0

	1000-1999: Certificated Personnel Salaries TITLE I RESOURCE – 3010 $493,462	1000-1999: Certificated Personnel Salaries TITLE I RESOURCE – 3010 $260,019
	2000-2999: Classified Personnel Salaries TITLE I RESOURCE – 3010 $0	2000-2999: Classified Personnel Salaries TITLE I RESOURCE – 3010 $9,706
	3000-3999: Employee Benefits TITLE I RESOURCE – 3010 $106,538	3000-3999: Employee Benefits TITLE I RESOURCE – 3010 $58,079
	4000-4999: Books And Supplies TITLE I RESOURCE – 3010 $0	4000-4999: Books And Supplies TITLE I RESOURCE – 3010 $18
	1000-1999: Certificated Personnel	1000-1999: Certificated Personnel

	TITLE III RESOURCE– 4203 $25,000	TITLE III RESOURCE– 4203 $30,805
	2000-2999: Classified Personnel TITLE III RESOURCE– 4203 $5,000	2000-2999: Classified Personnel TITLE III RESOURCE– 4203 $2,067
	3000-3999: Employee Benefits TITLE III RESOURCE– 4203 $5,935	3000-3999: Employee Benefits TITLE III RESOURCE– 4203 $7,068
	4000-4999: Books and Supplies TITLE III RESOURCE– 4203 $11,000	4000-4999: Books and Supplies TITLE III RESOURCE– 4203 $0
	5000-5999: Services And Others Operating Expenditures TITLE III RESOURCE– 4203 $18,296	5000-5999: Services And Others Operating Expenditures TITLE III RESOURCE– 4203 $4,250
Action 2.1g Close all identified achievement gaps by providing support to students whose academic needs are not met in the core	1000-1999: Certificated	1000-1999: Certificated

instructional program: Identify, evaluate, and implement district wide multi-tiered system of support 2.1g Continue to provide credit recovery at each comprehensive high school.	Personnel Salaries LCFF RESOURCE – 0217 $588,992 3000-3999: Employee Benefits LCFF RESOURCE – 0217 $183,773	Personnel Salaries LCFF RESOURCE – 0217 $586,430 3000-3999: Employee Benefits LCFF RESOURCE – 0217 $182,630
Action 2.1h Close all identified achievement gaps by providing support to students whose academic needs are not met in the core instructional program: Identify, evaluate, and implement district wide multi-tiered system of support 2.1h Provide support to comprehensive high schools for ELD courses to better meet student needs of English learners.	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0218 $277,395 3000-3999: Employee Benefits LCFF RESOURCE – 0218 $86,265 4000-4999: Books And Supplies LCFF RESOURCE – 0218 $0	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0218 $275,486 3000-3999: Employee Benefits LCFF RESOURCE – 0218 $86,661 4000-4999: Books And Supplies LCFF RESOURCE – 0218 $152
Action 2.1i Close all identified achievement gaps by providing support to students whose academic needs are not met in the core instructional program: Identify, evaluate, and implement district wide multi-tiered system of support 2.1i Provide differentiated support for identified students with disabilities and Foster Youth (teacher, counselor, and paraprofessional training, instructional materials – print and digital, instructional support).	1000-1999: Certificated Personnel Salaries LCFF RESOURCE –0219 $61,683 3000-3999: Employee Benefits	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0219 $120 3000-3999: Employee Benefits

	LCFF RESOURCE –0219 $13,317 4000-4999: Books And Supplies LCFF RESOURCE – 0219 $0 5000-5999: Services And Other Operating Expenditures LCFF RESOURCE –0219 $75,000	LCFF RESOURCE – 0219 $26 4000-4999: Books And Supplies LCFF RESOURCE – 0219 $656 5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0219 $44,240
Action 2.2a Increase the percentage of students who graduate college and career ready 2.2a Continue to implement PK-12 college going expectations and culture development (provide college and higher education workshops for parents and students at the secondary level; expand to upper elementary level; increase counselor training and hold a-g summits; provide caps and gowns; continue design process of Portrait of a Graduate – mastery learning	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0221 $0 2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0221 $0 3000-3999: Employee Benefits	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0221 $13,281 2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0221 $11,477 3000-3999: Employee Benefits

	LCFF RESOURCE – 0221 $0 4000-4999: Books And Supplies LCFF RESOURCE – 0221 $66,068 5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0221 $100,715	LCFF RESOURCE – 0221 $4,024 4000-4999: Books And Supplies LCFF RESOURCE – 0221 $64,885 5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0221 $69,194
Action 2.2b Increase the percentage of students who graduate college and career ready 2.2b Design and implement a Districtwide Visual and Performing Arts (VAPA program (provide elementary sheet music and instruments; Itinerant Music Teachers; VAPA Specialist; design sessions; Art to Go lessons; VAPA Teacher on Special Assignment – Ramona HS, Central MS)	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0222 $813,688 2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0222 $120,976	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0222 $809,447 2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0222 $127,031

	3000-3999: Employee Benefits LCFF RESOURCE– 0222 $300,727	3000-3999: Employee Benefits LCFF RESOURCE– 0222 $290,948
	4000-4999: Books And Supplies LCFF RESOURCE – 0222 $121,111	4000-4999: Books And Supplies LCFF RESOURCE – 0222 $23,665
	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE– 0222 $486,936	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE– 0222 $444,914
Action 2.2c Increase the percentage of students who graduate college and career ready 2.2c Continue to implement Advancement Via Individual Determination (AVID program (instructional support; tutors; field trips; materials; guest speakers)	1000-1999: Certificated Personnel Salaries LCFF RESOURCE– 0223 $128,719 2000-2999: Classified Personnel Salaries LCFF RESOURCE– 0223 $505,000	1000-1999: Certificated Personnel Salaries LCFF RESOURCE– 0223 $128,174 2000-2999: Classified Personnel Salaries LCFF RESOURCE– 0223 $626,814

	3000-3999: Employee Benefits LCFF RESOURCE– 0223 $84,334	3000-3999: Employee Benefits LCFF RESOURCE– 0223 $100,261
	4000-4999: Books And Supplies LCFF RESOURCE– 0223 $223,818	4000-4999: Books And Supplies LCFF RESOURCE– 0223 $57,352
	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE– 0223 $316,729	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE– 0223 $250,734
	1000-1999: Certificated Personnel Salaries TITLE I RESOURCE– 3010 $33,667	1000-1999: Certificated Personnel Salaries TITLE I RESOURCE– 3010 $1,493

	3000-3999: Employee Benefits TITLE I RESOURCE– 3010 $7,269	3000-3999: Employee Benefits TITLE I RESOURCE– 3010 $294
	4000-4999: Books And Supplies TITLE I RESOURCE– 3010 $13,999	4000-4999: Books And Supplies TITLE I RESOURCE– 3010 $573
	5000-5999: Services And Other Operating Expenditures TITLE I RESOURCE– 3010 $77,065	5000-5999: Services And Other Operating Expenditures TITLE I RESOURCE– 3010 $72,275
Action 2.2d Increase the percentage of students who graduate college and career ready 2.2d Continue to implement the Heritage Plan (Extra duty Counselors; field trips; parent involvement sessions; Instructional Support Teacher on Special Assignment; section at each high school; materials)	1000-1999: Certificated Personnel Salaries LCFF RESOURCE– 0224 $223,016	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0224 $236,650
	3000-3999: Employee Benefits LCFF	3000-3999: Employee Benefits LCFF

	RESOURCE– 0224 $54,636	RESOURCE – 0224 $57,294
	4000-4999: Books And Supplies LCFF RESOURCE– 0224 $32,500	4000-4999: Books And Supplies LCFF RESOURCE – 0224 $9,478
	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE– 0224 $17,500	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0224 $187,400
Action 2.2e Increase the percentage of students who graduate college and career ready 2.2e Continue to implement Puente program at Poly High School (fees; counseling support; field trips)	4000-4999: Books And Supplies LCFF RESOURCE – 0225 $24,000 1000-1999: Certificated Personnel Salaries	4000-4999: Books And Supplies LCFF RESOURCE – 0225 $4,738 1000-1999: Certificated Personnel Salaries

	LCFF RESOURCE – 0225 $0 3000-3999: Employee Benefits LCFF RESOURCE – 0225 $0 5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0225 $0	LCFF RESOURCE – 0225 $1,460 3000-3999: Employee Benefits LCFF RESOURCE – 0225 $278 5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0225 $8,487
Action 2.2f Increase the percentage of students who graduate college and career ready 2.2f Continue to provide Advanced Placement exam fees for unduplicated students	5000-5999: Services And Other Operating Expenditures LCFF Resource– 0226 $25,000	5000-5999: Services And Other Operating Expenditures LCFF Resource– 0226 $5,268
Action 2.2g Increase the percentage of students who graduate college and career ready 2.2g Continue to implement International Baccalaureate (IB) program and reduce the Middle Years Program at North HS (IB Diploma implementation fees; instructional support MYP)	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0227 $135,746	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0227 $140,812

	2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0227 $1,026	2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0227 $1,026
	3000-3999: Employee Benefits LCFF RESOURCE – 0227 $46,787	3000-3999: Employee Benefits LCFF RESOURCE – 0227 $47,747
	4000-4999: Books And Supplies LCFF RESOURCE – 0227 $0	4000-4999: Books And Supplies LCFF RESOURCE – 0227 $7,618
	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0227 $111,991	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0227 $87,292
Action 2.2h Increase the percentage of students who graduate college and career ready 2.2h Continue to implement the Legacy plan to support English Learners (counseling support; mentors and support sections, materials, field trips, parent involvement sessions)	1000-1999: Certificated Personnel Salaries TITLE III RESOURCE –4203 $181,111 2000-2999: Classified Personnel Salaries	1000-1999: Certificated Personnel Salaries TITLE III RESOURCE –4203 $174,869 2000-2999: Classified Personnel Salaries

TITLE III RESOURCE–4203 $761	TITLE III RESOURCE–4203 $4,251
3000-3999: Employee Benefits TITLE III RESOURCE–4203 $54,865	3000-3999: Employee Benefits TITLE III RESOURCE–4203 $53,396
4000-4999: Books and Supplies TITLE III RESOURCE–4203 $3,850	4000-4999: Books and Supplies TITLE III RESOURCE–4203 $8,500
5000-5999: Services And Other Operating Expenditures TITLE III RESOURCE–4203 $21,365	5000-5999: Services And Other Operating Expenditures TITLE III RESOURCE–4203 $4,802
5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0228 $0	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0228 $144,000

Action 2.2i Increase the percentage of students who graduate college and career ready 2.2i Continue to provide STEM enrichment opportunities to students in support of the District Wide STEM strategy	1000-1999: Certificated Personnel Salaries LCFF RESOURCE–0229 $14,143	1000-1999: Certificated Personnel Salaries LCFF RESOURCE–0229 $19,160
	3000-3999: Employee Benefits LCFF RESOURCE–0229 $3,054	3000-3999: Employee Benefits LCFF RESOURCE–0229 $4,105
	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0229 $67,803	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0229 $49,800
	2000-2999: Classified Personnel Salaries LCFF RESOURCE–0229 $0	2000-2999: Classified Personnel Salaries LCFF RESOURCE–0229 $45
	4000-4999: Books And Supplies LCFF RESOURCE–0229 $0	4000-4999: Books And Supplies LCFF RESOURCE–0229 $7,078

Action 2.2j Increase the percentage of students who graduate college and career ready 2.2j Increase Dual Enrollment opportunities for juniors and seniors (fees, materials, books)	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0280 $225,000 2000-2999:Classified Personnel Salaries LCFF RESOURCE – 0280 $0 3000-3999: Employee Benefits LCFF RESOURCE – 0280 $0 4000-4999: Books And Supplies LCFF RESOURCE – 0280 $0	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0280 $65,765 2000-2999:Classified Personnel Salaries LCFF RESOURCE – 0280 $400 3000-3999: Employee Benefits LCFF RESOURCE – 0280 $107 4000-4999: Books And Supplies LCFF RESOURCE – 0280 $39,943
Action 2.2k Increase the percentage of students who graduate college and career ready 2.2k Continue to provide coordinated case management services to meet the academic, socio-emotional, and college/career needs of Foster Youth in RUSD.	1000-1999: Certificated Personnel Salaries LCFF RESOURCE–0281 $57,142 3000-3999: Employee Benefits	1000-1999: Certificated Personnel Salaries LCFF RESOURCE–0281 $5,546 3000-3999: Employee Benefits

	LCFF RESOURCE–0281 $8,118 1000-1999: Certificated Personnel Salaries TITLE I RESOURCE–3010 $57,142 3000-3999: Employee Benefits TITLE I RESOURCE–3010 $8,118 2000-2999:Classified Personnel Salaries LCFF RESOURCE–0281 $0 2000-2999: Classified Personnel Salaries TITLE I RESOURCE–3010 $0 4000-4999: Books And Supplies	LCFF RESOURCE–0281 $11,707 1000-1999: Certificated Personnel Salaries TITLE I RESOURCE–3010 $5,426 3000-3999: Employee Benefits TITLE I RESOURCE–3010 $11,252 2000-2999:Classified Personnel Salaries LCFF RESOURCE–0281 $20,098 2000-2999: Classified Personnel Salaries TITLE I RESOURCE–3010 $20,654 4000-4999: Books And Supplies

	TITLE I RESOURCE–3010 $0 5000-5999: Services And Other Operating Expenditures TITLE I RESOURCE–3010 $0	TITLE I RESOURCE–3010 $1,044 5000-5999: Services And Other Operating Expenditures TITLE I RESOURCE–3010 $24,305
Action 2.3a Increase quality opportunities for students and families to choose their educational path 2.3a Continue to provide a Grants Manager to secure additional funding for programs	2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0231 $131,021 3000-3999: Employee Benefits LCFF RESOURCE – 0231 $53,462	2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0231 $109,820 3000-3999: Employee Benefits LCFF RESOURCE – 0231 $42,800
Action 2.3b Increase quality opportunities for students and families to choose their educational path 2.3b Continue to implement and expand Dual Language Immersion programs (stipends; materials; Instructional Support Teacher on Special Assignment (TOSA); Instructional Support Allocations; grade level, Fremont and Gage expansion)	1000-1999: Certificated Personnel Salaries LCFF RESOURCE– 0000 $6,829,992	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0232 $6,735,131

	3000-3999: Employee Benefits LCFF RESOURCE – 0000 $2,393,387	3000-3999: Employee Benefits LCFF RESOURCE – 0232 $2,360,146
	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0232 $373,243	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0232 $398,289
	3000-3999: Employee Benefits LCFF RESOURCE – 0232 $108,539	3000-3999: Employee Benefits LCFF RESOURCE – 0232 $113,791
	4000-4999: Books And Supplies LCFF RESOURCE – 0232 $180,922	4000-4999: Books And Supplies LCFF RESOURCE – 0232 $44,195
	2000-2999: Classified Personnel	2000-2999: Classified Personnel

	Salaries LCFF RESOURCE – 0232 $0	Salaries LCFF RESOURCE – 0232 $126
	5000-5999:Services And Other Operating Expenditures LCFF RESOURCE – 0232 $0	5000-5999:Services And Other Operating Expenditures LCFF RESOURCE – 0232 $29,666
Action 2.3c Increase quality opportunities for students and families to choose their educational path 2.3c Continue to implement and expand Core Knowledge (Instructional Support Teacher on Special Assignment)	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0233 $118,653	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0233 $110,305
	3000-3999: Employee Benefits LCFF RESOURCE – 0233 $44,785	3000-3999: Employee Benefits LCFF RESOURCE – 0233 $39,152

Action 2.3d Increase quality opportunities for students and families to choose their educational path 2.3d Continue the Leader in Me program at Woodcrest Elementary (site funded) **NONE**	N/A	N/A
Action 2.3e Increase quality opportunities for students and families to choose their educational path 2.3e Reevaluate the Riverside STEM Academy Lottery and Outreach to increase equity/access and Design the STEM High School in partnership with UCR (personnel; outreach; consultation)	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0235 $51,190 1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0235 $0 2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0235 $0 3000-3999: Employee Benefits LCFF RESOURCE – 0235 $0	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0235 $8,453 1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0235 $4,681 2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0235 $1,436 3000-3999: Employee Benefits LCFF RESOURCE – 0235

		$1,133
	4000-4999: Books And Supplies LCFF RESOURCE – 0235 $0	4000-4999: Books And Supplies LCFF RESOURCE – 0235 $310
Action 2.3f Increase quality opportunities for students and families to choose their educational path 2.3f Continue to implement Personalized Learning/Custom Schools (Staff Development Specialist and Instructional Services Specialist; professional development; materials and software)	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0236 $206,609 3000-3999: Employee Benefits LCFF RESOURCE – 0236 $69,767 4000-4999: Books and Supplies LCFF RESOURCE – 0236 $100,001	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0236 $214,644 3000-3999: Employee Benefits LCFF RESOURCE – 0236 $73,274 4000-4999: Books and Supplies LCFF RESOURCE – 0236 $1,860 5000-5999: Services and Other Operating

	5000-5999: Services and Other Operating Expenditures LCFF RESOURCE – 0236 $67,000	Expenditures LCFF RESOURCE – 0236 $24,195
Action 2.4a Increase student access to quality academic and career counseling 2.4a Continue to support college, career and world readiness (10 counselors; professional development)	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0241 $687,821 3000-3999: Employee Benefits LCFF RESOURCE – 0241 $235,652	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0241 $687,830 3000-3999: Employee Benefits LCFF RESOURCE – 0241 $234,971
Action 2.4b Increase student access to quality academic and career counseling 2.4b Increase professional development of counselors	5000-5999: Services And Other Operating Expenditures TITLE IV Resource 4127 $37,500 1000-1999: Certificated Personnel Salaries TITLE IV Resource 4127	5000-5999: Services And Other Operating Expenditures TITLE IV Resource 4127 $20,944 1000-1999: Certificated Personnel Salaries TITLE IV Resource 4127 $869

	3000-3999: Employee Benefits TITLE IV Resource 4127 $0	3000-3999: Employee Benefits TITLE IV Resource 4127 $187
Action 2.5a Increase quality opportunities for students to participate in sequenced career pathways 2.5a Continue to design and expand Career Technical Education Pathways (Coordinator; clerical support)	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0251 $145,720 2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0251 $50,364 3000-3999: Employee Benefits LCFF RESOURCE – 0251 $72,430 5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0251 $0	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0251 $147,108 2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0251 $50,544 3000-3999: Employee Benefits LCFF RESOURCE – 0251 $72,906 5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0251 $1,510.92
Action 2.5b Increase quality opportunities for students to participate in sequenced career pathways	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

2.5b Expand partnership with Riverside County Office of Education ROP program (Memorandum of Understanding 100% of ROP salary)	LCFF RESOURCE – 0252 $1,342,559 5000-5999: Services And Other Operating Expenditures Strong Workforce Grant 9008 $101,428	LCFF RESOURCE – 0252 $1,328,088 5000-5999: Services And Other Operating Expenditures Strong Workforce Grant 9008 $217,348
Action 2.5c Increase quality opportunities for students to participate in sequenced career pathways 2.5c Continue to implement Career Technical Education Plan (materials; professional development; credentialing; field trips)	1000-1999: Certificated Personnel Salaries LCFF RESOURCE –0253 $13,957 2000-2999: Classified Personnel Salaries LCFF RESOURCE –0253 $73,313 3000-3999: Employee Benefits LCFF	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0253 $194 2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0253 $73,493 3000-3999: Employee Benefits LCFF RESOURCE – 0253

	RESOURCE –0253 $38,688 4000-4999: Books And Supplies LCFF RESOURCE –0253 $81,012 5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0254 $0 6000-6999: CAPITAL OUTLAY LCFF RESOURCE – 0254 $0	$35,304 4000-4999: Books And Supplies LCFF RESOURCE – 0253 $24,073 5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0254 $25,009 6000-6999: CAPITAL OUTLAY LCFF RESOURCE – 0254 $28,876
Action 2.5d Increase quality opportunities for students to participate in sequenced career pathways	1000-1999: Certificated	1000-1999: Certificated

2.5d Continue to support Career Technical Education expansion (non-ROP sections)	Personnel Salaries LCFF RESOURCE–0 254 $33,428 3000-3999: Employee Benefits LCFF RESOURCE–0 254 $7,218 4000-4999: Books And Supplies LCFF RESOURCE–0 254 $0	Personnel Salaries LCFF RESOURCE–0 254 $20,013 3000-3999: Employee Benefits LCFF RESOURCE–0 254 $4,228 4000-4999: Books And Supplies LCFF RESOURCE–0 254 $37
Action 2.5e Increase quality opportunities for students to participate in sequenced career pathways 2.5e Continue to support Project Lead the Way (PTLW and Gateway to PLTW and 2 elementary schools (materials, supplies, field trips, software)	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0255 $79,079 3000-3999: Employee Benefits	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0255 $80,412 3000-3999: Employee Benefits

	LCFF RESOURCE – 0255 $22,566 4000-4999: Books And Supplies LCFF RESOURCE – 0255 $183,593 5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0255 $0	LCFF RESOURCE – 0255 $22,795 4000-4999: Books And Supplies LCFF RESOURCE – 0255 $89,203 5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0255 $17,922
Action 2.6a Provide increased and expanded high quality preschool programs 2.6a Continue to support Early Childhood Preschool Program Operations with professional development and coaching (Early Childhood Specialist; clerical support)	2000-2999: Classified Personnel Salaries LCFF RESOURCE –0261 $110,616 3000-3999: Employee Benefits LCFF RESOURCE – 0261 $52,944	2000-2999: Classified Personnel Salaries LCFF RESOURCE –0261 $113,768 3000-3999: Employee Benefits LCFF RESOURCE – 0261 $51,006

| Action 2.6b Provide increased and expanded high quality preschool programs

2.6b Continue to implement sliding scale services to families that would not otherwise qualify (Early Impact materials; teachers; assistants) | 1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0262
$72,515

2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0262
$43,420

3000-3999: Employee Benefits LCFF RESOURCE – 0262
$48,150

4000-4999: Books And Supplies LCFF RESOURCE –0262
$32,252

5000-5999: | 1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0262
$71,345

2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0262
$47,522

3000-3999: Employee Benefits LCFF RESOURCE – 0262
$47,622

4000-4999: Books And Supplies LCFF RESOURCE –0262
$10,254

5000-5999: |

	Services And Other Operating Expenditures LCFF RESOURCE –0262 $0	Services And Other Operating Expenditures LCFF RESOURCE –0262 $17,931
Action 2.6c Provide increased and expanded high quality preschool programs 2.6c Continue to provide Spanish Preschool Program (Early Impact materials; teachers; assistants)	1000-1999: Certificated Personnel Salaries CHILD DEVELOPMENT – 6105 $54,820 3000-3999:Employee Benefits CHILD DEVELOPMENT – 6105 $24,596	1000-1999: Certificated Personnel Salaries CHILD DEVELOPMENT – 6105 $54,820 3000-3999: Employee Benefits CHILD DEVELOPMENT – 6105 $24,380
Action 2.6d Provide increased and expanded high quality preschool programs 2.6d Continue to provide Early Impact Teen Program at Lincoln (Early impact materials; teachers; assistants)	1000-1999: Certificated Personnel Salaries TITLE I RESOURCE – 3010 $52,210 2000-2999: Classified Personnel Salaries	1000-1999: Certificated Personnel Salaries TITLE I RESOURCE – 3010 $47,583 2000-2999: Classified Personnel Salaries

	TITLE I RESOURCE – 3010 $60,605 3000-3999: Employee Benefits TITLE I RESOURCE – 3010 $34,041 4000-4999: Books and Supplies TITLE I RESOURCE – 3010 $3,144	TITLE I RESOURCE – 3010 $47,572 3000-3999: Employee Benefits TITLE I RESOURCE – 3010 $24,132 4000-4999: Books and Supplies TITLE I RESOURCE – 3010 $0
Action 2.6e Provide increased and expanded high quality preschool programs 2.6e Continue to provide parent education workshops to parents of preschool students through the parent outreach in Actions 3.2a and 3.2b	N/A	N/A

Goal Analysis

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

2.1d The per student fee for the supplemental Tier 3 reading software licenses increased - Title 1 funds were used to cover overages in costs.

2.1e Approximately $170,000 budgeted for this action was diverted to a mentoring program to support action 2.2d. Due to school closures, sites needed to revise plans, thereby canceling many in-person student and teacher supports/resources.

2.1f Summer 2020 Virtual Summer School expenses were shifted to COVID 19 relief funding. The unused Title 1 funding for this action was carried over and will be used to support Title 1 students in the current virtual program for reading software costs.

2.1i Remaining funds from this action were used to cover devices, materials/software and technology infrastructure. Less funding was needed because only virtual training and services were offered to families and students during school closures.

2.2c Unspent funds for the Actions regarding the AVID program were carried over and are being used to support AVID students in the current virtual program. Many of the services that are part of the AVID program moved to a virtual format, thereby costing less..

2.2d Mentoring for students was added to this action and a contract with the BLU organization was executed, which cost more than expected, prior year carry over funds were used to cover cost overages.

2.2f SAT examination costs were covered by the RUSD Research Evaluation and Assessment dept, remaining funds were used for devices and technology infrastructure.

2.2h Many of the extra activities such as field trips and others were cancelled due to school closures, remaining funds from this action were used from prior carry over to cover costs for the BLU mentoring contract.

2.2k Remaining funds from this action were used for mentoring, 1:1 devices, and materials/software for virtual learning. Although services for Foster Youth continued, many of the programs that normally take place, did not take place in 2019-20 to school closures and distance learning, and a social worker position also remained vacant.

2.2e Remaining funds from this action were used for devices, materials/software and technology infrastructure. The University of California at Riverside, with whom RUSD has a partnership to build a STEM high school, was closed and the planning of our STEM high school temporarily came to a halt during the pandemic.

2.4b Remaining funds from this action were used for materials/software and technology infrastructure.Due to COVID-19, many conferences became free of charge if they were held online,

2.5b The fees for this service and contract (ROP) increased for 2019-20. In addition, the original funding from a CTE grant also sunsetted and LCAP funding was used to cover for additional expenses.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

RUSD's LCAP Goal Two, "Preparing all students to be college, career and world ready upon graduation" motivated our work in the actions and services that addressed our students' academic needs. We sought to close achievement gaps, provide support to students whose needs were not being met, and expand opportunities for all students to succeed in their schooling.

2.1 Close all identified achievement gaps by providing support to students whose academic needs are not met in the core instructional program: Identify, evaluate, and implement districtwide multi-tiered systems of support

2.1a Implemented

Challenges: Due to school closures, our Multi-Tiered systems of support was done through virtual means.

Successes: Multi-Tiered systems of support is the anchor platform for instruction in RUSD. The infrastructure for the program was established in 2019-20 with the development of the three tiered levels for core, targeted and intensive services. During the 2019-2020 school year, 103 managers from the Educational Services Division attended the Riverside County Office of Education sponsored Universal Design for Leadership training by Dr. Katie Novak, an expert in Multi-Tiered Systems of Support (MTSS). The MTSS and Inclusive Practices Working Group visited an exemplary school that is implementing inclusive practices to learn from their experiences. An additional 24 members from the Educational Services Division attended Universal Design for Learning Implementation or Leadership to support the continued planning for implementation of MTSS and Inclusive Practices. In addition, RUSD has partnered with Collaborative Learning Solutions to work closely with the district's Stakeholder and/or Leadership teams to guide a review of the systems and structures in place.

2.1b Implemented

Challenges: All of the services forecasted in this action such as Newcomer support classes and after-school tutoring did not take place in a normal robust fashion as expected due to the virtual environment and the difficulties in providing "on demand" translation and staffing.

Successes: To help close reading gaps for students who did participate in afterschool programs, 420 third through sixth grade English Learners from 12 sites engaged in Language Acquisition Brainiac (LAB!) during the after school HEARTS intervention program sponsored by RUSD. AVID Excel, for long-term English Language Learners, was provided for all eligible students at 5 middle schools for a total of 10 sections with 20 tutors. Elements of implementation in AVID Excel include: English language development, academic vocabulary, focused note-taking, use of an academic planner, organizational tools inquiry-based learning, college and career research, self-advocacy, leadership. AVID Excel students also worked with college tutors twice weekly, and participated in Summer Bridge which was a two-week program that served to further the college prep curriculum and provide transition to the next grade level. AVID Excel students' average attendance rate is 97%. Based on the last 3 years, AVID Excel students who transition into High School AVID outperform AVID excel students who do not continue in High School AVID. Literacy intervention teachers provided support to 1,198 kindergarten through sixth grade students in all three district programs, Virtual, In-person, and Home-based, during trimester 2. Most

students received literacy instruction in small groups 4 times per week for 25 minutes in the fall of 2019; however, this varied depending on student need. Intervention teachers measured growth using a variety of progress monitoring tools, 72% of students with pre/post data made growth in early language skills.

2.1c Implemented

Challenges: School closures did not allow for typical Tier II and Tier III interventions to take place normally, the virtual environment presents challenges for students who may not have stable living conditions or an adequate environment in which to receive services.

Successes: Many students do not have post-test scores for our literacy intervention program due to inconsistent participation in 2019-20. Students who consistently engaged in the intervention sessions made measurable progress. The MTSS instructional focus for the majority of students was on foundational reading skills (letter sounds, blending, phonics, and fluency), reading comprehension (finding the main idea, answering text-based questions, and summary), and, for some students, mathematics. Few teachers identified phonemic awareness as an area of need, despite the fact that approximately one-third of students that were identified for intervention were in primary grades (K-2). Research indicates that phonemic awareness is a critical foundational skill for reading, especially for students who show signs of dyslexia, and for English learners at the Emergent Language level. This observance has brought attention to the need for further training on recognition and instruction of phonemic awareness. The most frequent resources used for instruction include Gateway to Learning, Lexia, System 44, Advanced Phonics, and other core resources.

2.1d Implemented/budget overage occured for additional software costs

Challenges: The software fees increased due to excessive demand during the pandemic.

Successes: RUSD implemented adaptive software for students to work on to attain grade level or higher reading skills and/or math skills. Student growth was measured using DIBELS. Over the last two years, students participating in LAB have demonstrated positive growth on DIBELS. Student gains on 2019-2020 DIBELS are the following: DIBELS MOY 3rd Grade - All Students (2019-20, Benchmark or Above) 66.8%; DIBELS MOY 3rd Grade - African American (2019-20, Benchmark or Above) 66.7%; DIBELS MOY 3rd Grade - Hispanic (2019-20, Benchmark or Above) 61.8%; DIBELS MOY 3rd Grade - Low Income (2019-20, Benchmark or Above) 59.9%; DIBELS MOY 3rd Grade - English Learner (2019-20, Benchmark or Above) 15.9% DIBELS MOY 3rd Grade - SW/Disabilities (2019-20, Benchmark or Above) 37.1%; DIBELS MOY 3rd Grade - Reclassified EL (2019-20, Benchmark or Above) 89.9%; DIBELS MOY 3rd Grade - Reclassified EL (2019-20, Benchmark or Above) 89.9%; DIBELS MOY 3rd Grade - Foster Youth (2019-20, Benchmark or Above) 66.7%

2.1e Not fully Implemented

Challenges: Approximately $170,000 budgeted for this action was diverted to a mentoring program to support action 2.2d. Due to school closures, sites needed to revise plans, thereby canceling many in-person student and teacher supports/resources. Books/supplies dollars and other operating expenditures were not utilized due to school closures and lack of hard copy resources needed and brick and mortar classrooms going unused.

Successes: Allocations to sites took place and were used for resources such as aides for tutoring, teaching supplies, and capital outlay for safety. The overages in certificated personnel were due to temporary teacher positions for virtual learning being filled.

2.1f Not fully implemented

Challenges: Noticeably low numbers of students attended virtual summer school in 2020.

Successes: During the 2020 summer, 768 students did participate in the virtual summer learning program. The focus was on connection, engagement, and social emotional support. The average daily attendance was 72%. We deployed 118 devices to students who needed a Chrombook and/or Hotspot. 19, 561 lessons were completed by K-8 students. Average Growth per student 17 % were in mastery of grade-level standard according to the Dreambox metric. 3 ELD summer school Multi-Bridge classes were also held virtually. These classes were designed for Newcomers and students at the "Emergent Language" level. The program included an integrated ELA and History curriculum, 3 college virtual visits, and 3 virtual field trips related to the overall curriculum. Students worked with a Mission Inn docent on the history of the Mission Inn and they were engaged in a meaningful final project based on the history of Riverside. Students took an EL pre-post assessment and demonstrated growth in language acquisition

2.1g Implemented

Challenges: Students who were credit deficient did not always know they were deficient, and/or were disengaged from virtual learning. Measuring overall effectiveness by counting the number of credits recovered is difficult for 2019-20, due to school closures and the fact that students only had access to their courses through distance learning from March through June and fall of 2020.

Successes: Odysseyware (OW) is the Credit Recovery Platform that RUSD adopted in 2019 to replace Gradpoint. The goal was to increase student access and completion of classes offered for credit recovery yearly, which will contribute to an increased overall graduation rate. Through training and exposure to the program, teachers have become more accustomed to the OW platform and tools. 785 total classes have been completed with a total of 3,858 credits recovered by RUSD high school students.

2.1h Implemented

Challenges: The challenge for this action is that it is directly intended for High School support. There is a need to change the action to include middle school.

Successes: Secondary ELD students (grades 7-12) were provided additional support for English Language and academic proficiency through additional class sections. In the high schools, the overall locations were used to reduce class sizes to provide for more personalized support for English Learners. For summer 2020 high school summer school was provided in a virtual environment for both remediation and advanced learning. In addition, we still need to better meet the needs of our English Learners in High School and support the changes that we are required to make for our EL Pathways as required by the Federal Program Monitoring.

2.1i Not fully implemented

Challenges: Families and students did not avail themselves to virtual training and services. Technology challenges in the home were difficult for non-English speaking parents as bilingual technical assistance was not always available. Students with Disabilities and Foster Youth had similar trouble accessing technical assistance. Many parents felt uncomfortable dealing with only online schooling, and homelife may not have been conducive to schooling at home. In addition MTSS training for teachers, counselors and aids did not take place due to COVID 19.

Successes: Remaining funds from this action were used to cover devices, materials/software and technology infrastructure.

2.2 Increase the percentage of students who graduate college and career ready

2.2a Implemented

Challenges: Families were reluctant to participate in online workshops during the pandemic

Successes: The goal for this action was to provide students and families information, strategies, and resources through a variety of educational workshops that prepare students to be College and Career Ready upon graduation and contribute to an increased overall measure of preparedness in the California School Dashboard. The Family Resource Center collaborated and partnered with institutes of higher education, Riverside Chamber of Commerce, Riverside dignitaries, Alvord Unified School District, and Jurupa Unified School District to provide virtual workshops. To ensure all students and their families had an opportunity to attend a workshop, they were held during weekdays, weekends, mornings, afternoons and evenings. In measuring overall effectiveness, it was noticed that a decrease in attendance throughout all workshops offered was due to school closures, and there were limits in counting actual attendees who were all using the same device. Challenges for participants also included limited access to virtual platforms such as Zoom and inability

to provide translation using district issued chromebooks. Communications, advertisement, and promotional activities will be modified to include multi layered approaches in the future.

2.2b Implemented

Challenges: School closures and virtual learning made it difficult to continue some art lessons due to supplies/materials being unavailable in students' homes; and band instruments were considered a safety hazard during the pandemic due to fear of viral spread, so in person practice for band was not allowed.

Successes: Itinerant music teachers and VAPA specialists continued to work utilizing virtual learning to teach and have students complete Art to Go lessons. This was done by having intermittent art supply distributions at school sites, and students were still supplied with sheet music and band sessions via Google meets.

2.2c Not fully implemented

Challenges: AVID students (many who are unduplicated) were not able to experience the full, robust program dues to school closures. Material and supplies were not used as they typically are and guest speakers and other supports were not available during virtual learning.

Successes: One of the goals of the AVID Excel Program is to increase the reclassification of English Learners before they enter high school. In addition to that, the program provides a rich social-emotional environment, a sense of community, and a strong sense of success and value in education. Moving forward, the metric for the program needs to be developed and monitored because at the moment the data used is the reclassification rates of students in middle school overall. In the future, it would be beneficial to set goals to use as target metrics for growth in the future, such as integrating English Learner Proficiency Assessment for California (ELPAC) strategies, and practicing/exposing the students to them, within the AVID Excel curriculum to increase the reclassification rate. Be sure that Excel teachers are involved in all district English Language Learner PD and ELPAC trainings for parents and teachers, in addition to the instruction provided by AVID Excel.

2.2d Not fully implemented as intended/Budget overages occurred due to increased contract costs.

Challenges: Contract costs were higher than expected with the BLU organization

Successes: The BLU Educational Foundation provides educational, mentoring and human services programming to youth, adults and organizations, with a mission to build healthy productive communities. This organization focuses on youth of color in the districts'

Heritage Plan program for African American and LatinX youth who are in need of social emotional help, and academic assistance. RUSD contracted with this group to mentor our disengaged students of color, Foster Youth and Low income students. Up to 100 students were eligible to be served by this non-profit. With the focus being on A-G completion, the Heritage Program uses annual transcript analysis data to monitor the growth of the African American students in grades 10 through 12. According to our longitudinal data spanning from Heritage's inception in (2013-14) to the present (2018-19), students have experienced growth measuring between 4% and 6% compared to other subgroups. A total of 776 African American students participate in the program in grades 10-12 and of those, 365 are categorized as Level 1 meaning they meet all of the Cal State and UC requirements. 176 almost meet A-G and are categorized as Level 2, while 133 meet graduation requirements (Level 3) and 102 are at risk of not graduating (Level 4). For the 2019-20 school year, the Heritage Program has outsourced support for the program's most intensive students with the implementation of BLU Educational Foundation. The intention is to provide targeted support with the intention of closing the A-G gap even more. Consistently, the program has worked closing the gap that exists in regards to A-G completion, gaps continued to exist because of the program's original implementation which was to monitor and support students that resided in Levels 1 and 2. Once this flaw was recognized and called out in 2019-19, the program was re-worked to include students at all levels. BLU Educational Foundation was brought in to provide additional support in 2019-20.

2.2e Not fully implemented as intended/overages due to increased contract costs

Challenges: The Puente program had to cancel field trips and other projects due to school closures, overages in costs were used to pay for the BLU mentoring contract.

Successes: For the 2018-19 school year, 71% of Poly High School Puente students graduated meeting all Cal State and UC requirements; a 19% increase overall for Poly High School graduates and 25% increase in overall underrepresented students. Serving 238 students, the Puente Program is primarily compiled of students who are underrepresented on various levels (students of color, females, socio-economic status, etc.)Since its inception in 2015, the A-G completion of the students within the Puente Program has remained over 70% with the highest rate in 2017-18 with 81% of the graduates meeting A-G requirements. In the 2018-19 school year, 71% met A-G with 74% of the females meeting A-G and 65% being male.

2.2f Not fully implemented

Challenges: AP examinations in a virtual environment added additional stressors on students.

Successes: Funding was used from a different source from the RUSD Research Evaluation and Assessment department. Remaining funds were used for devices, technology infrastructures and material/software for virtual learning. All RUSD high school students who desired to take an AP test were afforded the opportunity to do so.

2.2g Implemented

Challenges: Costs to implement the IB program were higher due to specialized curriculum and teacher training.

Successes: The International Baccalaureate program at JW North high school is a program that draws students who are globally minded. RUSD continues to support the program that provides advanced learning and a unique approach to different subject matter. This is available to students across the district and particularly to those attending JW North - which is the high school in the district with the highest numbers of unduplicated students. This program was conducted during virtual learning.The district phased out the Middle Years program which is the 9th and 10th grade program that did not provide the outcomes as expected.

2.2h Not fully implemented as intended/overages due to increased contract costs

Challenges: Legacy Program had to cancel field trips and other projects due to school closures, overages in costs were used to pay for the BLU mentoring contract.

Successes: With the focus being on A-G completion and graduation, the Legacy Program uses annual transcript analysis data to monitor the growth of the District's English Learner students in grades 10 through 12. According to our longitudinal data spanning from Legacy's inception in (2016-17)) to the present (2018-19), students have experienced growth with the most recent graduation outcomes resulting in 92.4% graduating, and of those 24.9% met the UC and Cal State requirements. A total of 992 English Learner students participate in the program in grades 10-12 and of those, 186 are categorized as Level 1 meaning they meet all of the Cal State and UC requirements. 226 almost meet A-G and are categorized as Level 2, while 349 meet graduation requirements (Level 3) and 231 are at risk of not graduating (Level 4). For the 2019-20 school year, the Legacy Program has outsourced support for the program's most intensive students with the implementation of BLU Educational Foundation. The goal is to provide targeted support with the intention of closing the A-G gap even more. Consistently, the program has worked closing the gap that exists in regards to A-G completion and graduation, gaps continued to exist because of the program's original implementation which was to monitor and support students that resided in Levels 1 and 2. Once this flaw was recognized and called out in 2019-19, the program was re-worked to include students at all levels. BLU Educational Foundation was brought in to provide additional support in 2019-20.

2.2i Implemented

Challenges: STEM enrichment continued in a planning phase, the Inspire Her Mind was virtual due to the pandemic.

Successes: Inspire Her Mind is an annual event across RUSD schools sponsored by LCAP funding and is a gathering of female students from elementary, middle and high school who attend events (virtual for 2019-20) that focus on science technology engineering and math projects and STEM careers.Based on the statistics that 66% fourth grade girls say they like science and math but only 18 percent of college engineering majors in the US are women.

2.2j Implemented

Challenges: Dual enrollment was decreased by Riverside Community College during the pandemic.

Successes: The Dual Enrollment course offerings continued virtually through Riverside City College (RCC). The program goals are to provide pathways from high school to college. Courses must be part of an academic program defined in a College and Career Access Pathways Partnership agreement and meet the criteria for both a high school diploma and a community college associates degree or other credential. We currently offer two main pathways: 1) a "General Education" transfer course at our five comprehensive high schools and 2) a nursing pathway at Arlington and Ramona high schools. Grades earned in courses and stable student enrollment numbers are the measures of the program's effectiveness. Due to the pandemic, RCC decreased their course offerings from 3 courses per grade level to 2. This resulted in a decrease in student enrollment. For Fall 2020 grades, 89% of the students who were issued grades received a C or better, an 8-percentage point increase from Fall 2019. Challenges included the changes in RCC staff causing inconsistencies and lack of integrated support by RCC (ID cards to access RCC Library, RCC counseling/Ed advising, RCC Tutoring). Potential challenges moving forward is the need to have appropriate staffing levels in RUSD to meet the demands of a growing program. Possible changes for upcoming year include course offerings in both virtual and in person.

2.2k Not fully implemented

Challenges: Case management for Foster Youth had to be done virtually during the pandemic, special programs did not take place due to school closures and the virtual learning environment.

Successes: The Foster Youth Cohort graduation rate for 2019-20 was 87.50% (28 out of 32 students). Only 1 of the non-grads was actively enrolled. Current chronic absenteeism rate for the Foster Youth Cohort is 16.3%. Distance learning has allowed for students to engage in their school of origin. The Case Manager has completed 194 direct interventions, in 2019-2020. Having a case manager that can track the transfer of records, attend child family team meetings/best interest determination meetings, credit completion, AB 216 Evaluations and attendance has been effective. Having foster youth enroll directly at sites due to COVID-19 safety procedures, altered

the case manager's ability to be the first point of contact. The introduction of Aeries Analytics will provide sites with improved identification of foster youth.

2.3 Increase quality opportunities for student and families to choose their educational path

2.3a Implemented

Challenges: Some annual grant opportunities were put on pause during the pandemic.

Successes: The RUSD grant writer procured over $3.5 million in grant dollars during the 2019-2020 school year..

2.3b Implemented

Challenges: Dual Language Immersion was available for distance learning however the schedules between in person and virtual program did not provide the same consistency regarding teacher instructional time.

Successes: Dual Language Immersion is offered in RUSD at 6 elementary schools, 2 middle schools and 1 high school. DLI classes were conducted during virtual learning. Matriculation is organized across the district for students who want a K-12 dual language immersion experience.

2.3c Implemented

Challenges: No statewide test results are available for Core Knowledge schools to compare outcomes and achievement.

Successes: Core knowledge is implemented at 3 elementary school sites in RUSD, due to school closures students were taught virtually utilizing the same curriculum as they did when in person.

2.3d N/A

2.3e Implemented

Challenges: The STEM school recruitment process was done virtually during the pandemic and did not allow for in person visits to the school.

Successes: The Riverside STEM Academy application lottery worked to increase the diversity of the demographics of the students accepted in the lottery for the 5th grade cohort in fall of 2019. This action continues to be modified to include the revision of the Riverside Stem Academy recruitment plan aligned with district equity goals.

2.3f Implemented

Challenges: Personalized Learning and professional development had to be conducted virtually.

Successes: The five Personalized Learning/Custom schools in RUSD were able to adapt their programs to the virtual learning environment. Development Specialists and Instructional Services Specialists were able to continue working throughout the pandemic by offering virtual professional development and training on materials and software for virtual/distance teaching.

2.4 Increase student access to quality academic and career counseling

2.4a Implemented

Challenges: Due to virtual delivery of services by counselors, challenges include connecting with students and families via various communication methods.

Successes: School Counselors continued to design and deliver services that improve student outcomes in 2019-20. They led, advocated and collaborated to promote equity and access for all students by connecting their counseling to the school's academic mission and school improvement plan. School counselors reached students through multiple levels of support such as meeting with students individually, in small groups, and in the classroom. Given school closures during 2019-20, counselors were seeing an even greater need for student connectedness and social-emotional supports. Districtwide, counseling teams have provided more than 5,500 Google meetings with students on a variety of topics including self-esteem, anxiety, and coping skills. These types of supports foster emotional resilience in our students, which has a direct impact on their academics as well as their college and career readiness.

2.4b Not fully implemented

Challenges: A challenge moving forward is providing school counselors the financial support to attend the required American School Counselor Association (ASCA) National conference and provide this opportunity to other RUSD school counselors. The money was not utilized this year due to conference cancellations and free registration options.

Successes: Counselor professional development (PD) continued to take place for school counselors through identification of needs. The identification of needs is in collaboration with counselors and administrators. Challenges included the verification of participation as this year provided various virtual opportunities with no attendance mechanism. What did work is that the virtual platform provided many more opportunities for counselors to participate in PD and resulted in a second counseling program, located at Miller Middle School. This program is to be approved as a Recognized American School Counselor Association Model Program (RAMP) which acknowledges school counselors who deliver comprehensive data driven programs.

2.5 Increase quality opportunities for students to participate in sequenced career pathways

2.5a Implemented

Challenges: Some additional funding for Career Technical Education is sunsetting.

Successes: K12 Strong Workforce Grant - Round 3: RUSD recruited teachers to participate in the writing of the Round 3 plan. The plan included creating cross-sector work (partnering with other CTE pathways to write curriculum or create projects in areas that intersect. Ex: Culinary/Healthcare - nutrition and exercise projects. Formalized postsecondary connections from High School CTE program to corresponding Community College program through an MOU or articulation agreement or certificate program was delayed due to school closures.The CTE

2.5b Not fully implemented/cost overages due to increased contract fees

Challenges: The fees for services and contract increased (Riverside County - Regional Occupational Program)

Successes: The RUSD CTE Department continued to support RCOE teachers in the same manner as RUSD CTE teachers. ROP Teachers had access to the same funding sources, professional development opportunities and training.

2.5c Implemented

Challenges: Elementary and middle school teachers are not always familiar with Career Technical Education.

Successes: The RUSD CTE program worked to connect one 5th/6th grade classroom to each middle school in its feeder cluster and created a program for using CTE exploration content at each site.

2.5d Implemented

Challenges: Middle school teachers are not always familiar with Career Technical Education.

Successes: Core and CTE teachers were recruited to create integrated lessons/projects for students. The CTE 15 Year Continuum was still underway despite school closures in 2019-20 which includes expanding CTE programs to each middle school by writing a CTE content course for 8th grade (based on pathway) and a 7th grade Wheel program for exploration.

2.5e Implemented

Challenges: Project Lead the Way is not available at every school in the district, and can be seen as inequitable.

Successes: A total of 1,250 students from elementary schools, one middle school, two high schools, and our 5-12 STEM academy participated in Project Lead the Way (PLTW). Each secondary site had a .2 FTE to support the implementation of the program. To date, the program has been implemented virtually.

 2.6 Provide increased and expanded high quality preschool programs

2.6a Implemented

Challenges Duplicated preschool students' and their families struggled with connectivity and guiding their child's virtual learning process.

Successes: The RUSD Early Childhood education program was implemented virtually during the school closures of 2019-20. Teachers interacted with students and families utilizing the See Saw platform. Our staff received training virtually in both early literacy and early numeracy and our Early Childhood specialist provided facilitation of the instructional program and family outreach. On April 7, 2020, an Action Team that included teachers, TOSA, Specialist, Coordinator, representatives from Personnel department, RCTA, and CTA were convened to develop a plan for Distance Learning; the plan was communicated to all teachers on April 10. Chromebooks were distributed to all students in early April and packets of weekly activities were also distributed during meals picked up at various sites throughout the district and at Central Registration Center. Distance Learning began on April 13 and instructional minutes were reduced from 3 hours of daily instruction in State Preschool and 3.5 hours for 4 days a week in Head Start to 40 minutes 2 days a week with a break in between, or 20 minutes 4 days a week. The Early Head Start Infant/Toddler Program instructional minutes were reduced from 30 hours a week to 20 minutes 3 times a week for Distance Learning.

2.6b Implemented

Challenges: Unduplicated preschool students' and their families struggled with connectivity and guiding their child's virtual learning process.

Successes: Preschool enrollment during fall 2019 before school closure was 687 students in state preschool, 185 students in Head Start across 19 elementary sites, and 13 in Early Head Start (Infant/Toddler) Program at Lincoln Alternative High School. Enrollment ratio was capped at 24:3 of students to staff for state preschool, 16:2 for Head Start, and 8:3 for Early Head Start. When school closure began on March 13, 2020; teachers and support staff, including Coordinator, Specialist, and TOSA met during the week of March 23-30 to plan on how to continue with the Early Childhood programs. Meetings were held with Head Start and State Preschool Representatives to review policies and procedures; this was to adjust to new guidelines for compliances. Initial challenges were first learning how to log into Google classroom. Families without dependable internet were provided with hotspots. A number of families with parents working did not have the support to assist children with logging on to virtual classes. Decrease in enrollment from 592 for State Preschool to 354, and from 192 for Head Start to 80. The Infant/Toddler program enrollment is at 3 for Infant and 5 for Toddler. Student achievement as measured by DRDP (Desired Results Developmental Profile) from this year of virtual and then to hybrid learning will be compared to previous years to determine the impact virtual instruction has had on instruction and learning.

2.6c Implemented

Challenges: Unduplicated preschool students' and their families struggled with connectivity and guiding their child's virtual learning process.

Successes: There were 25 families enrolled in the Spanish Preschool Program for 2019-20. Due to the pandemic and virtual learning, some families did not continue to attend. However, 25 families would not have qualified to receive the services without the sliding scale program. In the Spanish Preschool Program there are 16 students in the AM program and 13 students in the PM program, for a total of 29 students.

2.6d Implemented

Challenges: The Early Impact Teen Program at Lincoln had to be conducted virtually during school closures.

Successes: Teen parents were able to work with their teachers and paraprofessionals from Lincoln online in the virtual environment during school closures to navigate both their own high school courses as well as foster an at-home learning environment for their preschoolers.

2.6e N/A

Goal 3

Fully engage students, parents and the community in support of short and long term educational outcomes

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 7: Course Access (Conditions of Learning)

Local Priorities: Board Goals: 3, 6, 7; VAPA Plan; SFC Partnership Plan, Student Assistance Plan

Annual Measurable Outcomes

Expected	Actual
Metrics/Indicator LEA Positive Attendance Rates – All Students **2019-20** 97.2% **Baseline** 96%	**Metrics/Indicator** LEA Positive Attendance Rates – All Students **2019-20** (2019-20, RUSD before school closures) 97.7% **Baseline** 96%

Metrics/Indicator LEA Positive Attendance Rates – African American **2019-20** 96.9% **Baseline** 95.7%	**Metrics/Indicator** LEA Positive Attendance Rates – African American **2019- 20** (2019-20, RUSD before school closures) 89.7% **Baseline** 95.7%
Metrics/Indicator LEA Positive Attendance Rates – Hispanic **2019-20** 97.2% **Baseline** 96%	**Metrics/Indicator** LEA Positive Attendance Rates – Hispanic **2019- 20** (2019-20, RUSD before school closures) 91.7% **Baseline** 96%
Metrics/Indicator LEA Positive Attendance Rates – Low Income **2019-20** 97.2% **Baseline** 95.8%	**Metrics/Indicator** LEA Positive Attendance Rates – Low Income **2019- 20** (2019-20, RUSD before school closures) 90.6% **Baseline** 95.8%
Metrics/Indicator LEA Positive Attendance Rates – English Learner **2019-20** 97.4% **Baseline**	**Metrics/Indicator** LEA Positive Attendance Rates – English Learner **2019- 20** (2019-20, RUSD before school closures) 91.7% **Baseline**

96.2%	96.2%
Metrics/Indicator LEA Positive Attendance Rates – Students with Disabilities **2019-20** 95.9% **Baseline** 94.7%	**Metrics/Indicator** LEA Positive Attendance Rates – Students with Disabilities **2019- 20** (2019-20, RUSD before school closures) 85.5% **Baseline** 94.7
Metrics/Indicator LEA Positive Attendance Rates – Foster Youth **2019-20** 96.3% **Baseline** 95.1%	**Metrics/Indicator** LEA Positive Attendance Rates – Foster Youth **2019- 20** (RUSD before school closures) 90.4% **Baseline** 95.1%
Metrics/Indicator LEA Chronic Absentee Rates – All Students **2019-20** 6.3% **Baseline** **8.6%**	**Metrics/Indicator** LEA Chronic Absentee Rates – All Students **2019- 20** Dashboard status (Fall 2019, CA Dashboard): 9.6% LEA K-12 (2020-21, RUSD)*: 9.7% **Baseline** 8.6%
Metrics/Indicator LEA Chronic Absentee Rates – African American **2019-20**	**Metrics/Indicator** LEA Chronic Absentee Rates – African American **2019- 20**

7.9% **Baseline** 10.8%	Dashboard status (Fall 2019, CA Dashboard): 13.8% LEA K-12 (2020-21, RUSD)*: 12.1% **Baseline** 10.8%
Metrics/Indicator LEA Chronic Absentee Rates – Hispanic **2019-20** 6.5% **Baseline** **8.9%**	**Metrics/Indicator** LEA Chronic Absentee Rates – Hispanic **2019- 20** Dashboard status (Fall 2019, CA Dashboard): 10.1% LEA K-12 (2020-21, RUSD)*: 11.3% **Baseline** 8.9%
Metrics/Indicator LEA Chronic Absentee Rates– Low Income **2019-20** 7.1% **Baseline** 9.8%	**Metrics/Indicator** LEA Chronic Absentee Rates– Low Income **2019- 20** Dashboard status (Fall 2019, CA Dashboard): 12.0% LEA K-12 (2020-21, RUSD)*: 12.1% **Baseline** 9.8%
Metrics/Indicator LEA Chronic Absentee Rates – English Learner **2019-20** 6.1%	**Metrics/Indicator** LEA Chronic Absentee Rates – English Learner **2019- 20** Dashboard status (Fall 2019, CA Dashboard): 9.4% LEA K-12 (2020-21, RUSD)*:15.4%

Baseline 8.3%	**Baseline** 8.3%
Metrics/Indicator LEA Chronic Absentee Rates– Students with Disabilities **2019-20** 11.2% **Baseline** 15.3%	**Metrics/Indicator** LEA Chronic Absentee Rates– Students with Disabilities **2019- 20** Dashboard status (Fall 2019, CA Dashboard): 15.3% LEA K-12 (2020-21, RUSD)*: 15.2% **Baseline** 15.3%
Metrics/Indicator LEA Chronic Absentee Rates– Reclassified EL **2019-20** 3.8% **Baseline** 5.2%	**Metrics/Indicator** LEA Chronic Absentee Rates– Reclassified EL **2019- 20** Dashboard status (Fall 2019, CA Dashboard):N/A LEA K-12 (2020-21, RUSD)*: 4.2% **Baseline** 5.2%
Metrics/Indicator LEA Chronic Absentee Rates – Foster Youth **2019-20** 9.3% **Baseline** 12.7%	**Metrics/Indicator** LEA Chronic Absentee Rates – Foster Youth **2019- 20** Dashboard status (Fall 2019, CA Dashboard): 18.7% LEA K-12 (2020-21, RUSD)*: N/A **Baseline** 12.7%

Metrics/Indicator LEA Truancy Rate – All Students **2019-20** 6.7% **Baseline** 9.2%	**Metrics/Indicator** LEA Truancy Rate – All Students **2019- 20** Data Not Available-Metric No Longer Calculated by CDE or RUSD **Baseline** 9.2%
Metrics/Indicator LEA Truancy Rate – African American **2019-20** 8.3% **Baseline** 11.4%	**Metrics/Indicator** LEA Truancy Rate – African American **2019- 20** Data Not Available-Metric No Longer Calculated by CDE or RUSD **Baseline** 11.4%
Metrics/Indicator LEA Truancy Rate – Hispanic **2019-20** 6.7% **Baseline** 9.2%	**Metrics/Indicator** LEA Truancy Rate – Hispanic **2019- 20** Data Not Available-Metric No Longer Calculated by CDE or RUSD **Baseline** 9.2%
Metrics/Indicator LEA Truancy Rate – Low Income **2019-20**	**Metrics/Indicator** LEA Truancy Rate – Low Income **2019- 20**

6.5% **Baseline** 8.9%	Data Not Available-Metric No Longer Calculated by CDE or RUSD **Baseline** 8.9%
Metrics/Indicator LEA Truancy Rate – English Learner **2019-20** 6.9% **Baseline** 9.4%	**Metrics/Indicator** LEA Truancy Rate – English Learner **2019- 20** Data Not Available-Metric No Longer Calculated by CDE or RUSD **Baseline** 9.4%
Metrics/Indicator LEA Truancy Rate – Students with Disabilities **2019-20** 7.8% **Baseline** 10.7%	**Metrics/Indicator** LEA Truancy Rate – Students with Disabilities **2019- 20** Data Not Available-Metric No Longer Calculated by CDE or RUSD **Baseline** 10.7%
Metrics/Indicator LEA Truancy Rate – Reclassified EL **2019-20** 3.4% **Baseline**	**Metrics/Indicator** LEA Truancy Rate – Reclassified EL **2019- 20** Data Not Available-Metric No Longer Calculated by CDE or RUSD **Baseline**

4.6%	4.6%
Metrics/Indicator LEA Truancy Rate – Foster Youth **2019-20** 9.1% **Baseline** 12.5%	**Metrics/Indicator** LEA Truancy Rate – Foster Youth **2019- 20** Data Not Available-Metric No Longer Calculated by CDE or RUSD **Baseline** 12.5%
Metrics/Indicator LEA Truancy Rate – Homeless **2019-20** 7.8% **Baseline** 10.7%	**Metrics/Indicator** LEA Truancy Rate – Homeless **2019- 20** Data Not Available-Metric No Longer Calculated by CDE or RUSD **Baseline** 10.7
Metrics/Indicator LEA Suspension Rate – All Students **2019-20** Local Suspension Rate: 2.2% Dashboard Rate (Fall 2017): 2.7% Dashboard Status (Fall 2017): Medium Dashboard Performance: Declined **Baseline** Local Suspension Rate: 3.0%	**Metrics/Indicator** LEA Suspension Rate – All Students **2019-20** Dashboard Status (Fall 2019, CA Dashboard): 4.2% Medium Dashboard Change (Fall 2019, CA Dashboard): Increased by 0.4% Dashboard Performance: Orange (2019-20, DataQuest): 2.8% **Baseline**

Dashboard Rate (2014-15): 4.3% Dashboard Status (2014-15): Medium Dashboard Performance: Maintained	Local Suspension Rate: 3.0% Dashboard Rate (2014-15): 4.3% Dashboard Status (2014-15): Medium Dashboard Performance: Maintained
Metrics/Indicator LEA Suspension Rate - English Learner **2019-20** Local Suspension Rate: 2.2% Dashboard Rate (Fall 2017): 3.0% Dashboard Status (Fall 2017): Medium Dashboard Performance: Declined **Baseline** Local Suspension Rate: 3.0% Dashboard Rate (2014-15): 4.5% Dashboard Status (2014-15): Medium Dashboard Performance: Increased	**Metrics/Indicator** LEA Suspension Rate - English Learner **2019-20** Dashboard Status (Fall 2019, CA Dashboard): 3.8% Medium Status Dashboard Change (Fall 2019, CA Dashboard): Increased by 03.% Dashboard Performance: Orange (2019-20, DataQuest): 2.7% **Baseline** Local Suspension Rate: 3.0% Dashboard Rate (2014-15): 4.5% Dashboard Status (2014-15): Medium Dashboard Performance: Increased
Metrics/Indicator LEA Suspension Rate - Foster Youth **2019-20** Local Suspension Rate: 10.2% Dashboard Rate (Fall 2017): NA Dashboard Status (Fall 2017): NA Dashboard Performance: NA **Baseline**	**Metrics/Indicator** LEA Suspension Rate - Foster Youth **2019-20** Dashboard Status (Fall 2019, CA Dashboard): 12.4% High Status Dashboard Change (Fall 2019, CA Dashboard): Increased by 0.4% Dashboard Performance: Red (2019-20, DataQuest): 8.7%

Local Suspension Rate: 14% Dashboard Rate (2014-15): NA Dashboard Status (2014-15): NA Dashboard Performance: NA	**Baseline** Local Suspension Rate: 14% Dashboard Rate (2014-15): NA Dashboard Status (2014-15): NA Dashboard Performance: NA
Metrics/Indicator LEA Suspension Rate - Homeless Youth **2019-20** Local Suspension Rate: 4.4% Dashboard Rate (Fall 2017): NA Dashboard Status (Fall 2017): NA Dashboard Performance: NA **Baseline** Local Suspension Rate: 6.0% Dashboard Rate (2014-15): NA Dashboard Status (2014-15): NA Dashboard Performance: NA	**Metrics/Indicator** LEA Suspension Rate - Homeless Youth **2019-20** Dashboard Status (Fall 2019, CA Dashboard): 6.3% High Status Dashboard Change (Fall 2019, CA Dashboard): Increased by 0.8% Dashboard Performance: Orange (2019-20, DataQuest): 5.8% **Baseline** Local Suspension Rate: 6.0% Dashboard Rate (2014-15): NA Dashboard Status (2014-15
Metrics/Indicator LEA Suspension Rate - Low Income **2019-20** Local Suspension Rate: 2.9% Dashboard Rate (Fall 2017): 3.5% Dashboard Status (Fall 2017): High Dashboard Performance: Declined	**Metrics/Indicator** LEA Suspension Rate - Low Income **2019-20** Dashboard Status (Fall 2019, CA Dashboard): 5.0% High Status Dashboard Change (Fall 2019, CA Dashboard): Increased by 0.3% Dashboard Performance: Orange (2019-20, DataQuest): 3.5%

Baseline Local Suspension Rate: 4.0% Dashboard Rate (2014-15): 5.3% Dashboard Status (2014-15): High Dashboard Performance: Maintained	**Baseline** Local Suspension Rate: 4.0% Dashboard Rate (2014-15): 5.3% Dashboard Status (2014-15): High
Metrics/Indicator LEA Suspension Rate - Students with Disabilities **2019-20** Local Suspension Rate: 5.1% Dashboard Rate (Fall 2017): 4.5 % Dashboard Status (Fall 2017): Medium Dashboard Performance:Declined **Baseline** Local Suspension Rate: 7.0% Dashboard Rate (2014-15): 10.0% Dashboard Status (2014-15): VeryHigh Dashboard Performance:Increased	**Metrics/Indicator** LEA Suspension Rate - Students with Disabilities **2019-20** Dashboard Status (Fall 2019, CA Dashboard): 7.2% High Status Dashboard Change (Fall 2019, CA Dashboard): Declined by -0.4% Dashboard Performance: Yellow (2019-20, DataQuest): 5.5% **Baseline** Local Suspension Rate: 7.0% Dashboard Rate (2014-15): 10.0% Dashboard Status (2014-15): VeryHigh Dashboard Performance:Increased
Metrics/Indicator LEA Suspension Rate - African American **2019-20** Local Suspension Rate: 6.6% Dashboard Rate (Fall 2017): 4.0% Dashboard Status (Fall 2017): Medium	**Metrics/Indicator** LEA Suspension Rate - African American **2019-20** Dashboard Status (Fall 2019, CA Dashboard): 7.6% High Status

Dashboard Performance: Declined **Baseline** Local Suspension Rate: 9.0% Dashboard Rate (2014-15): 8.5% Dashboard Status (2014-15): Very High Dashboard Performance: Increased	Dashboard Change (Fall 2019, CA Dashboard): Declined by -0.8% Dashboard Performance: Yellow (2019-20, DataQuest): 5.6% **Baseline** Local Suspension Rate: 9.0% Dashboard Rate (2014-15): 8.5% Dashboard Status (2014-15): Very High Dashboard Performance: Increased
Metrics/Indicator LEA Expulsion Rate - All Students **2019-20** Local Expulsion Rate:1% CALPADS (2016-17): 0.168% **Baseline** Local Expulsion Rate:1% CALPADS (2016-17): 0.197%	**Metrics/Indicator** LEA Expulsion Rate - All Students **2019-20** Local Expulsion Rates (2019-20): Not Available DataQuest (2019-20): 0.17% **Baseline** Local Expulsion Rate:1% CALPADS (2016-17): 0.197%
Metrics/Indicator LEA Expulsion Rate - English Learner **2019-20** Local Expulsion Rate:0% CALPADS (2016-17): 0.197% **Baseline**	**Metrics/Indicator** LEA Expulsion Rate - English Learner **2019-20** Local Expulsion Rates (2019-20): Not Available DataQuest (2019-20: 0.15% **Baseline**

Local Expulsion Rate:0% CALPADS (2016-17):0.229%	Local Expulsion Rate:0% CALPADS (2016-17): 0.229%
Metrics/Indicator LEA Expulsion Rate - Foster Youth **2019-20** Local Expulsion Rate:0% CALPADS (2016-17):0.197% **Baseline** Local Expulsion Rate:0% CALPADS (2016-17): 0.229%	**Metrics/Indicator** LEA Expulsion Rate - Foster Youth **2019-20** Local Expulsion Rates (2019-20): Not Available DataQuest (2019-20): 0.72% **Baseline** Local Expulsion Rate:0% CALPADS (2016-17): 0.229%
Metrics/Indicator LEA Expulsion Rate - Homeless **2019-20** Local Expulsion Rate:0% CALPADS (2016-17): 0.197% **Baseline** Local Expulsion Rate:0% CALPADS (2016-17):0.229%	**Metrics/Indicator** LEA Expulsion Rate - Homeless **2019-20** Local Expulsion Rates (2019-20): Not Available DataQuest (2019-20: 0.53% **Baseline** Local Expulsion Rate:0% CALPADS (2016-17):0.229%
Metrics/Indicator LEA Expulsion Rate - Low Income **2019-20** Local Expulsion Rate:0%	**Metrics/Indicator** LEA Expulsion Rate - Low Income **2019-20** Local Expulsion Rates (2019-20): Not Available

CALPADS (2016-17):0.248%	DataQuest (2019-20): 0.23%
Baseline Local Expulsion Rate:0% CALPADS (2016-17):0.248%	**Baseline** Local Expulsion Rate:0% CALPADS (2016-17):0.248%
Metrics/Indicator LEA Expulsion Rate - Students with Disabilities **2019-20** Local Expulsion Rate:0% CALPADS (2016-17):0.37% **Baseline** Local Expulsion Rate:0% CALPADS (2016-17): 0.43%	**Metrics/Indicator** LEA Expulsion Rate - Students with Disabilities **2019-20** Local Expulsion Rates (2019-20): Not Available DataQuest (2019-20): 0.20% **Baseline** Local Expulsion Rate:0% CALPADS (2016-17): 0.43%
Metrics/Indicator LEA Expulsion Rate - African American **2019-20** Local Expulsion Rate:1% CALPADS (2016-17):0.316% **Baseline** Local Expulsion Rate:3% CALPADS (2016-17):0.369%	**Metrics/Indicator** LEA Expulsion Rate - African American **2019-20** Local Expulsion Rates (2019-20): Not Available DataQuest (2019-20): 0.31% **Baseline** Local Expulsion Rate:3% CALPADS (2016-17):0.369%
Metrics/Indicator LEA Expulsion Rate - Hispanic	**Metrics/Indicator** LEA Expulsion Rate - Hispanic

2019-20 Local Expulsion Rate:0% CALPADS (2016-17): 0.184% **Baseline** Local Expulsion Rate:0% CALPADS (2016-17):0.215%	**2019-20** Local Expulsion Rates (2019-20): Not Available DataQuest (2019-20): 0.17% **Baseline** Local Expulsion Rate:0% CALPADS (2016-17):0.215%
Metrics/Indicator % of positive responses for Hope Gallup Poll **2019-20** 58% **Baseline** 47%	**Metrics/Indicator** % of positive responses for Hope Gallup Poll **2019-20** The Gallup Student Survey was not given in 2019-20. No Replacement was identified. **Baseline** 47%
Metrics/Indicator Student Engagement Grandmean All Students **2019-20** 4.05% **Baseline** 3.94%	**Metrics/Indicator** Student Engagement Grandmean All Students **2019-20** The Gallup Student Survey was not given in 2019-20. No Replacement was identified. **Baseline** 3.94%
Metrics/Indicator % participation in 2 or more Co-Curricular/ Extra-Curricular **2019-20**	**Metrics/Indicator** % participation in 2 or more Co-Curricular/ Extra- Curricular **2019-20**

80%	Data not available due to school closures
Baseline **65%**	**Baseline** **65%**
Metrics/Indicator # of Family Engagement partnerships with community **2019-20** 30 **Baseline** **27**	**Metrics/Indicator** # of Family Engagement partnerships with community **2019-20** Data not available **Baseline** **27**
Metrics/Indicator # of unique family members accessing Family Engagement Center services **2019-20** 3,000 **Baseline** **2,279**	**Metrics/Indicator** # of unique family members accessing Family Engagement Center services **2019-20** 3118 families accessing the FEC services **Baseline** **2,279**
Metrics/Indicator Graduation Rate – All Students **2019-20** Local Indicator (2016-17): 95% Dashboard Status (Fall 2017): 95.8% - Very High Status Dashboard Change (Fall 2017): increase by 0.7% Dashboard Performance: Blue **Baseline** Local Indicator (2015-16): 89.1%	**Metrics/Indicator** Graduation Rate – All Students **2019-20** Dashboard Status (Fall 2019, CA Dashboard): 97.0% Very High Status Dashboard Change (Fall 2019, CA Dashboard): Increased Significantly 5.3% Dashboard Performance: Blue (2019-20, CA Dashboard-Rate Only): 96.4%

Dashboard Status (2014-15): 95.1% - Very High Status Dashboard Change (2014-15): increase by 2.3% Dashboard Performance: Blue	**Baseline** Local Indicator (2015-16): 89.1% Dashboard Status (2014-15): 95.1% Very High Status Dashboard Change (2014-15): increase by 2.3% Dashboard Performance: Blue
Metrics/Indicator Graduation Rate – English Learner **2019-20** Local Indicator (2015-16): 85% Dashboard Status (Fall 2017): 90.5% - High Status Dashboard Change (Fall 2017):increase by 1% Dashboard Performance: Green **Baseline** Local Indicator (2015-16): 80.9% Dashboard Status (2014-15): 90.5% - High Status Dashboard Change (2014-15): increase by 9.1% Dashboard Performance: Blue	**Metrics/Indicator** Graduation Rate – English Learner **2019-20** Dashboard Status (Fall 2019, CA Dashboard): 92.4% High Status Dashboard Change (Fall 2019, CA Dashboard): Increased Significantly by 12.2% Dashboard Performance: Blue (2019-20, CA Dashboard-Rate Only): 93.1% **Baseline** Local Indicator (2015-16): 80.9% Dashboard Status (2014-15): 90.5% - High Status Dashboard Change (2014-15): increase by 9.1% Dashboard Performance: Blue
Metrics/Indicator Graduation Rate – Low Income **2019-20** Local Indicator (2016-17): 90% Dashboard Status (Fall 2017): 94.7% - High Status Dashboard Change (Fall 2017): increase by 1.0% Dashboard Performance: Green **Baseline** Local Indicator (2015-16): 86%	**Metrics/Indicator** Graduation Rate – Low Income **2019-20** Dashboard Status (Fall 2019, CA Dashboard): 96.6% Very High Status Dashboard Change (Fall 2019, CA Dashboard): Increased Significantly 6.2% Dashboard Performance: Blue (2019-20, CA Dashboard-Rate Only): 95.9%

Dashboard Status (2014-15): 94.5% - High Status Dashboard Change (2014-15): increase by 2.7% Dashboard Performance: Green	**Baseline** Local Indicator (2015-16): 86% Dashboard Status (2014-15): 94.5% - High Status Dashboard Change (2014-15): increase by 2.7% Dashboard Performance: Green
Metrics/Indicator Graduation Rate – Students with Disabilities **2019-20** Local Indicator (2016-17): 70% Dashboard Status (Fall 2017): 73.2% - Medium Status Dashboard Change (Fall 2017): increase by 1% Dashboard Performance: Yellow **Baseline** Local Indicator (2015-16): 66.5% Dashboard Status (2014-15): 75.9% - Low Status Dashboard Change (2014-15): decrease by 4.7% Dashboard Performance: Orange	**Metrics/Indicator** Graduation Rate – Students with Disabilities **2019-20** Dashboard Status (Fall 2019, CA Dashboard): 85.7% Medium Status Dashboard Change (Fall 2019, CA Dashboard): Increased Significantly by 13.0% Dashboard Performance: Green (2019-20, CA Dashboard-Rate Only):85.3% **Baseline** Local Indicator (2015-16): 66.5% Dashboard Status (2014-15): 75.9% - Low Status Dashboard Change (2014-15): decrease by 4.7% Dashboard Performance: Orange
Metrics/Indicator Graduation Rate – African American **2019-20** Local Indicator (2016-17): 91% Dashboard Status (Fall 2017): 93.6% - High Status Dashboard Change (Fall 2017): increase by 1% Dashboard Performance: Green	**Metrics/Indicator** Graduation Rate – African American **2019-20** Dashboard Status (Fall 2019, CA Dashboard): 96.6% Very High Status Dashboard Change (Fall 2019, CA Dashboard): Increased by 2.7% Dashboard Performance: Blue (2019-20, CA Dashboard-Rate Only): 98.5%

Baseline Local Indicator (2015-16): 87.4% Dashboard Status (2014-15): 94.3% - High Status Dashboard Change (2014-15): increase by 2.7% Dashboard Performance: Green	**Baseline** Local Indicator (2015-16): 87.4% Dashboard Status (2014-15): 94.3% - High Status Dashboard Change (2014-15): increase by 2.7% Dashboard Performance: Green
Metrics/Indicator Graduation Rate - Hispanic **2019-20** Local Indicator (2016-17): 91% Dashboard Status (Fall 2017): 95% - Very High Status Dashboard Change (Fall 2017): increase by 1% Dashboard Performance: Blue **Baseline** Local Indicator (2015-16): 87.1% Dashboard Status (2014-15): 94.9% - High Status Dashboard Change (2014-15): increase by 3.2% Dashboard Performance: Green	**Metrics/Indicator** Graduation Rate - Hispanic **2019-20** Dashboard Status (Fall 2019, CA Dashboard): 97.1% Very High Status Dashboard Change (Fall 2019, CA Dashboard): Increased Significantly 6.4% Dashboard Performance: Blue (2019-20, CA Dashboard-Rate Only): 96.2% **Baseline** Local Indicator (2015-16): 87.1% Dashboard Status (2014-15): 94.9% - High Status Dashboard Change (2014-15): increase by 3.2% Dashboard Performance: Green
Metrics/Indicator High School Dropout Rate-All Students **2019-20** 2.5% **Baseline** 5.5%	**Metrics/Indicator** High School Dropout Rate-All Students **2019-20** (2019-20, DataQuest): 1.8% **Baseline** 5.5%

Metrics/Indicator High School Dropout Rate - African American **2019-20** 1.5% **Baseline** **4.5%**	**Metrics/Indicator** High School Dropout Rate - African American **2019-20** (2019-20, DataQuest): 1.5% **Baseline** 4.5%
Metrics/Indicator High School Dropout Rate - Hispanic **2019-20** 3.0% **Baseline** 6.6%	**Metrics/Indicator** High School Dropout Rate - Hispanic **2019-20** (2019-20, DataQuest): 0% **Baseline** 6.6%
Metrics/Indicator High School Dropout Rate - Low Income **2019-20** 3.6% **Baseline** 7.2%	**Metrics/Indicator** High School Dropout Rate - Low Income **2019-20** (2019-20, DataQuest): 2.4% **Baseline** 7.2%
Metrics/Indicator High School Dropout Rate - English Learner **2019-20** 6.5% **Baseline** 10.9%	**Metrics/Indicator** High School Dropout Rate - English Learner **2019-20** (2019-20, DataQuest): 5.6% **Baseline** 10.9%

Metrics/Indicator	Metrics/Indicator
High School Dropout Rate - Students with Disabilities	High School Dropout Rate - Students with Disabilities
2019-20 4.4%	**2019-20** (2019-20, DataQuest): 3.1%
Baseline 8%	**Baseline** 8%
Metrics/Indicator	Metrics/Indicator
Middle School Dropout Rate - All Students	Middle School Dropout Rate - All Students
2019-20 .1%	**2019-20** (2019-20,CALPADS): 0.11%
Baseline .18%	**Baseline** .18%
Metrics/Indicator	Metrics/Indicator
Middle School Dropout Rate - African American	Middle School Dropout Rate - African American
2019-20 .1% **Baseline** .43%	**2019-20** (2019-20,CALPADS): 0% **Baseline** .43%
Metrics/Indicator	Metrics/Indicator
Middle School Dropout Rate - Hispanic	Middle School Dropout Rate - Hispanic
2019-20 .1% **Baseline** .25%	**2019-20** (2019-20,CALPADS): .09% **Baseline** .25%

Metrics/Indicator	Metrics/Indicator
% of families indicating agree or strongly agree they have voice/input in school and district decision making **2019-20** 70% **Baseline** **40% establish baseline**	% of families indicating agree or strongly agree they have voice/input in school and district decision making **2019-20** 48.2% **Baseline** **40%**
Metrics/Indicator	Metrics/Indicator
% of parent participation in programs for individuals with exceptional needs **2019-20** 10% baseline **Baseline** **25%**	% of parent participation in programs for individuals with exceptional needs **2019-20** Data Not Available due to school closures **Baseline** **25%**
Metrics/Indicator	Metrics/Indicator
% of parent participation in programs for "Unduplicated Students" (English Learners, Low Income & amp; Foster Youth) **2019-20** 35% **Baseline** **20%**	% of parent participation in programs for "Unduplicated Students" (English Learners, Low Income & amp; Foster Youth) **2019-20** Data not available due to school closures **Baseline** **20%**

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures

| Action 3.1a Increase services for students exhibiting exceptional needs that are interfering with their learning
3.1a Continue to implement and reevaluate Project Connect Student Assistance Plan (Program Support – coordinator & clerical support; social and emotional counselors; community liaison; survey; training; behavioral psychologist & prevention assistants. | 1000-1999:
Certificated Personnel Salaries
LCFF RESOURCE – 0311 $359,722

2000-2999:
Classified Personnel Salaries
LCFF RESOURCE – 0311 $2,681,346

3000-3999:
Employee Benefits
LCFF RESOURCE – 0311 $1,361,365

4000-4999:
Books and Supplies
LCFF RESOURCE – 0311 $10,000

5000-5999:
Services And Other Operating Expenditures
LCFF RESOURCE – 0311 $21,136

2000-2999:
Classified Personnel Salaries
TITLE IV Resource – 4127
$0 | 1000-1999:
Certificated Personnel Salaries
LCFF RESOURCE – 0311 $367,025

2000-2999:
Classified Personnel Salaries
LCFF RESOURCE – 0311 $2,445,604

3000-3999:
Employee Benefits
LCFF RESOURCE – 0311 $1,232,724

4000-4999:
Books and Supplies
LCFF RESOURCE – 0311 $13,585

5000-5999:
Services And Other Operating Expenditures
LCFF RESOURCE – 0311 $8,328

2000-2999:
Classified Personnel Salaries
TITLE IV Resource – 4127
$11,616 |

	3000-3999: Employee Benefits TITLE IV Resource – 4127 $0 5000-5999:Services And Other Operating Expenditures TITLE IV Resource – 4127 $37,500	3000-3999: Employee Benefits TITLE IV Resource – 4127 $1,343 5000-5999: Services And Other Operating Expenditures TITLE IV Resource – 4127 $80
Action 3.1b Increase services for students exhibiting exceptional needs that are interfering with their learning 3.1b Continue to provide support to Child Welfare and Attendance/Pupil Services (Pupil Services, Homeless and Foster Youth support; student mentoring; attendance initiatives; Campus Supervisors; School Resource Officers)	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0312 $287,456 2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0312 $473,235 3000-3999: Employee Benefits LCFF RESOURCE – 0312 $385,363	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0312 $301,494 2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0312 $474,248 3000-3999: Employee Benefits LCFF RESOURCE – 0312 $399,966 4000-4999:

	4000-4999: Books and Supplies LCFF RESOURCE – 0312 $0	Books and Supplies LCFF RESOURCE – 0312 $97
	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0312 $533,695	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0312 $521,622
	1000-1999: Certificated Personnel Salaries TITLE I RESOURCE – 3010 $117,195	1000-1999: Certificated Personnel Salaries TITLE I RESOURCE – 3010 $118,336
	2000-2999: Classified Personnel Salaries TITLE I RESOURCE – 3010 $40,163	2000-2999: Classified Personnel Salaries TITLE I RESOURCE – 3010 $40,421
	3000-3999: Employee Benefits TITLE I RESOURCE – 3010 $57,300	3000-3999: Employee Benefits TITLE I RESOURCE – 3010 $57,800
	4000-4999: Books and Supplies	4000-4999: Books and Supplies TITLE I RESOURCE – 3010

	TITLE I RESOURCE – 3010 $12,000 5000-5999: Services And Other Operating Expenditures TITLE I RESOURCE – 3010 $0 5000-5999: Services And Other Operating Expenditures TITLE IV Resource – 4127 $50,000	$1,177 5000-5999: Services And Other Operating Expenditures TITLE I RESOURCE – 3010 $9,214 5000-5999: Services And Other Operating Expenditures TITLE IV Resource – 4127 $50,000
Action 3.1c Increase services for students exhibiting exceptional needs that are interfering with their learning 3.1c Continue to implement Restorative Practices, providing site support and professional development for those not yet trained	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0313 $0 2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0313	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0313 $13,002 2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0313

	$0 3000-3999: Employee Benefits LCFF RESOURCE – 0313 $0 4000-4999: Books and Supplies LCFF RESOURCE – 0313 $0 5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0313 $72,000	$1,867 3000-3999: Employee Benefits LCFF RESOURCE – 0313 $2,535 4000-4999: Books and Supplies LCFF RESOURCE – 0313 $2,596 5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0313 $52,900
Action 3.1d Increase services for students exhibiting exceptional needs that are interfering with their learning 3.1d Provide increased services to special education students (additional Program Specialist)	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0314 $135,113 3000-3999: Employee Benefits LCFF RESOURCE – 0314 $41,570	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0314 $136,429 3000-3999: Employee Benefits LCFF RESOURCE – 0314 $41,847

Action 3.2a Increase quality parent/community communication, engagement and collaboration 3.2a Continue to implement and reevaluate services for families, schools and community through community partnerships (coordination of services, partnerships; administrative support; community resource liaison; family services supervisor)	2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0321 $369,637 3000-3999: Employee Benefits LCFF RESOURCE – 0321 $167,584 4000-4999: Books and Supplies LCFF RESOURCE – 0321 $0 5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0321 $60,478	2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0321 $375,469 3000-3999: Employee Benefits LCFF RESOURCE – 0321 $167,141 4000-4999: Books and Supplies LCFF RESOURCE – 0321 $8,609 5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0321 $15,220
Action 3.2b Increase quality parent/community communication, engagement and collaboration 3.2b Continue to provide parent workshops and the Parent Education Summit to preschool to adult families in collaboration with District and community partners	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0322 $0 2000-2999: Classified Personnel	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0322 $1,906 2000-2999: Classified Personnel Salaries

	Salaries LCFF RESOURCE – 0322 $0 3000-3999: Employee Benefits LCFF RESOURCE – 0322 $0 4000-4999: Books and Supplies LCFF RESOURCE – 0322 $0 5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0322 $77,000 2000-2999: Classified Personnel Salaries TITLE I RESOURCE–3010 $42,858 3000-3999: Employee Benefits	LCFF RESOURCE – 0322 $10,182 3000-3999: Employee Benefits LCFF RESOURCE – 0322 $1,591 4000-4999: Books and Supplies LCFF RESOURCE – 0322 $11,429 5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0322 $37,860 2000-2999: Classified Personnel Salaries TITLE I RESOURCE–3010 $45,192 3000-3999: Employee Benefits TITLE I RESOURCE–3010

	TITLE I RESOURCE–3010 $26,213 4000-4999: Books and Supplies TITLE I RESOURCE–3010 $0 5000-5999: Services And Other Operating Expenditures TITLE I RESOURCE–3010 $181,000	$26,455 4000-4999: Books and Supplies TITLE I RESOURCE–3010 $6,135 5000-5999: Services And Other Operating Expenditures TITLE I RESOURCE–3010 $95,802
Action 3.2c Increase quality parent/community communication, engagement and collaboration 3.2c Continue to provide translation services to increase parent access to the school and Individualized Education Plans (translators based on 30% home language survey)	2000-2999: Classified Personnel Salaries LCFF RESOURCE –0323 $766,819 3000-3999: Employee Benefits LCFF RESOURCE – 0323 $435,558	2000-2999: Classified Personnel Salaries LCFF RESOURCE –0323 $737,124 3000-3999: Employee Benefits LCFF RESOURCE – 0323 $406,759
Action 3.2d Increase quality parent/community communication, engagement and collaboration 3.2d Design and implement strategies to increase Cultural Proficiency of staff and students	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0324 $0	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0324 $9,963

	2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0324 $0	2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0324 $913
	3000-3999: Employee Benefits LCFF RESOURCE – 0324 $0	3000-3999: Employee Benefits LCFF RESOURCE – 0324 $1,874
	4000-4999: Books And Supplies LCFF RESOURCE –0324 $33,700	4000-4999: Books And Supplies LCFF RESOURCE – 0324 $10,096
	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0324 $136,300	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0324 $239,348
Action 3.3a Increase student engagement and reduce barriers for participation in extra and co-curricular activities 3.3a Continue to provide science enrichment opportunities for elementary school students through Action 2.1e	N/A	N/A
Action 3.3b Increase student engagement and reduce barriers for participation in extra and co-curricular activities 3.3b Continue to support opportunities for co-curricular and extra-curricular activities (Middle School and High School Activities/VAPA)	1000-1999: Certificated Personnel Salaries LCFF RESOURCE –	1000-1999: Certificated Personnel Salaries LCFF RESOURCE –

	0332 $0 2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0332 $0 3000-3999: Employee Benefits LCFF RESOURCE – 0332 $0 4000-4999: Books And Supplies LCFF RESOURCE –0332 $1,395,030 5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0332 $30,000	0332 $37,691 2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0332 $56,880 3000-3999: Employee Benefits LCFF RESOURCE – 0332 $16,297 4000-4999: Books And Supplies LCFF RESOURCE – 0332 $564,057 5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0332 $403,065
Action 3.3c Increase student engagement and reduce barriers for participation in extra and co-curricular activities 3.3c Continue to implement and expand middle school sports program	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0333 $54,703	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0333 $61,746

	2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0333 $16,800	2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0333 $ 15,750
	3000-3999: Employee Benefits LCFF RESOURCE – 0333 $19,626	3000-3999: Employee Benefits LCFF RESOURCE – 0333 $17,666
	4000-4999: Books and Supplies LCFF RESOURCE – 0333 $3,000	4000-4999: Books and Supplies LCFF RESOURCE – 0333 $2,996
	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0333 $15,000	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0333 $10,698
Action 3.3d Increase student engagement and reduce barriers for participation in extra and co-curricular activities 3.3d Continue to provide support for freshman and sophomore athletics (stipends)	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0334 $479,190 2000-2999:	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0334 $78,003 2000-2999:

	Classified Personnel Salaries LCFF RESOURCE – 0334 $0 3000-3999: Employee Benefits LCFF RESOURCE – 0334 $103,460	Classified Personnel Salaries LCFF RESOURCE – 0334 $401,734 3000-3999: Employee Benefits LCFF RESOURCE – 0334 $56,374
Action 3.3e Increase student engagement and reduce barriers for participation in extra and co-curricular activities 3.3e Continue to provide support for high school athletics (uniforms and equipment; emergency medical services)	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0335 $0 2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0335 $0 3000-3999: Employee Benefits LCFF RESOURCE – 0335 $0 4000-4999: Books And Supplies LCFF	1000-1999: Certificated Personnel Salaries LCFF RESOURCE – 0335 $40,572 2000-2999: Classified Personnel Salaries LCFF RESOURCE – 0335 $156,041 3000-3999: Employee Benefits LCFF RESOURCE – 0335 $25,095 4000-4999: Books And Supplies LCFF RESOURCE –

	RESOURCE – 0335 $1,353,029 5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0335 $405,615	0335 $552,122 5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0335 $716,473
Action 3.3f Increase student engagement and reduce barriers for participation in extra and co-curricular activities 3.3f Continue to provide professional development through the coaching institute	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0336 $34,000	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0336 $0
Action 3.3g Increase student engagement and reduce barriers for participation in extra and co-curricular activities 3.3g Continue and expand the use of the HERO software to monitor student participation in Schools+2 programs (software and devices)	4000-4999: Books and Supplies LCFF RESOURCE – 0337 $0 5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0337 $75,000	4000-4999: Books and Supplies LCFF RESOURCE – 0337 $1,662 5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0337 $56,637
Action 3.3h Increase student engagement and reduce barriers for participation in extra and co-curricular activities 3.3h Continue to develop and implement adult and student engagement strategies (GALLUP survey; Strengths Academy)	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0338 $123,500	5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0338 $75,275

Action 3.3i Increase student engagement and reduce barriers for participation in extra and co-curricular activities 3.3i Continue flexible schedule format at the middle schools to increase opportunities for intervention, extension, engagement, and enrichment during the school day.	1000-1999: Certificated Personnel Salaries LCFF RESOURCE–0339 $164,487 3000-3999: Employee Benefits LCFF RESOURCE–0339 $35,513 4000-4999: Books and Supplies LCFF RESOURCE–0339 $0	1000-1999: Certificated Personnel Salaries LCFF RESOURCE–0339 $176,732 3000-3999: Employee Benefits LCFF RESOURCE–0339 $37,855 4000-4999: Books and Supplies LCFF RESOURCE–0339 $5,127
Action 3.4a Increase internal and external communication systems by creating open two-way communication between the Board of Education, administration, staff, students, parents and the RUSD community 3.4a Continue to increase digital communications (digital content expert; website, media monitoring; professional development)	2000-2999: Classified Personnel Salaries LCFF RESOURCE –0341 $69,444 3000-3999: Employee Benefits LCFF RESOURCE – 0341 $34,444 5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0341 $77,380	2000-2999: Classified Personnel Salaries LCFF RESOURCE –0341 $69,624 3000-3999: Employee Benefits LCFF RESOURCE – 0341 $34,314 5000-5999: Services And Other Operating Expenditures

		LCFF RESOURCE – 0341 $59,211
Action 3.4b Increase internal and external communication systems by creating open two-way communication between the Board of Education, administration, staff, students, parents and the RUSD community 3.4b Continue to develop community engagement, increase Brand awareness, and develop communication and marketing tools (community relations manager; community events; update brand and marketing tools)	1000-1999: Certificated Personnel Salaries LCFF RESOURCE –0342 $0 2000-2999: Classified Personnel Salaries LCFF RESOURCE –0342 $85,534 3000-3999: Employee Benefits LCFF RESOURCE – 0342 $38,510 4000-4999: Books and Supplies LCFF RESOURCE – 0342 $35,459 5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0342 $284,458	1000-1999: Certificated Personnel Salaries LCFF RESOURCE –0342 $740 2000-2999: Classified Personnel Salaries LCFF RESOURCE –0342 $92,759 3000-3999: Employee Benefits LCFF RESOURCE – 0342 $38,551 4000-4999: Books and Supplies LCFF RESOURCE – 0342 $10,062 5000-5999: Services And Other Operating Expenditures LCFF RESOURCE – 0342 $285,272
Action 3.4c Increase internal and external communication systems by creating open two-way communication between the Board of Education, administration, staff, students, parents and the RUSD community	N/A	N/A

3.4c Reevaluate and update the crisis management and response structure through Action 1.5d		

Goal Analysis

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

3.1a Due to COVID -19, our counselors were, at first, unable to service students in person, nor were they able to attend conferences and trainings. Eventually, counselors still provided students with online services, phone calls and support to teachers and administrators. Unused Title IV funds were used to pay for summer school 2021.

3.2b Remaining funds from this action were used for devices and technology infrastructure.Our Family Resource Center (FRC) continues to provide services to students, families, and community members despite the fact that parent conferences did not take place in 2020. Some basic services were available to our families during the pandemic.

3.2d At the beginning of the year $170,000 was budgeted for this action, however, $262,000 was spent as more funding was needed for the Footsteps to Freedom program, and EPOC Education contract for cultural proficiency increased for 2019-20.

3.3b Remaining funds for this action were used for devices and technology infrastructure. Due to COVID 19, academic competitions were held virtually and therefore travel expenses were not needed.

3.3d Support for Freshman and sophomore was under budgeted creating an overage for personnel salaries, overages were used to cover costs for devices and technology infrastructure during school closures.

3.3f The district's coaching institute did not take place this year, but will take place next year funded by external donations; remaining funds were used for devices, materials/software and technology infrastructure.

3.3g Remaining funds for this action were used for devices, materials/software and technology infrastructure. Replacement materials for School + 2 were not needed this year.

3.3h The Gallup survey was replaced by the CA Healthy Kids Survey resulting in a cost savings; the cost savings was shifted to support the acquisition of 1:1 devices to facilitate virtual learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal Three, "Fully engage students, parents and the community in support of short- and long-term educational outcomes" was challenging to fulfill during the pandemic-driven school closures of 2019-20, however RUSD continued to find ways in which to bring about student, family and community engagement.

3.1 Increase services for students exhibiting exceptional needs that are interfering with their learning

3.1a Not fully implemented

Challenges: Due to COVID -19, our counselors were, at first, unable to service students in person, nor were they able to attend conferences and trainings. Eventually, counselors still provided students with online services, phone calls and support to teachers and administrators. Unused Title IV funds were assigned for summer school costs for 2021.

Successes: The Student Assistance Program (SAP) Counselors, Psychologists and Prevention Assistants developed a resource library for use in the 2019-20 virtual setting and upon the return to school. The school psychologists developed staff, family, and student surveys related to perceptions after support has been provided during school closures. Given the pandemic circumstances, the SAP program could not provide some of their typical in person services but did create a wider array of materials and resources to use with students both virtually and in person. The Student Assistance Program Counselors did provide virtual services, including counseling and check-ins. They provided training to school staff and facilitated Parent Webinars. In 2019-20 RUSD announced the first Wellness Center is underway at Ramona High School to open in fall 2021.

3.1b Implemented

Challenges: Chronic absenteeism was a challenge during school closures initially as students did not show up for virtual learning.

Successes: Due to COVID-19 and distance learning, there has been a dramatic decrease in unduplicated suspensions. Per Dataquest, the unduplicated suspension rate in RUSD for the 2019-2020 school year is 2.8%, which is slightly below the Riverside County rate of 2.9%, but above the statewide rate of 2.6%. American Indian or Alaskan Native subgroup had the largest suspension rate at 7.6%, followed by Pacific Islander subgroup at 5.9%, and African American at 5.6% respectively. Per SB98, tiered re-engagement strategies were developed and implemented which included purchasing Aeries Analytics. This shared dashboard in Aeries Analytics provides sites with "live" updated data that generates a list of students requiring SARTs. The creation of an attendance manual for uniformity and supporting sites in the decrease of chronic absenteeism. Some of the challenges faced during distance learning is the increase in chronic absenteeism from 11% at the of February 2020 as calculated by A2A to 15.4% at the end of the year. The state has not released chronic absenteeism data for the 2019-2020 school year. Hence, 2018-2019 was used as a baseline. Current chronic absenteeism rate for homeless youth is 30.9%, based on aeries analytics.

3.1c Implemented

Challenges: Not all schools have teachers trained for Restorative Practices yet,the online modules done through virtual training do not provide the full spectrum of opportunities available through the interactive process

Successes: Since 2015 RUSD has conducted training opportunities in Restorative Practices with Loyola Marymount University. Site teams were trained to support and train others at the same site. RP implementation has included using community building circles with students and staff and a focused effort on using restorative language on school sites to improve behavioral outcomes. 41 RUSD Staff Members have completed Professional Development modules in the RISE platform during the pandemic. Additional staff will engage in virtual, interactive Restorative Practice Levels 1 and 2 training in 2021. The online modules provide a delivery method that reaches a larger number of people.

3.1d Implemented

Challenges: Parents of Students with Disabilities were challenged during school closures by having to support instruction for their child at home

Successes: The number of schools Elementary Mild/Mod Program Specialists support was reduced from 9 to 6 to increase support to school site special education providers. As a result of COVID-19 and the impacts to IDEA, Program Specialists attended virtual and site Individual Education Plan meetings and are supported providers with transitioning their services from in-person to remote learning. In addition, they made a combined 1200 calls to families to provide support and answer questions related to program choices and delivery of services during the pandemic. Based on internal data from the student information system, chronic absenteeism decreased from 15.3% to 13.2%.

3.2 Increase quality parent/community communication engagement and collaboration

3.2a Implemented

Challenges: The pandemic magnified barriers to learning as families continue experiencing significant financial burdens, housing instability, food insecurity, inaccessibility to medical care, and stressors that impact mental health.

Successes: The Family Resource Center (FRC) has developed trusting relationships with families in the past which became vital during the pandemic 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. A network of over 50 community partners leverage district services through warm handoffs/personalized referrals to assure timely and vital supports to families. 2,802 contacts have been recorded in Aeries Intervention since July 1, 2020. Contacts include, in-person appointments, telephone calls, email, home visits, Facebook messenger, conference calls using Facetime or Zoom, and Facebook Live for group conversations.

3.2b Not fully implemented

Challenges: Remaining funds from this action were used for devices and technology infrastructure.Our Family Resource Center (FRC) continues to provide services to students, families, and community members despite the fact that parent conferences did not take place in 2020. Some basic services were available to our families during the pandemic.

Successes: The Family Resource Center (FRC) smoothly transitioned from in-person workshops, meetings and groups to virtual learning. Prior to hosting virtual family engagement workshops and live family webinars, FRC staff helped families download and navigate Zoom. Maintaining community, particularly parent peer connections was essential to maintaining relationships with families and cultivating new partnerships. The FRC, in partnership with the Student Assistance Program, Innovation and Learner Engagement Department, and Special Education Department, hosts live family webinars providing simple and practical strategies to support families with distance learning and social emotional support. FRC works collaboratively with site administrators to offer nationally recognized and evidenced based family engagement programs, including Parent Institute for Quality Education (PIQE), Latino Family Literacy Project, Families in Schools Transition to College, Opening Doors School Readiness, Positive Parenting Program (Triple P), among others. Memorandums of Understanding (MOUs) with various community partners facilitate virtual family workshops, parent academies, and parent support groups at no cost to the district. This number represents actual participants along with the total number of families accessing the FRC was 3118 in 2019-20.

3.2c Implemented

Challenges: Given the high demand for translation and interpreting for both Special Education and General Education,especially during the pandemic, a huge challenge was not having enough translators and interpreters to carry the caseloads, especially when 23% of students in Special Education are English Learners.

Successes: RUSD employed 22 school site interpreter-translator positions in 2019-20. Many of the interpreter-translators are shared between two schools. They provided interpretation (verbal interpretation in English/ Spanish) services for IEPs, parent conferences, SST meetings, training, community meetings, parent meetings (ELAC, SSC,) and school events. Translators also provided translation (written translation of documents in English/ Spanish) of Individual Education Plans (IEP), assessments for students with disabilities, assignments for ELs (as needed), parent letters, school event flyers and other documents based on school needs. At the district level, three Translators provide translation and interpreting services for district personnel. However, they also support schools, especially those that do not have an assigned Translator. Of the three district Translators 1.5 is designated for Special Education and 1.5 for General Education.

3.2d Not fully implemented

Challenges: At the beginning of the year $170,000 was budgeted for this action, however, $262,000 was spent as more funding was needed for the Footsteps to Freedom program, and EPOC Education contract for cultural proficiency increased for 2019-20.

Successes: The EPOCH Education consulting group provided over 300 RUSD administrators with cultural proficiency training. Satisfaction surveys reported that 85% of those trained high value in the training and the remaining found some value in the training. Administrators then shared with their school site and district staff the equity and empathy components needed for positive leadership.

3.3 Increase student engagement and reduce barriers for participation in extra and co-curricular activities.

3.3a
N/A

3.3b Not fully implemented

Challenges: Due to COVID 19, academic competitions and other extra/co curricular activities were cancelled or were held virtually and therefore travel expenses and fees were not needed.

Successes: Remaining funds from this action were used for devices, materials/software and technology infrastructure. Many virtual activities took place that did not require funding. High school sites were able to continue to do their best to coordinate to support programs that connected students to school. These activities include purchasing materials and incentives to support spirit weeks such as Motivational Mondays, Getting to Know your Teachers Tuesday, and Trivia Fridays. Other activities include Synergy Circles, Club Rush, Shout Outs, virtual fundraisers, in addition to numerous clubs that students can participate in including Make a Wish Club and Key Club. For middle school sites, school plus 2 funding supported student incentive program such as Wear Your School Mask Day, Tie Dye Shirt Day, student of the month awards, Black History Month celebrations, Macaw Art, WEB, No Place for Hate Student Committee, online dance class, semester awards, and family movie events. Funding was also used to support the Science Olympiad, Breaking Barriers program, Synergy, Unity Day, Kindness Week, Cinema Culturas, and National History Day. Students were also able to participate in clubs such as Anime Club, Yearbook Club and Ukulele Club. These programs and services strengthened the bond between students, school and the community as a whole. These programs enriched the total educational experience for students and provided a connection to school for each student involved while staying at home during the pandemic.

3.3c Implemented

Challenges: Middle School Sports were postponed for the 2019-20 School year until further notice.

Successes: The funds used for this action were either expended before school closures and/or used for employee planning time during virtual learning to create alternative activities, and/or meet with other school programs to discuss next steps for athletics during COVID. In addition,students were able to continue to participate in co-curricular and extracurricular activities sponsored by their school sites virtually during school closures including assemblies, lunch buddies, and bear pals.

3.3d Implemented/overages in personnel salaries

Challenges: During COVID, CIF cancelled all winter/spring sports and playoffs, leaving time for teams to coordinate games on their own for the purpose of competition.

Successes: RUSD continues to provide funding to sites to build athletic programs at the freshman and sophomore levels. These funds were used to provide coaching stipends, uniforms, supplies, transportation, fees up until school closures since schools no longer fund coaches through parent donations. Funds from this action expended funds up through March 2020, and the remaining funds were used for planning purposes with coaches and school employees during school closures.

3.3e Implemented

Challenges: During COVID, CIF cancelled all winter/spring sports and playoffs, leaving time for teams to coordinate games on their own for the purpose of competition.

Successes: Fall and some winter sports took place before school closures, expending funds accordingly. RUSD continued to provide for increased student-athletic safety at athletic competitions. American Medical Response (AMR) is present at every home competition for each of the 5 comprehensive high schools in Football (2-3 Games). Their presence has been designed to expedite emergency medical services should an event arise that requires medical intervention. These funds, allocated to sites, provided for an increase in sports equipment and purchases. Across the district, the following programs were expanded based on site needs: Frosh Cheer, Junior Varsity Cheer, Junior Varsity Tennis (B/G), Frosh Wrestling (B/G), Junior Varsity Wrestling (B/G), Junior Varsity Basketball (B/G), and Frosh Baseball, Boys and Girls Lacrosse (Varsity and JV). Due to school closure and distance learning, we are not able to determine the participation rates of athletics as they are still awaiting clearance to play.

3.3f Not fully implemented

Challenges: The district's coaching institute did not take place this year, but will take place next year funded by external donations; remaining funds were used for devices, materials/software and technology infrastructure.

Successes: The professional development for coaches in RUSD has proven to be successful in the retention of coaches, and the decrease in conflicts at games and between coaches and adults during practices.

3.3g Not fully implemented

Challenges: Remaining funds for this action were used for devices, materials/software and technology infrastructure. Replacement materials for School + 2 were not needed this year.

Successes: RUSD continued to provide all secondary schools with HERO software and devices to monitor student participation in school-sponsored events.

3.3h Not fully implemented

Challenges: The Gallup survey was replaced by the CA Healthy Kids Survey resulting in a cost savings; the cost savings was shifted to support the acquisition of 1:1 devices to facilitate virtual learning.

Successes: The Gallup survey was utilized to determine the strengths of every employee in RUSD. It was a condition upon hire to take the Strengths poll. This allowed for employees to find out the areas they excel in and to seek out co workers with different strengths when collaborating. Employee satisfaction rates increase for three years straight.

3.3i Implemented

Challenges: Intervention, extension and enrichments programs were only allowed to be held virtually from March 2020 through summer.

Successes: Flexible schedule format at middle schools provided additional support for struggling middle school students to ensure a smooth transition to high school and lower the middle school drop out rates. The engagement and enrichment programs provided one-to-one tutoring and extra time for students to complete work were held virtually during school closures.

3.4 Increase internal and external communication systems by creating open two-way communication between the Board of Education, administration, staff, students, parents, and the RUSD community

3.4a Implemented

Challenges: District Communication had to be increased exponentially during the pandemic, to keep parents, students and other families informed about school closures, additional support for students both academically and social-emotionally, school meals, and eventually the re-opening plan. This was a vital part of garnering the public trust.

Successes: The Communications Department continued to strategize and execute communications/marketing tactics to support District priorities and initiatives. Social media followership grew substantially on all platforms (in some cases more than double). RUSD increased frequency of communication to families by producing more videos/emails with relevant updates. RUSD expanded communications tools through SMS texts to families and adding 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. Also, RUSD now provides live English captioning to YouTube. Communications staff puts in significant overtime to keep up with new requests and expectations. Staff spends more time reacting to urgent requests and it is a challenge to execute projects that require longer planning/focus. The Department could operate

more effectively and have more regular high quality output with some additions/modifications to personnel. This can help organize overall communications efforts District-wide, prioritize projects/requests to align with strategic District objectives. Staff is transitioning under a new division and will communicate recommendations and continue to develop the District Communications Plan for further recommendations to cabinet/board. School Messenger continues to be a challenge for other departments and school sites to use effectively.

3.4b Implemented

Challenges: The marketing effort started by RUSD was abruptly halted during the pandemic.

Successes: Based on the performance data provided by Mering, the marketing campaign was a great success. However, it is difficult to know how much success is attributed to the efficacy of the campaign or the need for information generated by COVID 19 school closures. More school districts are engaging in marketing campaign efforts to support branding/marketing needs to attract and retain students. Staff recommends funding for marketing efforts and use paid media campaigns to market District priorities, programs, etc. Staff can research and take lessons learned from the previous District-wide marketing campaign to determine best use for funds between traditional and digital media. Conducting the State of the District event online revealed a different solution for the format of this event.

3.4c Implemented

Challenges: The unexpected onset of the pandemic expedited the process of fully planning and developing the crisis response as originally planned.

Successes: A better communications platform to improve parent/student experience receiving direct communication from school sites and the District was developed during school closures in order to keep families up to date with the latest information on health and safety, and crisis management. This action is the communications part of the crisis management and response structure in Action 1.5d.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1. Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness (400 thermometers - non contact)	$20,700	$602,409	N
2. Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	$2,000,000	$1,774,777	N
3.Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and handwashing protocols.	$240,000	$433,432	N
4.Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk. (400 desk shields for staff and 26000 desk shields for students)	$800,000	$1,558,479	N
5. Support for all families: technology training, ESL classes, and other resources	$2,000,000	$1,037	Y
6.Assistant Principals, Elementary (18) (1) High School, AP High School Secretary	$3,111,865	$3,308,421	Y
7. Team Cleaning Positions (6 Custodians)	$456,958	$392,919	N
8. Safety Plan	$20,000	$40,903	Y
9. Campus Supervisors (12)	$735,027	$694,072	Y
10.Safe and Healthy Schools	$150,000	$1,505,794	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

1.During virtual learning, and as we planned to open all schools, our district created a robust school safety plan to bring our staff and students back on the campuses. As a result, additional supplies such as thermometers, disinfecting materials, signage and plexiglass barriers were purchased to ensure the safety of all students and staff and caused expenditure overages.

2.More disinfecting material resources will continue to be purchased until the end of the school year.

3.Additional signage, floor decals and other items to keep students safe and campus were purchased for all 50 school sites, and district buildings causing the expenditure overages.

4. Additional plexiglass to provide barriers for desks and office space was purchased for all 50 school sites and district buildings causing the expenditure overages.

5.ESL classes and technology training for adults did not take place this year. Other training opportunities were offered to parents through the family Resource Center online. The remaining dollars were used to purchase safety equipment for all school sites and district buildings.

8.There was no need to contract outside our district for a Safety Plan for school reopenings; therefore less funding was needed, remaining dollars were used for school safety equipment.

10. Classified campus aides, supervisors were paid extra hours to disseminate meals, clean school sites and assist with dispersing technology equipment. The extra hours pay exceed the original budgeted amount. Cost savings in other line items were used to cover the budget overage.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Successes included the district's ability to mobilize efforts for delivering PPE Care Packages to each site on July 29, 2020. Each elementary and alternative high school site was provided 8 contactless thermometers, middle schools received 12, and high schools received 16. The thermometers were used as a supplement for entry points on campus that did not have the thermal scanners. In addition, the thermometers were used in the isolation room and health office. This supported return to school efforts along with safety equipment to protect employees and the physical campus space.Over 1,600 new teacher devices have been deployed to teachers as

school reopening phases take place this spring, in addition, approximately 24,000 earbuds were purchased to also be deployed to schools sites for student use. 4,783 Hotspots have been sent to school sites for checkout to students who have minimal internet access at home in order to accommodate the hybrid learning model.

Four (4) Elementary Assistant Principals were hired to provide additional support to the schools that did not have an Assistant Principal (AP). These APs focused on increasing student engagement level, participation rate online, and increasing attendance at their school sites upon the return to school. The Assistant Principals have made numerous phone calls, held virtual meetings with staff and parents and have completed several home visits to provide support, information, and/or assistance to family members and students in order to help them be successful in this virtual learning environment, as well as prepare for the return to school. This additional and specific concentration of help has noticeably increased the student engagement and attendance at the school sites.

Our Student Assistance Program (SAP) counselors provided virtual services, including counseling and check-ins for students and families throughout the pandemic which included sessions upon the return to school and home visits during the summer. They provided training to school staff on social emotional learning and trauma informed practices, and facilitated parent webinars to help adults navigate working with students at home and transitioning back to school. We are excited to announce the first Wellness Center is underway at Ramona High School.

The Neighborhood Learning Centers (NLC) program served over 350 students, and targeted and homeless and foster students at local community centers provided by the City of Riverside. These strategic locations equipped by the district with high speed internet allow students to engage in their distance learning in a location near home with excellent connectivity and in-person, safe tutorial support.

Support for families, including 40 family webinars (Student Assistance Program, Special Education,and the District Attorney's were held in summer and fall of 202 with a total attendance of 698. The Family Resource continued to support families with their regular services in an online format throughout the pandemic while transitioning to hybrid services.

RUSD was also able implement a school choice program for students in fall of 2020 which allowed families to select either home schooling, remote learning or a hybrid in-person option until full time was allowed. The district accommodated these options by hiring temporary teachers to work in the remote environment, and also allowed teachers to choose their instructional preference as well.

Product shortages, delayed shipping and short staffed suppliers were a challenge when compiling the safety equipment for the return to school phases.

Other challenges included ensuring that all distributions out to students were safely packaged and delivered, along with the challenge of changing instructional styles for teachers during online schooling, and creating environments for students and families to still feel connected to their school while not being able to meet in person.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1.Purchase additional devices , Chromebooks for students . These devices mainly benefit low-income, EL, and Foster Youth students, for whom the purchase of this equipment would be prohibitive.	7,000,500	$5,256,907	Y
2.Additional Technology to Support Distance Learning: WiFi hotspots, headsets, and laptops/devices for staff.	3,000,000	$4,549,649	Y
3.Assistive technology for Students with Disabilities to access distance learning instruction from home and professional development for staff	2,000,000	$11,138	Y
4.Supplemental Online Apps to support distance learning including but not limited to Great minds, Brain Pop, Snap and Read	500,000	$1,029,290	Y
5.See Saw, Kami, Zoom	500,000	$141,764	Y
6.Musical Instruments UV Cleaning to provide instruments for all students, mainly benefitting low income and foster students for whom the purchase of this equipment would be prohibitive.	50,000	$18,648	Y
7.Staff hours for the collection, sanitation,processing, and distribution of textbooks	28,000	$3,758,883	Y
8.Basic school supplies sent to all families which will mainly benefit vulnerable populations	1,800,000	$383,699	Y
9.Printed instructional packets provided weekly in the spring to support learning for students who did not yet have internet access	200,000	$199,734	Y
10.Foster Youth Services: Maintain staffing and supports that specifically address Foster Youth needs	500,000	$0	Y

11.Attendance and Student Engagement	100,000	$0	Y
12.PD for 700 non long term subs on virtual/distance learning	964,500	$51,881	Y
13.Distance Learning Curriculum Development in the spring to support teachers to maintain student learning during school closure	250,000	$18,917	Y
14.Fall professional development for teachers (RISE) to learn effective virtual instructional practices	1,000,000	$665,309	Y
15.Additional teachers for program choices	4,000,000	$3,810,876	Y
16.Coordinator for virtual school - New coordinator to oversee the distance instruction and learning	225,000	$56,557	Y
17.Four Assistant Principals liaisons to support distance and in-school learning	500,000	244,958	Y
18.Rosetta Stone for English Learners - Digital language support for English Learners and DLI students	120,000	$124,533	Y
19. Digital Citizenship PD, Digital Literacy PD	279,000	$276,642	Y
20. 1 Full Time Help Desk Analyst	121,407	$120,611	N
21. Tech 1/1 devices	420,000	$662,581	Y
22. Tech - Teacher/Classroom technology	780,000	$487,937	Y
23. Two Staff Developers, Help Desk Assistant, Instructional Technology Technician	429,412	$418,477	N
24.Digital inclusion, internet access for all, maintenance of equipment (Communication Trades)	20,000	$101,530	Y
25. Maintenance Workers	91,616	$90,546	N
26. Technology procurement specialist	86,624	$62,783	N

27. Internet safety software and disaster recovery	275,000	$266,655	N
28. Data Quality Technicians	198,338	$196,597	N
30. Digital communication-digital content specialist	189,016	$187,839	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

1. We continue to purchase additional Chromebooks for students and have created a plan of action to ensure that by the end of next year, every student will have a Chromebook that is less than three years old, and reliable connectivity in their home.

2. During the initial stages of COVID-19 school closures we discovered that many of our families were unable to connect to the internet in their homes. To mitigate this issue, Additional WiFi hotspots, headsets, and laptops/devices for staff were purchased and distributed out to students in need.

3. Assistive technology for Students with Disabilities was not specifically purchased, because resources and support from SWD teachers was provided to all special education students during virtual learning, and they were able to come back to school several months earlier - before other students and therefore did not need the assistive technology in the home. Funds were spent on supplemental apps for students - priority for unduplicated students.

4. Additional supplemental apps were purchased to mitigate students' learning loss and to support teachers with instructing students virtually. The supplemental apps replaced the "paper packets" that were originally planned for "at home learning" at the beginning of school closures.

5. The fees for these two programs were less than what we had originally expected. Funds were used for school safety supplies.

6. Musical instruments were cleaned at the district once students returned their instruments and will be cleaned, once again, at the end of the school year, this is a specialized skill and costs were more than anticipated.

7. Schools had multiple opportunities for families to pick up student items. In addition, all textbooks and chromebooks had to be sanitized and distributed to all students which required several employees from school sites such as supervisors and aides to require extra hours pay.

8. Basic school supplies were originally planned as having multiple "paper packets" of school work to be sent to students' homes. Instead of spending money on paper and copy processing, the district used the budgeted fund to purchase supplemental apps for the chromebooks so students could reach their assignment online and they would be more interactive and assist virtual teacher instruction.

10. Foster Youth and Attendance and Student Engagement activities were covered by various unspent department funds.

11. Attendance and student engagement was covered by pupil services funds

12. Professional development was provided virtually and was optional and not as many substitutes took advantage of the opportunity; therefore, less funding was needed. Extra funds were used for supplemental apps, and the additional hours pay for classified staff/cleaning and distribution.

13.Curriculum was developed to augment the rigor of the core programs. In addition, in-house asynchronous training and resources were created by staff developers with no additional funding needed, budgeted funds were used for school safety and supplemental apps, and additional hours pay for classified staff/cleaning and distribution.

14. The cost of asynchronous training for teachers was less than expected, remaining funds went towards school safety.

16. Other sources of funding were used to cover the cost of the coordinator's salary.

17. Other sources of funding were used to augment the cost of the assistant principals liaisons.

21.Tech 1:1 devices were purchased were over spent, under spent dollars from curriculum/distance learning development were used to cover costs.

22. Teacher classroom tech was underspent and remaining funds were used for devices and supplemental apps.

24. Digital inclusion, maintenance of equipment for Communication Trades work was funded by COVID Relief dollars, unspent funds were used for school safety.

Analysis of the Distance Learning Program

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

Regardless of the program: in-person, virtual, home-based, the high expectations for our students and educators are the same. During distance learning, RUSD was still led by our district priorities set forth by the Board of Education: College and Career Ready; Closing the Opportunity Gap; Civic, Character and Citizenship Centered; Excellence in Science and The Arts; Safety and Wellness and our Instructional Guide, RUSD takes pride in affirming that all are guaranteed an education that ensures readiness for college, career and the world. Our mission for distance learning did not change our desire to provide engaging, innovative, and equitable learning experiences for ALL students. Both student learning and well-being, as well as the well-being of all employees directly affect the success of our District, therefore the successes in the Distance Learning Program are attributed to the ability of all staff to "pivot" in their instructional delivery and become more flexible in their lesson planning. Continuity of instruction has been challenging and innovative at the same time during distance learning. RUSD purchased additional Chromebooks, going from a 4:1 ratio of devices at most schools to 1:1 across the district.

As we began the Learning Continuity and Attendance Plan, we recognized and evaluated the highest need areas for Distance Learning:

Beginning April 2020 through September 2020, 100% of students with disabilities were provided a device and, if needed, a hotspot to access distance learning. During the program choice selection window, parents were asked if they needed a device or hotspot. Any families indicating they needed a device or hotspot were contacted by program specialists and site administrators to arrange for pick up or delivery. In addition, any family who did not respond to the survey were contacted by program specialists to determine need.

In an effort to abolish inequities that impede students' access to high-quality education, a total of 28,000 Chromebooks and 2,200 hotspots for families who lack access to the internet, were purchased and disseminated out to students during school closures/distance learning.

All special education providers and Assistive Technology Specialists (ATS) contacted families with devices outlined in their IEP to arrange pick up or delivery of devices and technology. The transportation company was instrumental in making deliveries to families without transportation. The ATS personnel were also able to work with any family that called in needing help with their school device. This kept students from not attending online school due to complications with technology. To enhance pupil participation and progress for students while attending distance learning, RUSD students engaged in computer adaptive software learning: Lexia: 49% usage, with 48% users working at or above grade level, Dreambox: 13,416 users (65%). Students that completed between 2 and 5 lessons achieved 49.55% total growth on average, and students who completed equal to or over 5 lessons a week achieved 105.45% total growth on average. Imagine Espanol: 89% users with high program completion.   During the 20-21 school year these programs were brought in to provide supplemental computer adaptive support for student learning and to support asynchronous time. Teacher feedback data is positive as data shows gradual increases in student achievement. Additional programs were also purchased:

Seesaw - YTD 84% of TK-2 teachers are currently using Seesaw as an instructional resource. Seesaw was purchased to assist TK-2 teachers and students with teaching in a distance learning/ virtual environment. Four asynchronous professional learning courses were developed to assist teachers in implementing Seesaw with their students. Over 353 TK-2 teachers have completed the asynchronous courses. Another five live webinars were developed and held for teachers to learn Seesaw. This application has been highly effective in engaging students and families during distance/virtual learning. It is recommended to continue use and purchase this application for the 21-22 school year.

Kami - YTD 88.4% of students in grades 3-12 are currently using Kami as an instructional resource. Kami was purchased in order to assist all students with annotating online documents in order to complete work digitally and submit assignments without the need to print. An asynchronous course was created to provide training for teachers on how to effectively use Kami in virtual classrooms. Over 880 teachers have completed the asynchronous course. In addition, 7 live webinar training sessions were held for staff over the 2020-21 school year. This application has been highly effective in engaging students and families during distance/virtual learning. It is recommended to continue use and purchase this application for the 21-22 school year.

Paper Tutoring - YTD 20.2% of students in grades 5-12 are actively using Paper Tutoring. This product was purchased in order to support students with additional tutoring opportunities. Usage has been less robust than expected even with multiple forms of promotion. It is recommended that this service continue during the 21-22 school year, but limit it to students in grades 9-12.

Regarding musical instruments, 1,797were deeply sanitized during the summer of 2020 for use in the 20-21 school year. Typical procedures will be followed in subsequent school years. Employees also collected, sanitized, and took an inventory of textbooks for the 20-21 school year. Typical procedures will be followed in subsequent years..

At the end of February 2020, the chronic absenteeism rate for RUSD was 11% as calculated by A2A. Mid-Year report at end of January 2021 indicates a 15.4% chronic absenteeism rate for RUSD. Per SB 98, tiered reengagement strategies were developed and implemented. Full Aeries Analytics was purchased this year and "live" shared dashboards for chronic absenteeism were created, giving sites the ability to access live and up to date data, including generating a list of students that require SARTs. An attendance manual was created and shared with site administrators to develop uniformity and support sites to increase the number of SARTs or attendance conferences to prevent identified students from ending the year as chronic.

For this school year 2020-21, all of our long term substitute teachers that started the school year participated in the same Professional Development as regular teachers. They were required to complete the 5 modules of Professional Development (PD) to ensure they had the tools and knowledge to help them to be successful in teaching in a virtual assignment. The rest of our "day to day" substitutes participated in modified Professional Development opportunities; taking courses to assist in ensuring that they knew how to access Google Classroom and could navigate the virtual platform. The following are the courses they participated in: Getting Started: Install Chrome and create a profile, Classroom Engagement Strategies, Classroom Management Strategies, Introduction to G-Suite, Introduction to Google Classroom, Introduction to Google Meet, Flipgrid Overview and Kami Overview. This is the first year that we have ever provided this type of Professional Development for our substitute teachers and was optional. The PD was appreciated by all of our substitute teachers and helped to make them successful and ensure that the same level of instruction was being provided to our students when their teacher was absent. A challenge was that we had low turn out for this virtual offering because it was optional only.

In order to support asynchronous professional learning, the RISE platform was purchased and the Department of Innovation and Learner Engagement worked with various Departments to build over 126 asynchronous courses for both certificated and classified staff. This platform has proved highly effective in that it has enabled nearly 250,000 lessons and over 33,000 hours of learning by staff. It is recommended that both RISE and the Synchronous PD platform Kick up be continued into the 21-22 school year to help with continuity of teaching and learning. Number of hours spent in teacher learning = 33,800

Rosetta Stone (RS) English for K-6, and Rosetta Stone (RS) Foundations for 7-12 licenses were provided upon request by school staff, across all schools. RS English has 640 active users and RS Foundations has 698 active users. This is an increase in usage from December 7, 2020. English learners at the Emergent level are the primary users, with fewer students using this program who are at the Bridging level. Usage by language level for RS English: 413 Newcomers - in country less than one year, 222 Emerging level, 2 Bridging level and 3 Expanding level, Rosetta Stone Foundations does not provide data by language level, therefore RUSD monitors completion.The purchase of 500 Rosetta Stone English licenses for 2021-2022 is recommended based on student and teacher usage and engagement.

Monitoring student progress in language acquisition during distance learning presented logistical challenges. Dual Language Immersion attrition rate at the elementary sites during distance learning was 16%. Recruiting for 21-22 has commenced for K-through 12th grade which currently stands at 100 students however typical enrollment is between 140 and 240 students.

Textbooks and curriculum programs are all available online to students, teachers, staff, and families for easy access to implementation through the Clever interface. Training materials about Clever have been provided to staff and families to provide for easy access to these materials. Additionally, all students in RUSD will have access to hard copies of their textbooks while in distance learning and will receive basic school supplies such as paper, pencils, erasers, and art supplies distributed by the district.

Parents of students participating in distance learning will continue to be our partners in the education process, but their role has taken on a new dimension. With student learning taking place in the home, parent engagement becomes increasingly more important. To help parents understand the expectations the school has for them during distance learning, materials will continue to be created in English and Spanish and distributed to families to explain what actions the parents can take to contribute to the distance learning program and the academic success of their child. Additionally, extensive support demonstrating how to use online learning tools is available to families through a family support website and live webinar opportunities.

During school closures, RUSD continued to Provide Free and Appropriate Public Education (FAPE) for our students with disabilities and delivered services to students as practicable. We continued to document our efforts; make sure documentation is focused, consistent, detailed, and demonstrates the provision of services as practicable. With regards to compliance during the pandemic - we understand IDEA was not designed for this type of situation, built for this, nevertheless educational evaluations/assessments that require an assessment plan were conducted during the implementation of distance Learning. Annual & triennial meetings were also held virtually. Instructional models that address both in-person and virtual learning still require IEP team decisions and recommendations. Individual distance learning plans were developed for each student participating in distance learning. These plans were reviewed during an IEP team meeting and adjustments were made based on the student's individual needs. When determining the services and service levels to be provided, careful attention was paid to disability discrimination issues, as well as concerns surrounding FAPE.

A challenge in this area was being able to increase staffing to make sure all IEPs were on track and completed in a timely manner.

Throughout the school year, our district staff will continue to send parent, teacher, and staff surveys to determine progress and pay particular attention to gaps and inconsistencies in student learning and engagement.

Additional staff was hired to help us meet the needs of schools by contacting, visiting, and delivering devices to the parents of students who struggled with participation in virtual instruction. Our main focus was to reach our English learners, Foster students, students with disabilities, and those with unique circumstances. Additionally, a bilingual, English and Spanish, call center was established at our district to ensure that our families voices were heard and supported with any technical difficulties they may have had with devices. Principals and other staff members visited the homes of students with unique circumstances to also make sure they have access to meals, devices, and hotspots.

A challenge in this area is keeping all students engaged and informed during distance learning.

Our district is required to maintain student participation or attendance records for audit purposes to assess students' progress and maintain the integrity of instruction during distance learning. RUSD staff created elementary (TK-6) and secondary (7-12) distance learning schedules that meet the instructional minutes requirements outlined in SB 98. Daily minimum instructional minute requirements have been met with a combination of synchronous and asynchronous instruction, as outlined by the schedules. To comply with law, the time value of assignments is determined by the teacher of record at the time the work is assigned to students.

Since current daily participation this spring included a combination of synchronous and asynchronous instruction, and with students learning at various times throughout the day, documentation of daily participation was not limited to daily live interaction. RUSD created new attendance codes in our student information system (Aeries) to account for learning during synchronous and asynchronous times, but also encompassed daily participation through live interaction, student logins (e.g. Clever, Google Classroom, etc..), and submission of work or assessments. The current plan pulls a weekly engagement record from Aeries for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning. The weekly engagement record will also track assignments teachers assign via Google Classroom and/or Clever. The weekly engagement record is intended to capture students' daily participation in distance learning, in both synchronous and asynchronous instruction, including independent work, and tracking completion of students' assignments. The weekly engagement record is also used to identify students in need of re-engagement.

Teachers and staff have attended multiple Google Suite training sessions to help them create informative and robust online classes for students during distance learning. In addition, our Innovation and Learner department created tutorial videos for parents to support them as they work with their students. RUSD continues to seek partnerships with the city of Riverside and other agencies to provide connectivity to families in need.

During the sudden shut down of schools, certificated staff received access to a *Distance Learning Professional Development* site which provided teachers with training for virtual teaching and learning in addition to the necessary curriculum resources. Additionally, teachers received Google Classroom shells populated with content so they were able to pull from ready-made materials provided by content specialists.

All certificated and classified staff began the 2020-2021 school year access to five asynchronous professional development modules in preparation for the new school year. The five modules are a combination of courses staff can select to best prepare them for distance learning with over eighty courses provided. Staff also has access to a website with lesson plans on digital citizenship, social-emotional learning, health and safety, getting to know your digital tools, and content-specific resources. RUSD staff has access to the premium versions of Kami, Loom, and Seesaw as well. The three programs can be used for PDF annotations and markups, screencasting videos, and virtual communication with students and parents.

A challenge in this area is ensuring all teachers are able to implement what they learned through the virtual Professional Development setting with fidelity.

Homeless/Foster youth programs experienced great success with the district's offering of Neighborhood Learning Centers, the posting of RUSD resources lists at motels, shelters, laundromats, and local markets and transportation for meals and to shelters. Providing hygiene kits, laundry supplies, supplies/backpacks and student activity kits have also been widely distributed. Operation School Bell (clothing) and referral procedures for medical attention during Covid-19 were also put into place. Adapting procedures to provide for immediate enrollment in the summer allowed for Homeless and Foster you to register for their program choice easily and personally. Providing Tier III outside tutoring opportunities in the Neighborhood Learning Centers and tutors at shelters also occurred during distance learning.

A Challenge in this area included identification of students and families through data confirmation, because there was slower communication with county foster placing agencies for enrollment.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1.Universal screening tools	330,800	$0	Y
2. • Professional Development on administration, analysis, and implementation of assessments for ELA, Math, and ELD (identify learning gaps). • Staff collaboration time and compensation for the development of resources and lessons to support teachers to adjust instruction in response to assessment data in ELA and math (address learning gaps) • Professional development for teachers on increasing rigor, content literacy, integrated ELD and EL roadmap, prioritizing equity through inclusionary practices. Teacher Stipend	1,400,000	$0	Y
3. K-8 Summer Program	300,000	$5,105,410	Y
4. High school summer program	1,000,000	$980,905	Y
5. Document Based Questions DBQ Project to augment students' content knowledge, vocabulary and reading comprehension skills	100,000	$0	Y
6. Homeless and Foster Youth Services	1,000,000	$0	Y
7. Support for English Learners from Title III, Ellevation	156,999	$86,259	Y
8. LAB! After School Programs for English Learners	160,000	$496	Y
9. ELD FTE Over-allocation to High School Sites	375,394	$345,737	Y
10. Newcomer Program - 2 FTE	271,964	$255,589	Y
11. Pre K-2 Gateway	40,000	$22,703	Y
12. Professional Growth Systems (PGS)	3,034,033	$1,322,703	Y
13. Universal Screening (Identifies at-risk students)	240,369	$0	Y
14.TOSA's @ Franklin, Rivera, Twain, Kennedy and Lake Mathews	727,874	$731,887	Y

15. Reading Intervention Teachers (24 FTE GF)	3,296,004	$3,241,307	Y
16. Read 180	820,826	$788,785	Y
17. Multi-tiered intervention support from Title 1 and Site allocations for unduplicated students	5,413,833	$4,069,769	Y
18. MTSS Inclusive Practices PD	65,000	$5,780	Y
19.Low Performing Block Grant Allocations	335,473	$379,048	Y
20.Credit Recovery 1.0 FTE per comprehensive HS	796,453	$801,288	Y
21.Higher Ed workshops for Parents and Students at HS	63,000	$30,902	Y
22. Heritage Plan 100% ISS 1-071-014, parent involvement, teachers, supplies, contract	499,507	$360,252	Y
23. Puente Support for High Schools	24,000	$10,307	Y
24. Legacy Program	454,054	$281,631	Y
25. Districtwide STEM Program	85,000	$15,195	Y
26. Dual Enrollment	100,000	$50,365	Y
27. Increased Services to Foster Youth Students	148,000	$132,517	Y
28. Project Lead the Way at King and Earhart	100,000	$80,822	Y
30.Early Childhood Services Specialist, clerical	175,732	$173,248	Y
31. SAP Bilingual community Assistant, Counselors, survey costs, supplies and materials	3,397,312	$3,359,274	Y
32. Two Full Time Psychologists (SAP) and Wellness Initiative	537,843	$317,831	Y
33. Homeless support from Title 1 - CWA Manager, FSS Coord, supplies, services	256,531	$253,091	Y
34. Big Brothers and Big Sisters Mentoring	50,000	$50,000	Y
35. Restorative Practices	72,000	$38,083	Y
36. Program Specialist in Special Education	181,520	$166,209	Y
37. 1.75 FTE Family and Community Resource Liaison- Bilingual	140,167	$101,107	Y
38. Coordinator School, Family and Community Partnerships and Admin Secretary	276,221	$145,633	Y
39. Coordinated Family Services Supervisors (1.17 FTE)	141,670	$130,341	Y
40. Family and Community Resource Liaison (1.0)	71,376	$84,751	Y
41. Family Resource Center - Other	60,478	$32,909	Y
42. Parent workshops, leadership training and parent Ed. Summit - Support from Title 1	151,000	$104,300	Y
43. Parent Workshops, leadership, training and Parent Ed Summit	77,000	$35,323	Y
44. District Translators	247,489	$244,658	Y
45. 30 Translators	1,008,595	$946,200	Y
46. Special Education Activities	14,700	$14,660	Y

47. Summer Program for At Risk Elementary	400,000	$3,258	Y
48. Summer School ELD Through Title III	129,654	$62,031	Y
49. Summer School at All High School Sites Summer 2021	1,028,934	$870,845	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

1. A Universal screening tool will be purchased next year as part of the district wide MTSS plan, using funds from new LCAP. Funds from LCP for this action were transferred to supplemental apps and school safety.

2. Title sources of funding were used to cover PD on identifying learning gaps, staff collaboration time and ELD and EL professional development.

3. Other funding sources available were used for the K-8 Summer program in 2020 as program costs were lower than usual.

5. Other funding sources available were used for the Document Based Questions curriculum including department funds.

6. Homeless and Foster Youth program expenses are in process and will be expensed by June 30.

7. The support for English Learners also came from Title III and Ellevation.

8. No in-person LAB! activities - additional materials were not needed.

12. The Professional Growth Systems personnel positions were not filled this year, funds will be carried over to fill positions in 2021-22.

13. The Universal Screening program to identify at risk students will be implemented next year and funds will be used at that time.

14. Less funding was needed for the MTSS support as there were no extra duty teachers this year, funds were used for school safety.

18. MTSS inclusive practices will be implemented next year to a greater extent, and funds will be used for implementation costs.

21. High Ed. workshops for parents and students were less expensive when done virtually this past year, funds were used for supplemental apps for virtual learning.

24. No field trips were taken by the Puente and Legacy programs this year, money was used for supplemental apps.

25. The district is still in the process of creating a STEM/STEAM program for a broad reach of students, funds will be used for this purpose.

26. Dual Enrolment costs were less this year due to a smaller cohort and less course offering by the community college,funds were used to cover costs for extra hours pay for cleaning and device distribution.

32. Wellness programs are still in the process of spending assigned monies, and will continue to expand next year.

41.Other sources of funding have been used for the Coordinator of School, Family and Community Partnerships.

42. The Family Resource Center used less funding due to the virtual workshop platform, funds were used for school safety.

47.A virtual summer program was provided in 2020 but other funding components were used such as Title III and ELD.

48.A virtual summer program was provided in 202 but other funding components were used such as Title III and ELD.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year, and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

As of this reporting, there is preliminary evidence that reveals teachers' positive feedback on purposeful online PD sessions via survey feedback, and the option to participate in both synchronous & asynchronous PD has also been received positively by staff and faculty. This evidence led to the need to create and utilize a standard PD format in order to retrieve qualitative and quantitative feedback during distance learning. The online learning platforms developed during school closures were highly utilized by teachers who had the opportunity to complete professional learning asynchronously and synchronously. This format opened RUSD's thinking to different ways of providing professional learning in the future. The use of online PD will be continued and will be coupled with in person PD as needed as schools reopen. This action will be modified to include a professional learning platform and an embedded learning platform to meet all instructional needs. Evaluating the effectiveness of PD will be conducted via the qualitative Google survey tool utilized by the entire Instructional Services Team to monitor the recovery and mitigation of pupil learning loss.

RUSD's implementation of Digital Resources available for grades 3-12 included approximately 10 hours of Professional Development provided to all interested teachers to support asynchronous professional learning. The RISE platform used for developing online learning courses was purchased with LCP funds and the Department of Innovation and Learner Engagement worked with various Departments to build over 126 asynchronous courses for both certificated and classified staff. The RISE Professional Development and Instruction documents provided for follow up questions for teachers, and provided weekly messaging for secondary teachers - offering support, webinars, & individualized instruction. This platform has proved highly effective in that it has enabled nearly 250,000 lessons and over 33,000 hours of learning by staff.

Document Based Questions (DBQ), a program for secondary History Social Science was determined to be highly effective and helped to garner student interest in content knowledge. PD specifically for elementary teachers to use DBQ Online to teach literacy, inquiry, and writing through history began in 2020 with the intention to mitigate learning lossed in social science and literacy.

To aggressively prevent and recover from any learning loss, RUSD prioritized student academic, and social emotional well-being, along with environmental factors, relationships, and learning opportunities they experience, both in and out of school. Despite the multiple challenges confronted by our teachers, administrators, and staff during the pandemic, we created a system conducive to student learning where teachers utilized online formative assessments to inform student progress. The use of formative assessments has been an essential component during this year. Teachers have received professional development (PD) courses within our PD platform (Rise)

that have supported their on-going learning about the pivotal role formative assessments play during instruction. In the PD modules, there are suggestions for online tools teachers could utilize to gather evidence of student learning for the formative assessment process.In addition, teachers had access to multiple resources created by district staff with the purpose of augmenting the rigor, when needed, and filling in curriculum gaps as needed during distance learning. Our teachers have also used the adopted curriculum assessment resources in all content areas, particularly in English Language Arts, English language development, and mathematics. The Curriculum and Instruction department has supported teachers in understanding and utilizing the publisher created materials and have improved the effectiveness of resources by augmenting the rigor through the development of resources. With resources that included engagement strategies, technology support, open office hours, and scope and sequence updates to guide teachers in purposeful planning and integrating effective pedagogy for online learning. District assessments were created and fully adapted for use in a remote distance learning environment and the results inform student performance and the instructional directions teachers take with students.

The Curriculum and Instruction teams have developed a system to support teachers during distance learning instruction with formative assessment ideas and tools to use with their students in the beginning of the school year. Additionally, the district has created a sequential 2020-2021 district assessment calendar to provide cohesion and help teachers and administrators plan accordingly.

One of the biggest challenges encountered by many teachers was the Diagnostic assessments used to measure recognized and empirically validated skills related to reading outcomes. Each measure has been an indicator of early literacy development. When assessments are implemented as recommended, the results have been used to evaluate individual student development as well as provide grade-level feedback toward validated instructional objectives. Teachers will receive professional development on adjusted assessment tools for an online environment.

For years, our district has used these assessments to uncover students' gaps in early literacy skills. Our teachers and staff have received extensive training to aid them in analyzing the data as they plan their instruction accordingly. According to one of the most renowned reading experts, Dr. Timothy Shanahan, universal screeners evaluate how well children can read (decode or sound out) nonsense words as the research is clear: "The ability to decode is essential to learning to read and instruction that leads students to decode better, eventually improves reading ability itself (including reading comprehension)...the tests are aimed at identifying learning needs that can be addressed with extra teaching."

Through strategic assessments, we have also been able to see areas of growth where we need to focus our attention, and how to best use further funding sources. What has been both troubling and challenging for our district is the persistent achievement disparities across income levels and between our white students and our black and Hispanic/Latino students which exacerbated during school closure.

Summer to mitigate learning loss, RUSD committed to offer summer learning program opportunities during summer. The Elementary Summer program is designed to target essential skills and standards for every grade level. Students will be able to attend two sessions to mitigate learning loss. Middle School Summer Program is an integrated approach with both academic and social emotional well-being. Middle School students are offered a Middle School Summer Program that is project-based to engage students in the literacy skills in all core subject areas: Math, English, Science, and History. Middle School students also have the opportunity to attend

a Summer Bridge program to support the transition and connect them to middle school. High school students are given two opportunities in the summer to recover or get ahead in coursework to mitigate learning loss. Each high school is offering courses with the flexibility of courses online to help meet the needs of students and families. ELD students have the opportunity to engage in the ELD summer program that partners with the Mission Inn History Foundation. This program focuses on language acquisition and literacy skills to help students reclassify and sustain language gains throughout the 2020-21 school year.

Restorative practices training resumed online for school year 2020-21 with teachers and school personnel in attendance. There were 2 levels of training offered which was conducted by Loyola Marymount using a virtual platform. Approximately 40 RUSD employees attended ranging from preschool teachers, to campus supervisors, to assistant principals.

Dual enrollment continued for school year 20-21 however the number of enrollments from RUSD to Riverside Community College were 5.5% lower due to Covid concerns, previous school closures and learning loss.

Translators are a tremendous asset to RUSD and a current challenge now is the need to expand their capacity at least temporarily in order to assist with up to 500 IEPs that need to take place in an effort to recover from the backlog due to school closures.

The Family Resource Center(FR) in RUSD manages two large components for addressing family needs:

1)Family Wellbeing (FWB): Coordination of comprehensive family strengthening services to identify and address barriers to learning.

2)Families as Learners (FAL): Family engagement workshops and webinars that build parent capacity in understanding stages of developmental, social-emotional wellness, curriculum and assessments, graduation requirements, and pathways to college and career.

While services were adapted to online, the RFC still managed a large caseload in both designated program areas:

Pre-Covid 7/1/19 to 3/16/20

1,048 families for FWB

3,939 families for FAL

School Closures & Distance Learning 3/17/20 to 6/30/20

1,456 families for FWB

1,960 families for FAL

2019-2020 Totals

2,504 FWB

5,899 FAL

Total Combined= 8,403

Student and Staff Well-being during school closures was central to the 2020-21 school year. RUSD offered wellness training, support sessions, resources, and workshops for staff and families. RUSD provided a Social-Emotional Learning playbook for teachers and administrators to incorporate mindfulness, connection, and well being in schools.

Our district departments have worked diligently to research effective instructional practices that will help mitigate the academic learning loss from our neediest students. The chart below contains some of the strategies and instructional tools that were used by our teachers and staff during virtual learning, and now during reopening.

Principles and Strategies	How	Instructional tools
Students in the Home-based and virtual program received this support from their assigned teacher		
Teach grade-level content and standards with instructional rigor	• Grade-level standards and content will be instructed to all students. Learning gaps will be addressed within the context of the grade-level curriculum	• standards • curriculum • CA Frameworks for Public Schools • **RUSD ELD Resources Guide** • **EL Guide** • **For Dual Language - DLI Plan** • professional development
Focus on the depth of instruction, rather than the pace	• Teachers will focus on the learning that needs to happen by providing students with patient, in-depth grade-level instruction	• standards • curriculum • CA Frameworks for Public Schools • **RUSD ELD Resources Guide** • **EL Guide** • **For Dual Language - DLI Plan** • professional development

Prioritize content and learning	- Focus on district instructional priorities: - Mastery of Essential Learning - Effective Instructional Program - Focused Collaboration - Whole System Engagement	- standards - curriculum - scope and sequence - CA Frameworks for Public Schools **RUSD ELD Resources Guide** **EL Guide** **For Dual Language - DLI Plan** **2020-2021 Priority Instructional Content in ELA and Math** - Professional development
Prioritize equity by maintaining the inclusion of each and every learner	- All students must have access to grade-level, rigorous and engaging core instruction - Make content accessible to all students through the use of **Universal Design for Learning principles** - A fluid **Multi-Tiered System of Support approach** as students move between the three tiers of support - Educators and staff have an asset-based view of all students - Families as central partners of teaching and learning	- standards - curriculum - CA Frameworks for Public Schools **RUSD ELD Resources Guide** **EL Guide** **For Dual Language - DLI Plan** - RUSD Equity Framework - Professional development in UDL and MTSS - Parent trainings in technology and instructional practices - ESL classes for non-English speaking parents
Identify and address gaps in learning through targeted instruction	Use formative and summative assessments to identify student's	- standards - curriculum

	academic needs
	
	● Provide strong, attentive instruction with embedded formative assessments
	
	● Focus on the basics:
	
	    ○ **ELA/ELD Reading foundational skills, Reading/Listening, and Writing/Speaking**
	
	    ○ **Math**
		● CA Frameworks for Public Schools
		
		● **RUSD ELD Resources Guide**
		
		● **EL Guide**
		
		● For Dual Language - **DLI Plan**
		
		● formative, summative assessments
		
		● Professional development in teaching reading and math proficiency

Analysis of Mental Health and Social and Emotional Well-Being

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

Our district has focused special attention to ensure the well-being of our students and staff is at the forefront of everything we do. As a result, we have established a robust student and staff wellness program that includes a Student Assistance Program Psychologists and Prevention Assistants. These experts, (which include 27 licensed clinicians and 10 behavior specialists) developed a resource library to consult for use in the virtual setting. While distance learning was taking place during the fall and winter of 2020, the counselors and behavioral staff could not provide their typical services the way they did before the pandemic; nevertheless, with the wider array of materials and resources to use with students, they increased their knowledge to be better equipped to support students while communicating with them online. In addition, the school psychologists have developed staff, family, and student surveys related to perceptions and satisfaction after support has been provided.

Student Assistance Program Counselors (SAP) provided over 2,500 check ins and 3,700 counseling sessions during the school year. 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 2945 views. In addition, RUSD has launched its first school site Wellness Center at Ramona High School.

The total number of students mentored in the Community Based Program - 243. For this school year, 54 students have been referred, 10 enrolled to date, 7 matched with a mentor. Virtual reality creates some difficulty in the process of initiating relationships and we continue to work with Big Brothers Big Sisters to develop ways to increase participation and engagement with students and particularly homeless and Foster youth.

Forty one staff members have completed the Social Emotional Learning modules through the RISE platform and additional staff has engaged in virtual, interactive Restorative Practices (RP) Levels 1 and 2 training in April and May 2021. The modules provide a delivery method able to reach a larger number of people. The modules do not, though, provide the full spectrum of opportunities available through the interactive process of the RP training.Social Emotional services continued for students during Distance Learning. Students participated in individual and group counseling and were also invited to participate in social groups such as "lunch bunches" to socialize and interact with one another. In some cases, getting students to log on for their scheduled appointments proved difficult because of lack of support in the home for privacy. Professional development related to trauma responsive and resilient schools and classrooms was implemented virtually for staff and employee well-being and was addressed through offering community circles, group activities, mindfulness opportunities, and art journaling in an online atmosphere.

Our district Family Resource Center offered family wellness webinars and virtual programming providing simple and practical strategies to support families with distance learning and social emotional support. Wellness webinars were held in partnership with the Student Assistance Program (SAP), Innovation and Learner Engagement (ILE), Special Education, and behavioral health community partners. Webinar topics included Transition to the School Year, Bringing out the Best in Your Student, Healthier Routines at Home, Mindfulness and Self Care tips, Trauma Informed Parenting, father engagement, support for foster families, among others. Virtual evidenced-based parenting programs consisted of Nurturing Parenting Program, Triple P, Incredible Years Program, Abriendo Puertas 0-5 Program, and Keeping Intergenerational Ties in Ethnic Families (KITE). Support groups assisting families raising a child with behavioral challenges and/or a diagnosed mental health condition included Educate, Equip, and Support (EES), Open Doors Parent Support Group, and Mamas y Bebes, a program supporting maternal depression.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Keeping students and families engaged during school closures was a challenge due to the "ramp up" in technology-based communication. Our district strengthened its presence on social media making sure to send notifications out via Youtube, Twitter, Facebook and Instagram. In addition, weekly video messages were sent out to families with a phone call and text message to let parents and students know the video was coming.

Home visits and engagement walks have been successful throughout the year including up to 700 visits completed by pupil services and English learning outreach departments. Initially it was a challenge to "find" some students who did not make a program selection during the summer for their fall choice with regard to home school, all virtual learning and a hybrid (in person/virtual) approach. In July principals selected staff members from each site to initiate a phone call campaign, making phone calls to every student's home that had not signed up for the fall. This was approximately 20,000 calls. While it was challenging to talk with every family, it did prove successful

as registration numbers went up significantly after the phone campaign closed. In addition, after the distribution of the Chromebooks, the district provided a tech support hotline that families could call to receive help with the at-home technology (Chromebooks and Hotspots).

Additional, the RUSD Tiered Reengagement strategies were deployed during this time and include the following:

1) Universal support: If a student has 1 missed class period or day per week - this will garner phone calls, text, and/or emails to parents by teacher and site administrator along with community messaging and attendance incentives for students and parents.

2) Personalize support: If a student has 2 or 3 missed class periods or days a week - this will garner multiple phone calls by by the site engagement team including teachers, school counselor and school psychologist if necessary. A virtual check in by a TOSA and/or campus supervisor will take place and a check in with emergency contacts if warranted. As safety permits, a home visit will be conducted by administrators and community assistants as appropriate. (A conference letter will be mailed and a SART will be scheduled as needed)

3) Intensive Support: If a student has 4 missed interaction in a week - this will garner multiple phone calls, texts and virtual checking by school administrators, teachers and school counselors. the site administrator with contact Pupil Services for possible CWA investigator request, the Family Resource Center will be consulted regarding family history, as safety permits, a home visit will be conducted by administrators and the Foster/Mckinney Vento liaison team if appropriate. (A letter will be mailed to the home with a "V" code and a referral to SARB will be made)

The Family Resource Center (FRC) understands that cultivating relationships with families, facilitating connections, and partnering with families to support student learning and development are key to family and community engagement. With continued school closures, the FRC recognized the impacts and trauma brought forth by the pandemic. Unfortunately, the pandemic has magnified barriers to learning as families experienced significant financial hardships, housing instability, food insecurity, and challenges accessing medical care and mental health supports. Communication with families was initiated and maintained through telephone calls, texts, email, Facebook messenger, and video calls using Facetime and Zoom. Most common requests from families were categorized into three areas, Family Connections to District and School Supports, Family Linkages to Community Resources, and Family Connections to Peers and Community.

Family connections to district and school supports included assistance navigating online applications and surveys, registration, Aeries Parent Portal, and access to meal services, counseling, devices and hotspots, and support with distance learning.

Family linkages to community resources included access to food, formula and diapers, utility and rental assistance, medical care and coverage, counseling and crisis assistance, evictions and housing options and assistance with applications for local, state, and federal relief programs.

Family connections to peers and community bridged communication between families and school, families and community partners, and fostered peer to peer support. This included family wellness check-ins, Spanish Facebook Live chats, community partner infomercials, and parent and community leader zoom meetings to disseminate information with peers and within their neighborhoods and social media networks.

The district held the LCAP Advisory, the District English Learner Parent Advisory Committee, the African American Parent Advisory Committee and Gate Advisory committee meetings on track with the use of virtual meeting tools.

The superintendent of RUSD also filmed an informative video that was sent out to all families whenever there were significant updates to school closures, and reopenings The video releases were followed up with phone calls, texts and email messages to all families. Postings on the district social media were also updated regularly with pertinent information.

Families also could still communicate regularly with their child's teacher and school site administrator during school closure.

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

Analysis of School Nutrition

Our successes came as we were able to reach out to the children and families of our community and provide meals via drive thru service during the pandemic. With multiple waivers set by federal and state agencies, Nutrition Services was able to provide bulk meals to families due to extra ordinary food insecurities brought on by the pandemic at no cost! Nutrition Services forged new relationships with the USDA, City of Riverside, and the California Association of Food Banks, to address community food insecurity, by packing and distributing 98,000 emergency food boxes, from May 1-December 31, 2020. Our drive thru meal service began to ensure our students received meals during the COVID-19 pandemic. Our department of over 350 staff, opened all RUSD school sites to begin feeding on March 16, 2020 via drive thru meals service. Utilizing all meals and ingredients on hand, our sites made meal bags for students to pick up daily. As new laws were implemented, we were able to feed all youth, 18 and under, in our community, serving breakfast, lunch, and supper. Our site staff prepared as many as 800 meal bags, per site, adding up to 92,000 meals the first week and by the 4th week, serving over 150,000 meals per week. Even now, as students return to the classroom, RUSD continues to provide drive thru meal service to students learning virtually and to all children of our community. As of May 6, 2021 we have served over 6.9 million meals!

Some of the challenges Nutrition Services faced included, addressing the health and safety concerns of staff members (as essential employees), available staff to provide meals via drive thru meal service, managing changes of guidelines and plans throughout the year, availability of food products from vendors impacted by the pandemic, drastic decrease in sales, distribution and transportation concerns, additional costs not previously budgeted, such as updated packaging requirements and other necessary materials required by the health department for food distribution during COIVD19 pandemic, storage space for large quantity food items, and personal protective equipment (PPE) for staff.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1.Contract with Anti-Defamation League, Contract with Clay Counseling Solutions, Epoch Education	Anti-racism professional development for employees and virtual listening circles for middle and high school students	500,000	$0.00	Y
2.Nutrition Services: Scanners and tablets	• Install cloud based Point-Of-Sale system to allow scanning for all sites, via wireless scanning and barcode printing. Staff will be able to scan IDs for faster and contactless meal service and provide barcodes to families for future meal pickup. • Tablets to be used at sites to complete mandated USDA and CDE program requirements related to COVID-19. Use USB camera device to allow employees a live visual and recorded feed, for guidance, updates, and specifics relating to meal service and meal regulations during COVID-19	71,000	$45,585	Y
3.Nutrition Services	Supports to continue operations	3,000,000	$1,447,406	N
4.Neighborhood Learning Centers	Additional locations in the community to provide for a safe space for students to participate in distance learning	0	$391,468	Y
5.Mental Health & Social/Emotional Well Being	Supports for students	4,000,000	$1,006,048	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

1.The contract with the Anti-Defamation Leagues and with Clay for employee Anti-racism professional development contracts have not been fully executed yet.

2. Covid Relief funds were used to supplement operations supports rather than LCP funds

3. Covid Relief funds were used to supplement Nutrition Services operations.

4. Additional funding for the Neighborhood Learning Centers was procured through a grant from Outschool which covered 50% of costs and additional monies were used from Learning Loss Mitigation funds.

5. Funding for Mental health and Social Emotional wellbeing is still being expended.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Throughout the 2020-21 school year, district leadership held weekly COVID-19 debrief meetings to review updated health and safety information and review practices in the areas of curriculum, instruction, and assessment, as well as instructional technology, operations, nutrition services, personnel, and business services. During these meetings, we shared lessons learned and necessary adjustments as a result. Lessons learned that informed the development of the 2021-24 LCAP include:

Professional learning can be delivered effectively in an asynchronous format when coupled with synchronous opportunities. In addition, staff identified the need for more professional learning in the areas of social-emotional learning and trauma informed practices. In addition, a continued focus is needed in the area of engagement strategies for students and universal design for learning to address learner variability.

Teaching through COVID reminded us of the importance of culturally responsive practices and strong Tier I core instruction. An increased focus on the development of an equity embedded, integrated MTSS framework to address student academic, social-emotional, and behavioral needs that is culturally and linguistically appropriate is included in the 2021-24 LCAP actions and services both at a district level and school site level.

Technology can and should be used for more than a substitute tool. COVID provided a need to focus on professional learning for staff to utilize technology to redefine tasks in a transformational way. In addition, COVID created an opportunity out of a need to ensure 100% of our students had a device and internet connectivity. Moving forward, there is an increased need to sustain and support the implementation of 1:1 devices for students in grades TK-12. More emphasis is placed on providing professional learning to increase the integration of technology into daily teaching and learning in the 2021-24 LCAP.

High-quality assessments that provide easily accessible data used to inform instruction is essential. Throughout COVID, teachers and administrators found it very difficult to respond to students' needs without frequent data not only in academic areas, but social-emotional and behavior as well. During the spring of 2021, a district committee was established to go through the adoption process of a universal screener that will be implemented in preschool through twelfth grades in the areas of mathematics, language arts, social-emotional and behavior. This will provide staff ongoing data to determine which students need additional support or enrichment opportunities and provide a means to monitor student progress toward goals.

COVID provided us an opportunity to explore the need to meet the needs of students with disabilities in the general education environment through the development of inclusive practices. Included in the 2021-24 LCAP is an action focused on increasing the

collaboration among staff who support students in special education and their general education colleagues to ensure inclusive and accessible learning environments for all students with additional support for disadvantaged (unduplicated) students and families.

In the area of outreach, families are essential partners in the education and well-being of their students. We learned through survey information that families would like more frequent, regular communication from the district. However, families are navigating many different communication platforms between district, site, and classroom teacher tools. The district is developing 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 which includes a single communication platform that is easy for families and all staff to use.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

During the 20-21 school year, local district assessments were administered to all TK-12 students in language arts and mathematics according to the district assessment calendar. Results were disaggregated by student groups and provided to school site teams to engage in the cycle of inquiry and inform instruction. For Students with Disabilities, special education providers were provided training in the administration of virtual assessments to assist in the evaluation of students to determine eligibility for special education and monitor progress toward IEP goals.

In addition, opportunities to assess unduplicated students, Students Experiencing Homeless, and Students with Disabilities were provided in-person through targeted support to ensure available data to inform instruction. Formative assessments in the area of English language development that mirrors the ELPAC was piloted this year to provide ongoing data to support language acquisition and reclassification in the coming LCAP cycle.

Assessments to identify areas of learning loss continue to be a focus in the 2021-24 LCAP beginning with the universal screeners. Universal screeners were adopted by our district in the spring with implementation set for the fall of the 2021-22 school year with screening 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.

Teachers of Students with Disabilities will be able to use the data and progress monitoring tools recently adopted to help determine attainment of goals and areas of growth in addition to areas of need. English learners will be assessed using the formative assessment that mirrors the ELPAC which has been adopted with implementation beginning this fall. The data will be used to monitor language acquisition, adjust English language development instruction leading to reclassification.

In addition, the district has begun the process of developing interim benchmark assessments which will be used to determine mastery of standards as well as skills. Staff will continue to engage in the cycle of inquiry to analyze data, plan and implement high quality

instruction addressing learner variability and the unique needs of all students including English learners, foster youth, students experiencing homelessness, and students with disabilities. Common assessments, interim assessments, and universal screeners are foundational to the development of an MTSS framework grounded in data based decision making.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

We created actions and services to address the needs of our pupils (targeted unduplicated students), families, staff and administration, and the provisions of the services resulted in our desired outcomes. We intentionally and thoughtfully sought to address the needs of all subgroups of pupils identified, specifically supporting English learners, low-income pupils, and foster youth. Actions and services addressed the identified needs and goals of specific school sites and are effective in achieving the desired outcomes. Substantive differences between the description of the actions or services identified as contribution towards meeting the increased or improved services requirement and the actions or services implemented include the following that have ALL been previously identified:

Actions related to in person instructional offerings - Pg 166

Actions related to distance learning program - Pgs 170 - 171

Actions related to pupil learning loss - Pg 178

Additional Actions and plan requirements - Pgs 188 -189

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 2021-2024 LCAP.

Navigating through uncharted waters through the 2019-2020 and 2020-2021 school year has helped us revise and rethink our objectives to meet students' academic, emotional and social needs. In fact, a deep analysis of the objectives and actions from the 2019-2020 LCAP, the analysis of qualitative and quantitative data including stakeholder input have helped us determine the new goals

and actions that are needed to meet the needs of our students, staff and community. Therefore, we have created a 2021-2022 LCAP with a solid foundation on Multi Tier System of Supports (MTSS) to ensure that the actions and services in LCAP address the needs of our students, staff and district overall.

Reflection on the effects of living through a pandemic year has also informed our LCAP going forward. Identifying the support and services unique to this situation was also influential in our decision making. Also, the lack of academic/achievement data also caused us to reframe our thinking, and take into consideration "what we don't know" before determining future actions and services.

However, RUSD's focus on equity, student well-being, and high quality learning experiences is also the infrastructure that informs the development of actions for the LCAP and the 2021-24 LCAPis no exception. As a district, we are well aware of the inequities that exist and that have surfaced as a result of the COVID 19 pandemic. In order to stay true to our mission and values, we continue to work diligently to do whatever it takes to mitigate inequities among our students, staff, and families.The 2019-20 Annual Update and the 2020-21 Learning Continuity helped us identify our successes and challenges during an unprecedented time, and we have come out stronger because of the deep reflection these documents have required us to do. Therefore we knew it was vital for students, families and community partners across RUSD to help inform the creation of the three new LCAP goals. Their input was garnered via survey feedback, interviews, and Town Hall meetings as well as site-specific meetings. Notes from the meetings and surveys have been scrutinized, synthesized and coded to determine priorities and themes that influenced the development of the 2021-24 LCAP goals for RUSD.

GOAL 1: Engage students in high quality learning by a diverse, highly qualified staff

Engaging students in high quality learning by a diverse, highly qualified staff is essential to student success. Students' well being and engagement in school is contingent upon the relationships they develop with peers, teachers, administrators, and staff on campus. Students who are engaged in learning need teachers who are creating high quality learning experiences that leverage technology, relevant curriculum, culturally sustaining pedagogy, and layers of support, scaffolding, and differentiation.

GOAL 2 Provide students choices that prepare them for college and career pathways.

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

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

Student well-being is central to the connection and engagement students and families have to school. Implementing distance learning revealed the social emotional toll on students and families. The TK-12 Wellness Initiative in the district has been the catalyst that helped the district resolve difficulties around addressing mental health, while simultaneously creating and improving social emotional learning.

We now have a positive, preventative approach to school discipline, and we are developing leaders who will be able to move the district forward with a more holistic approach to educating the whole child.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

  o Pupil Participation and Progress,

  o Distance Learning Professional Development,

  o Staff Roles and Responsibilities, and

  o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021