

LCFF Budget Overview for Parents

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

CDS Code: 36-67843-0000000

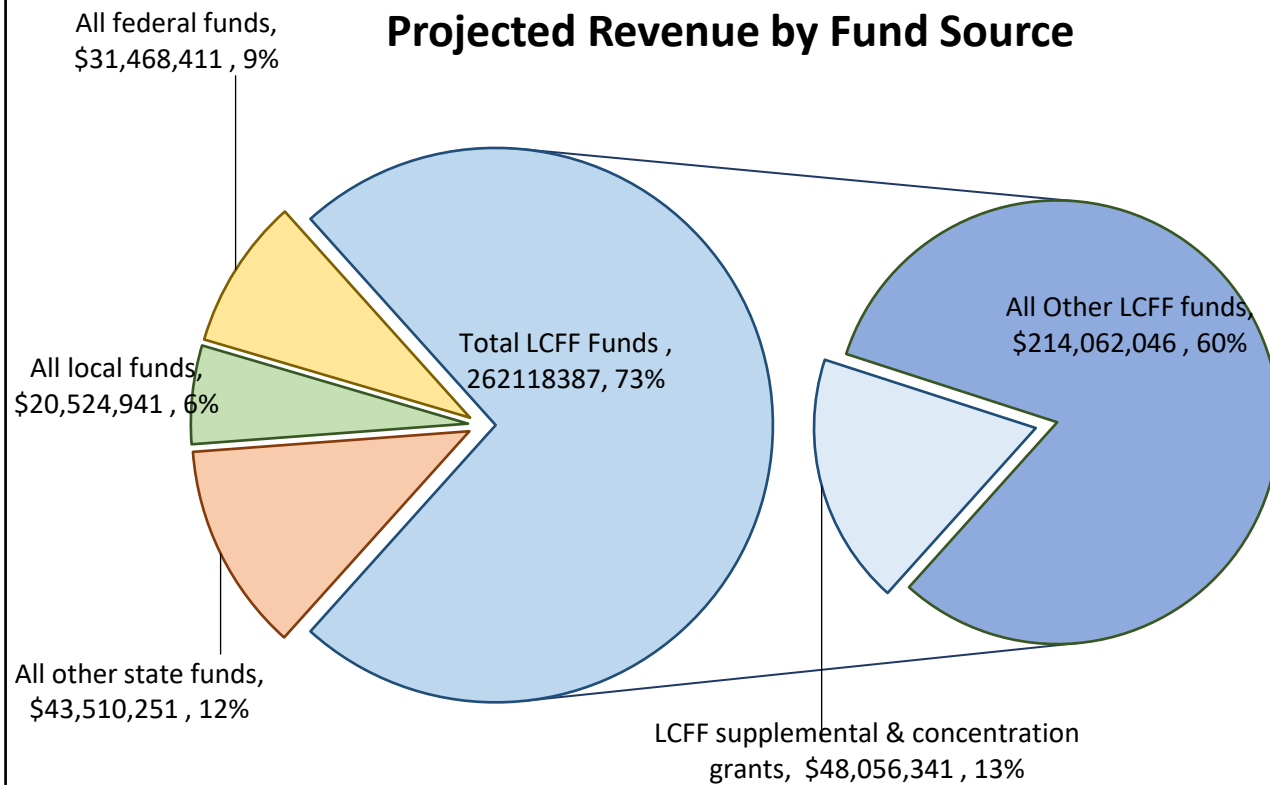
School Year: 2023-2024

LEA contact information: Dr. Kenneth Wagner, 909-307-5300, kenneth_wagner@redlands.k12.ca.us

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

Budget Overview for the 2023-2024 School Year

Projected Revenue by Fund Source

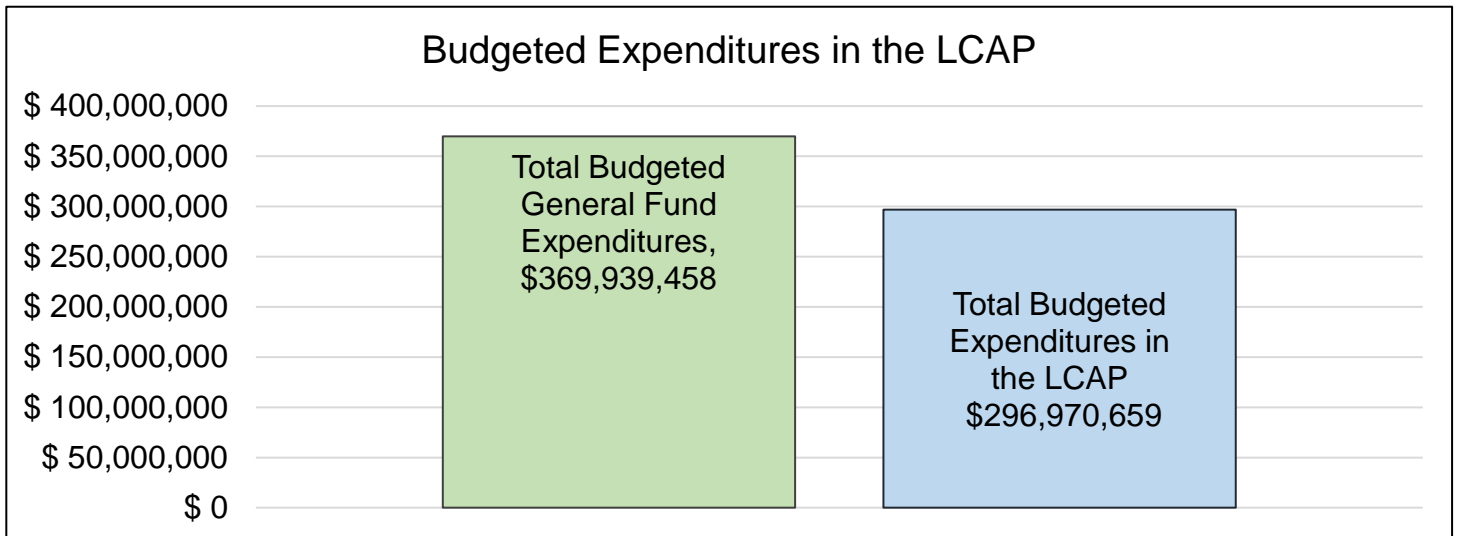


This chart shows the total general purpose revenue Redlands Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Redlands Unified School District is \$357,621,990.00, of which \$262,118,387.00 is Local Control Funding Formula (LCFF), \$43,510,251.00 is other state funds, \$20,524,941.00 is local funds, and \$31,468,411.00 is federal funds. Of the \$262,118,387.00 in LCFF Funds, \$48,056,341.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Redlands Unified School District plans to spend for 2023-2024. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Redlands Unified School District plans to spend \$369,939,458.00 for the 2023-2024 school year. Of that amount, \$296,970,659.00 is tied to actions/services in the LCAP and \$72,968,799.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

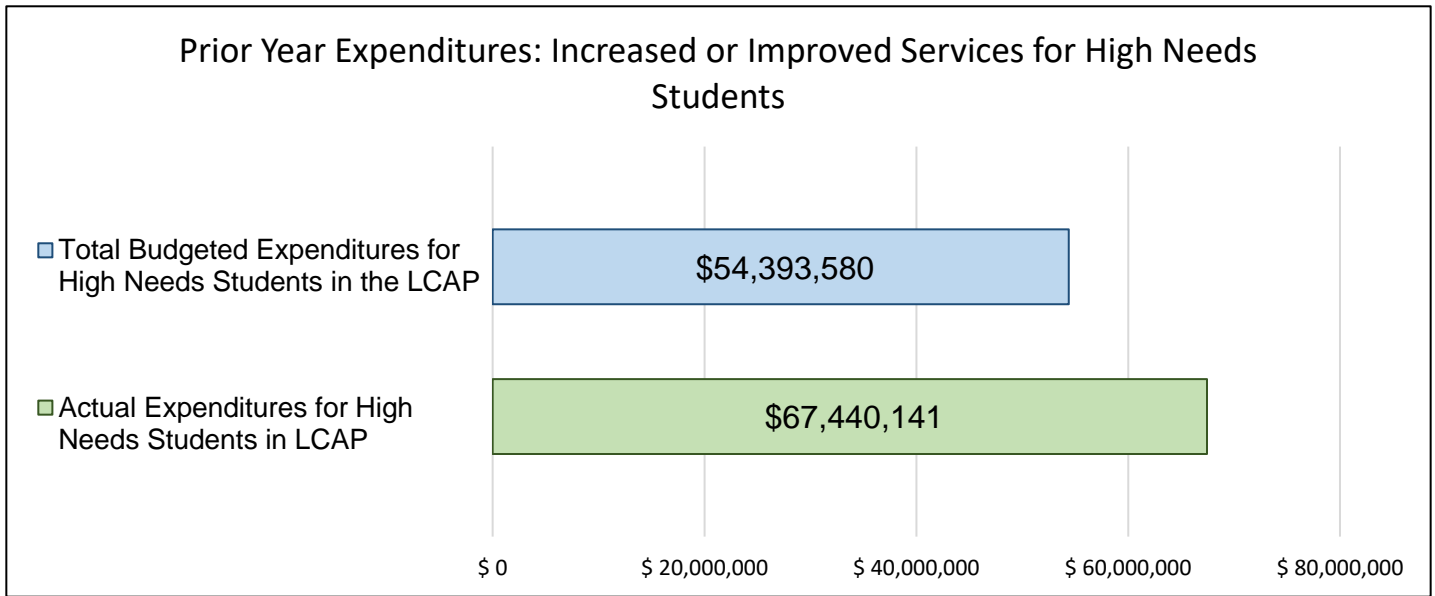
Facilities/Maintenance & Operations budgets; student textbooks; school site and district office general budgets; other employee salaries and benefits not tied to LCAP actions; on site After School (ASES) programs; COVID Federal and State funded experiences (accounted for in other documentation in

Increased or Improved Services for High Needs Students in the LCAP for the 2023-2024 School Year

In 2023-2024, Redlands Unified School District is projecting it will receive \$48,056,341.00 based on the enrollment of foster youth, English learner, and low-income students. Redlands Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Redlands Unified School District plans to spend \$59,663,383.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-2023



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

The text description of the above chart is as follows: In 2022-2023, Redlands Unified School District's LCAP budgeted \$54,393,580.00 for planned actions to increase or improve services for high needs students. Redlands Unified School District actually spent \$67,440,140.59 for actions to increase or improve services for high needs students in 2022-2023.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Redlands Unified School District	Dr. Kenneth Wagner Assistant Superintendent	kenneth_wagner@redlands.k12.ca.us 909-307-5300

Plan Summary [2023-24]

General Information

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

The Redlands Unified School District, as a unifying agent of several unique communities, rich in local history, culture, and tradition, is committed to preparing students to become productive participants in a diverse, multicultural, democratic society through quality education, high expectations, flexible programs, and innovative partnerships. Our students will be empowered with the knowledge and commitment necessary to confront the challenges of our changing world, as they become the leaders of the 21st century.

In collaboration with the greater Redlands community, Redlands Unified School District has created a visioning document entitled RUSD 2025: Excellence for ALL Students. This document outlines the district's commitment to five areas: Enhanced Learning through Innovation, Excellence in Academics, Collaborative Community and Parent Partnerships, Equality through Equity, and Learning in Safe and Secure Environments. Each area identifies key district initiatives to ensure that all students in Redlands graduate ready for post-secondary options and are prepared to be productive participants in our community. The Local Control Accountability Plan is built upon the tenets outlined in the RUSD 2025 vision. For more information about RUSD 2025, please visit the district's website.

Redlands Unified School District encompasses 147 square miles and serves the communities of Redlands, Loma Linda, Mentone, Forest Falls, and portions of San Bernardino and Highland. RUSD has twenty-five school sites serving TK- 12 students with a current enrollment of 19,916. The sixteen elementary schools serve transitional kindergarten through fifth grade. The four middle schools—Beattie, Clement, Cope, and Moore—serve grades six, seven, and eight. Grades nine through twelve are served by three comprehensive high schools: Citrus Valley High School, Redlands East Valley High School, and Redlands High School. An alternative high school setting is offered at Orangewood High School. The Redlands Independent Study (RISE) Program and Redlands eAcademy are split between the Orangewood campus (elementary) and Redlands East Valley campus (secondary). RUSD students also have access to a TK-12 online school, Redlands eAcademy, which offers free and appropriate public education in a blended learning model to students residing in the counties of San Bernardino, Riverside, Inyo, Kern, Orange, and Los Angeles.

According to the 2022 Census Day report, the ethnicity of the student population of RUSD is 55.13% Hispanic, 22.26% Caucasian, 6.31%, 7.80% Asian, African American, 5.05% Two or More Races, 2.41% Filipino, 0.35% Pacific Islander, and 0.19% American Indian or Alaskan Native.

The District serves 1,625 English learners. These students represent 8.2% of the total enrollment. Forty-four separate languages comprise the home languages of these students. Of this number, 72.5% speak Spanish, 6.3% Arabic, 2.5% Vietnamese, 2.2% Indonesian, 1.7% Filipino (Tagalog), 1.5% Other non-English, 1.5% Chinese - Mandarin (Putonghua), 1.1% Khmer (Cambodian), 1.0% Punjabi, 1.0% Urdu, 1.0% Bengali, and 1.0% Korean.

The "unduplicated" student percentage for the district is calculated using student data in the following groups: Low Income (Free and Reduced Lunch applications), Foster Youth, and English Learners. The current totals in these student groups are as follows: Low Income - 13,353 students, Foster Youth - 104 students, and English Learner - 1,6725 students. This brings the district's "unduplicated" student percentage to 68.9%.

The district currently serves and supports 1,737 students experiencing homelessness.

The Redlands Unified School District is home to California Distinguished Schools, National Blue Ribbon Schools, Title I Achieving Schools, California Achieving Schools, and California Gold Ribbon Schools. Student test scores traditionally are among the top in the county of San Bernardino, and RUSD is ranked among the top 50 districts in the state of California. An analysis of demographic data for the top 50 districts in California reveals that RUSD serves the largest low-income population, which is a testament to our unwavering commitment to closing the achievement gap for all students. RUSD students generally score above the county, state, and national average on standardized tests.

Redlands Unified School District has remained committed to applying the principles of Continuous Improvement in planning and implementation at the district, program, and site levels. The intent is to transform the district's culture to one of data-based decision-making and equity-driven resource allocation. The COVID-19 pandemic, closure of physical school sites, and implementation of distance learning had profound and lasting impacts on the district. The challenges families face include food and housing insecurity, lack of access to technology/connectivity, unemployment, and lack of access to health care. These issues have exacerbated existing inequities and helped to

identify the gaps that were already present. RUSD's commitment to equity-driven decision-making and resource allocation will be critical as the district strives to improve outcomes for all students and close the performance gaps between student groups.

Reflections: Successes

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

RUSD's efforts in the 2022-23 school year focused on strong Tier 1 programs for social-emotional learning and academics, as well as, equitable access to appropriate and responsive Tier 2 and Tier 3 supports for all students, especially for unduplicated students. Additionally, district leadership, in conjunction with the RUSD community, developed a plan to ensure safe and secure environments for all students. Successes for each area are based on state and local data, such as STAR assessment data, input from students, families, and staff, and/or perception data. Not only is RUSD proud of the SEL and academic supports and services offered to students, staff, and families, the district is proud of student achievement data according to state indicators. In addition to having a higher graduation rate than the state average. Student performance in ELA on the Smarter Balanced Summative Assessment or the California Alternative Assessment is 1.4 points above standard and much higher than the state at 12.2 points below standard. Furthermore, the district met the standard for the following indicators: Basics: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; and Access to a Broad Course of Study.

1. Social Emotional Learning (SEL), Wellness, Behavioral, and Mental Health - Tied to Goal 1

Mental Health supports: RUSD continued to increase district provided mental health services and the coordination of needed services with its community mental health services providers. Additionally, one licensed mental health provider and 3 additional part-time associate mental health clinicians were hired, to make a total of 7, to provide Tier 3 mental health supports. In an effort to provide on-going support, contracts were established with local mental health agencies allowing the district team to refer students to outside providers with severe and more long-term needs. Services were provided at no cost to unduplicated students. The RCSS (Redlands Coordinated Supports & Services) team, in collaboration with the Educational Services department and other educational partners, has been instrumental in developing systems and leading efforts to support all students.

As of June 2023, 858 mental health referrals have been processed by the RCSS team with services being provided primarily by the district mental health clinician team, as well as partnering community agencies. This number has increased from the 21-22 school year of 626 mental health referrals received, which had subsequently increased from the inception of the services being implemented in the district in the 20-21 school year with 308 mental health referrals that school year.

In order to measure the efficacy of services rendered, the "Beck Youth Inventory, 2nd Edition," (BYI-2), assessment was administered to students at the beginning and end of services. According to the BYI-2, students experienced an average decrease of ALL symptomatology and areas of mental health struggle of 10% after receiving services. The biggest area of impact came in the area of anxiety, showing an average reduction of 15% across all student referrals.

RUSD is especially proud of its commitment to students, families, staff, and community, and the continued expansion and implementation of programs and processes that focus on social emotional learning, mental health needs, and overall wellness. Based on educational partner

input, there is still an increasing and ongoing need for SEL/behavior/mental health supports and services. The district will continually monitor programs, analyze perception data, and work collaboratively to improve services.

Tier 1 base curriculum: During the 2022-23 school year, the District continued implementation of SEL curriculum for elementary, middle, and high school students.

Tier 2 and 3 supports and services: The Academic Case Carrier (ACC) action and service continues to be one of the strongest programs for serving English learners, low-income, homeless youth, and foster youth. Academic Case Carriers (ACCs) work with the most “at-risk” secondary students in Redlands Unified. These students may be foster youth, students experiencing homelessness, have a parent who is incarcerated (or may have been incarcerated themselves), have suffered through some type of emotional, physical, or sexual trauma, may be English learners, or be identified as low income – or a combination of more than one of these character traits. Many will be the first in their family to graduate from high school or go to college.

Counselor Network: Professional development was provided throughout the year in partnership with Hatching Results to ensure further development and delivery of an ASCA aligned school counseling program. Tier 1 franchised lessons were taught in grades K-12, and pre/post assessments were utilized to monitor increases in attitudes, skills and knowledge of the focus ASCA student standards. All school sites provided a minimum of one tier 2 small group for unduplicated students in need of additional support in academics and/or social emotional learning. Additionally, secondary counselors focused heavily on the college and career domain; meeting state expectations of financial aid lessons and working towards 100% completion of FAFSA for seniors. Financial lessons were provided through the use of CCGI (California College Guidance Initiative).

Behavioral Supports: During the 2022-23 school year, all remaining school sites completed Tier 1 PBIS training. Eight schools began work on Tier 2, and four sites began/continued work on Tier 3. Coaching support was provided by the district team, as well as support district-wide and site-specific tier 1 surveys and student feedback groups. Feedback from the 2021-22 school year indicated a significant gap in student connectedness and attendance for FY, EL, and SED student. 5Star Student was selected as a district-wide data system to monitor student participation in activities and events and allow leadership advisors and school counselors the ability to be intentional in creating events that are inclusive and create a school community that drives an increase in student attendance. Baseline data for all secondary goals, except RHS, were established in the 2022-23 school year. Data for RHS indicated an increase of 40% for total school-wide engagement (44% to 84%) from the 2021-22 to 2022-23 school years. Student group data pulled in April indicated engagement data for the following student groups:

FY - 100%

EL - 83.2%

HY - 92.9%

SpEd - 74.6%

SED - student program data not shared with 3rd party vendors due to confidentiality requirements

Perception data collected through Kelvin Education and 5Star i

At the end of the 2021-22 school year, 14 of the 25 schools received statewide PBIS recognition. By the end of April 2023, TFI walk throughs were completed at 25 of the 25 schools, and 23 schools were submitted for consideration for state recognition. Twenty-one schools demonstrated growth in their tiered supports as measured by the TFI, and 16 schools showed significant improvement moving up a level for consideration in the state-wide recognition system. Continued work in Tier 2 and 3 to provide other means of correction will assist schools in lowering suspensions and increasing student attendance. There were 138 requests for district-supported tier 3 services from the BCBA and

behavior tech team. The behavior team partners with site staff to provide support in developing individual behavior plans, modeling of implementation strategies, and coaching for site staff to continue implementation.

Career Technical Education (CTE) - Tied to Goal 1

Redlands advanced to Nationals in Engineering Technology (1st place Rube Goldberg) and eSports (Video Game Design). There were also several 1st, 2nd, and 3rd place recognitions in Culinary Arts and Engineering Design. The number of students participating in a CTE program has more than doubled growing from 436 to 1014, with the number of students completing a pathway growing from 176 to 361.

RUSD is especially proud of its commitment to students, families, staff, and community, and the development and implementation of programs and processes that focus on social-emotional learning, mental health needs, and overall wellness. Based on educational partner input, there is an increased and ongoing need for SEL/behavior/mental health supports and services. The district will continually monitor programs, analyze perception data, and work collaboratively to improve services.

2. Academics - Tied to Goal 2

Best First Instruction: The Elementary and Secondary Curriculum Directors and team continued to refine the scope and sequence of ELA and math and provided rigorous, instructional plans that were designed to accelerate learning as students returned to school. Several curriculum committees were convened throughout the year to review new instructional materials in the areas of science and foreign language.

Tiered supports: Students in grades TK-8 had access to online programs that addressed math and reading skills. STAR and benchmark results in math and English show steady growth from last year. Additionally, library attendance logs indicate increased use of middle school libraries as a result of the increased access provided by adding personnel. All elementary school sites benefit from Math Intervention Teachers in 3rd-5th grade classrooms daily, and STAR and Benchmark data show growth at all sites.

Graduation Rates: The district's 2021-22 graduation rate was 91.4%, which was higher than the state average.

Technology: Redlands is proud of the implementation of innovation labs and clubs throughout the district. A district-wide focus on Digital Storytelling allowed students opportunities to engage with instructional technology in a meaningful way.

Professional Development: The professional development office and Education Services were responsive to administrator and staff needs, especially regarding learning acceleration, Universal Design for Learning (UDL), Inclusive practices, and Equity. Staff had the opportunity to work with Dr. Derek Greenfield to build site equity teams and expand on the work to create an inclusive and positive school climate and environment for all students.

To build upon successes, RUSD will continue to monitor student progress and proficiency using multiple state and local data and ensure all students, including those with the highest need, have access to needed supports and services. Additional actions within the 2022-2023 LCAP also address student progress and will be continued in the 2023-2024 LCAP. For example, Redlands USD will further embrace Universal Design for Learning (UDL), which is a framework that provides access for all, reduces barriers, supporting inclusive practices, and provides multiple means of representation, action and expression, and engagement.

3. Safe and Secure Learning Environments - Tied to Goal 3

The district is proud of the many improvements made to its campuses. The addition of outdoor learning spaces, updating of library-media centers, and focus on creating positive and engaging school environments support the district goals of improving attendance and student learning.

Metrics met: 100% of teachers are fully credentialed and highly qualified; facilities are in good repair; 100% of students have access to the base program and related materials.

Redlands USD is proud of the collective efforts to meet the needs of the school and Redlands community by providing necessary SEL, mental health, and academic resources and services to further student success.

Reflections: Identified Need

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

State and local data indicated a need to identify specific areas of low performance or gaps, provide necessary supports, and consistently monitor progress. The areas outlined below indicate a need for improvement and are specifically addressed in the goals and actions within the 2023-24 LCAP.

According to the 2022 Dashboard, the district is in the lowest performance level for the indicator of Chronic Absenteeism with 23.9% of students considered chronically absent. All departments within the district and school site leadership need to regularly review attendance rates for all students. In addition, the district will closely monitor the following student groups who were two or more performance levels below the all student group: in English-Language Arts: students with disabilities (SWD); in suspension rate: African American (AA) students and foster youth (FY); and in graduation rate: foster youth and students with disabilities. These needs will be addressed through the addition of teaching staff and focused, evidence-based interventions in actions 2.2 and 2.3 along with focused professional development in 1.2, 1.13, and 2.1. Further, the district has added a fourth goal which is required to target the needs of foster youth. The district has been identified for Differentiated Assistance for the following student groups: Foster Youth, Students with Disabilities, and African American students. Discussions regarding equitable access to supports and prevention strategies will continue at all levels - district, school site, and classroom. The importance of increasing engagement and helping students feel a sense of belonging at schools are addressed in different ways in all three goals of the LCAP.

To address these needs, school sites will be assigned additional staffing in English and Mathematics to provide targeted (Tier 2) support to students not meeting grade-level standards. Priority support will be provided to unduplicated student groups. Additional FTEs at each elementary school will continue to support students in closing the achievement gaps in mathematics. The full-time release model allows for targeted supports for unduplicated students in the areas deemed most critical for long-term success in mathematics. Primarily, the Math Intervention Teacher (MIT) targets unduplicated students in grades 3-5 but may provide support to unduplicated students in the primary grades in addition to data-driven identified needs. Each school develops a support model (push-in, pullout, or hybrid), depending on specific data points, utilizes the Board-adopted curriculum (Math in Focus) and supplemental material, and monitors student progress in four-to-six-week increments. Data are reported and analyzed for the effectiveness of programs, and new goals and strategies are implemented based on need. Student progress and academic achievement based on STAR Reading and Math, as well as curriculum-embedded assessments, will be monitored to determine success and possible needed changes in supports. Bi-monthly meetings and professional development are

held at the district level to discuss data, upcoming math topics for each grade level, and areas needing additional support. To increase the support for elementary literacy skills a centralized elementary librarian, and a part-time library paraprofessional for each school will be hired. This staff will oversee the use of the school library and promote a love of literacy. Additional secondary teachers will be providing specific Math/English support with a support class before, during, and after school targeting students' areas of weakness, as identified by STAR (Middle School) or progress report/quarterly grades. Additionally, each school has been provided with a middle school library media teacher. These staff members develop and manage an integrated library/media program and provide instruction and oversight of all textbooks, circulation systems, materials, makerspace, and technologies available in the library/media space. Unduplicated students will be the primary recipients of these services. Increased academic performance is the intended outcome, focused on individual student growth on assessments and grades.

LCAP Highlights

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

A key feature of this year's LCAP is its grounding in the District's 2025 Vision and the overarching theme of Excellence for All. The tenets of the 2025 Vision are embedded in the revised goal structure including Enhanced Learning through Innovation, Excellence in Academics, Collaborative Community and Parent Partnerships, Equality through Equity, and Learning in Safe and Secure Environments. The revised goal structure reflects the district's alignment to a Multi-Tiered System of Supports (MTSS) framework. Goals 1 and 2 reflect the prioritization of effective Tier 1, 2, and 3 programs in social-emotional learning (SEL), behavior, and academics and build upon the foundation set in Goal 3, maintenance of progress goal, that focuses on creating equity for unduplicated student groups by ensuring a strong base program with needed supplemental supports built in for school sites with the highest number of unduplicated student counts.

The following is a brief overview of the LCAP goals and examples of key actions and metrics that are aligned with each:

Goal 1: Provide all educational partners with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and tiered social emotional and behavioral supports. These supports will foster a sense of connectedness, especially for English Learners (EL), Foster Youth (FY), students experiencing homelessness, Low Income (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

Examples of Actions: Social-emotional learning and behavioral tiered systems of support (1.1), a Comprehensive School Counseling model that incorporates tiered systems of support (1.3), increased parent/community engagement with additional district staff to support parents' access to their child's education (1.6), and a focus on engagement activities at all levels to ensure students feel connected to school through a wide variety of activities (1.8, 1.9, 1.10, 1.11, 1.12)

Examples of Metrics: Attendance, Suspension/Expulsion/Discipline, School Climate Surveys, Implementation Inventory (SEL, Behavior, Counseling), School Activity participation (AVID, CTE, Electives, VAPA)

This goal closely aligns with the district's RUSD 2025: Excellence for All vision by specifically addressing the priorities of Learning in Safe and Secure Environments, Enhanced Learning Through Innovation, Collaborative Community and Parent Partnerships, and Equality through Equity. The actions and services in this goal will ensure staff set high expectations for ALL students and provide high-quality, research-based learning opportunities to support student success.

Goal 2: All students will progress toward meeting standards in academics through tiered supports and services.

Examples of Actions: Professional development with a focus on Universal Design for Learning (UDL) (2.1); tiered academic supports; an emphasis on building support systems for unduplicated student groups including English learners, foster youth, African American students, low-income, as well as students with disabilities (2.2, 2.3, 2.4, 2.5); college readiness (2.8) Gifted and Talented Education (GATE) /Advanced Learning programs (2.11); and summer school/credit recovery opportunities (2.10)

Examples of Metrics: English/Math/Science proficiency; English Learner proficiency; Advanced Placement and Dual Enrollment participation and proficiency; Graduation Rates, as well as on-track progress; and GATE identification demographics

This goal closely aligns with the district's RUSD 2025: Excellence for All vision by specifically addressing the priorities of Excellence in Education and Equality through Equity. The actions and services in this goal will ensure staff set high expectations for ALL students and provide high-quality, research-based learning opportunities to support student success.

Goal 3: On an annual basis, RUSD will implement and evaluate all actions described below to ensure that the progress made within Goal 1 - the engagement of all educational partners and in Goal 2 - Tiered Supports and Services in Academics, will be maintained.

Examples of Actions: New Teacher Support (3.2); Access to Supplemental Materials, Internet, Devices, and Support (3.3, 3.4, 3.10); Enhanced Facilities Projects (3.6); School and Student Safety (3.7); expanded Transportation (3.8); and educational partner through the LCAP process (3.11)

Examples of Metrics: Teacher Assignments, Materials Inventories, and Facilities Inspections

This goal closely aligns with RUSD's 2025 Vision and priority of Excellence for All. Goal 3 encompasses all the priorities included in this visioning document, including Excellence in Academics, Learning in Safe and Secure Environments, Enhanced Learning through Innovation, Collaborative Community and Parent Partnerships, and Equality through Equity.

New, required goal added for 2023-24 this year:

Goal 4: Decrease the gap between youth in foster care and the general student population with regard to chronic absenteeism, school discipline rates, and participation in social-emotional supports.

Examples of Actions: Training for staff centered on the specific needs of foster youth, including trauma-informed training (4.1 & 4.2); Review of district policies with a focus on how they impact foster youth (4.3 & 4.4)

Examples of Metrics: Attendance, Suspension/Expulsion/Discipline, School Climate Surveys, Implementation Inventory (SEL, Behavior, Counseling), School Activity participation (AVID, CTE, Electives, VAPA)

This goal closely aligns with the district's RUSD 2025: Excellence for All vision by specifically addressing the priorities of Learning in Safe and Secure Environments, Enhanced Learning Through Innovation, Collaborative Community and Parent Partnerships, and Equality through Equity. The actions and services in this goal will ensure staff set high expectations for ALL students and provide high-quality, research-based learning opportunities to support student success. This goal is targeted to specifically address the needs of Foster Youth.

Overall, RUSD's 2023-24 LCAP outlines the target outcomes, projected expenditures, and actions/services to be implemented in order to achieve the stated goals. The following information briefly summarizes the alignment of RUSD's LCAP goals to the California Dashboard State and Local Indicators and the LCFF State Priorities.

Indicator Type / California Dashboard Indicator / State Priority / LCAP Goal

Local / Basic Conditions / 1: Basic Services / Goal 3

Local / Implementation of Academic Standards / 2: CCSS Implementation / Goal 2

Local / Parent and Family Engagement / 3: Parent Engagement / Goal 1

State / English Learner Progress / 4: Pupil Achievement / Goal 2

State / Academics / 4: Pupil Achievement / Goal 2

State / Graduation Rate / 5: Pupil Engagement / Goal 2

State / Chronic Absenteeism / 5: Pupil Engagement / Goal 1 & 4

State / Suspension Rate / 6: School Climate / Goal 1 & 4

Local / School Climate / 6: School Climate / Goal 1 & 4

State / Access to a Broad Course of Study / 7: Course Access / Goal 1 & 2

Local / College and Career / 8: Pupil Outcomes / Goal 1 & 2

Comprehensive Support and Improvement

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

Schools Identified

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

Orangewood High School is identified as eligible for Comprehensive Support and Improvement.

Support for Identified Schools

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

Orangewood High School, identified as a CSI school, received support from the district to develop a comprehensive CSI plan that includes a school-level needs assessment. The plan will include evidence-based interventions and the identification of any resource inequities that needed to be addressed. The district will ensure that Orangewood High School completes a needs assessment as required by federal law. The needs assessments will help the school to identify and prioritize areas that need attention, such as improving services for high-needs students, providing alternatives to suspension, and increasing engagement to increase attendance. The district provides guidance and training to support the needs assessment process, and will engage various educational partners (students, parents, teachers, and staff - through School Site Council, Leadership meetings, and surveys) to ensure that the most pressing needs of students, schools, and educators are addressed. Detailed descriptions of the instruments and methodology used for the site needs assessment can be found in the site SPSA under the section titled Comprehensive Needs Assessment Components.

The site and district have identified evidence-based interventions and resource inequities that will require attention in the school. Data collected during the intake process has shown a high rate of EL students, low-income students, and students of color being referred to OHS. To address these disparities, the district will implement effective interventions in the 2023-2024 school year. First, OHS will implement an alternative to suspension program that aims to reduce undesirable behaviors and increase attendance. The program will be seen as a way to address the disproportionate number of students of color and low-income students who are being suspended. Second, the site/district will provide professional development for teachers on culturally responsive teaching. The goal will be to help teachers better understand the cultural backgrounds of their students and adapt their teaching styles to meet their needs. Finally, the site will provide Tier III behavior supports to students who need them. This will be done in an effort to address the underlying causes of the undesirable behaviors that are leading to student referrals to OHS. Further training in and implementation of restorative practices will improve student well-being, attendance, and, ultimately, academic performance. To support the implementation of these interventions, the site & district will provide professional development, curriculum development, FTE allotment, and outside contracts paid via CSI funding. These resources will be intended to help the school successfully carry out the interventions and address the resource inequities that have been identified. Resource

inequities for the site are outlined in the site SPSA under the section titled Comprehensive Needs Assessment Components; Resource Inequities.

To develop the CSI plan, the district engaged with various educational partner groups, including student groups, equity partners (Dr. Greenfield and associates, Nicole Anderson and Associates), parents and caregivers, and District Office Coordinators and Directors. The process for engaging these partners involved soliciting their input and feedback through meetings, surveys, and other communication channels. The district used this feedback to help develop the CSI plan and ensure that it was responsive to the needs of all educational partners. In developing the CSI plan, the district examined various types of data and information, including DASS Dashboard data, suspension data, attendance data, graduation rate data, student survey data, Kelvin data, teacher survey data, and administrative observations and evaluation data. These results informed the development of the CSI plan by highlighting areas where improvement was needed and identifying specific interventions that would be most effective. Attendance was identified as a top indicator of low performance in the classroom, and the data showed that it was an area that needed improvement. Additionally, classroom observations and evaluations by the administration demonstrated the need to incorporate new teaching strategies within the classroom. Based on this information, the district developed interventions that would address attendance issues and provide teachers with the support they needed to implement new teaching strategies. Overall, the engagement of educational partner groups and the examination of data and information were critical in developing the CSI plan. By taking a collaborative and data-driven approach, the district was able to identify the most effective interventions and ensure that the plan was responsive to the needs of all educational partners.

Monitoring and Evaluating Effectiveness

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

The district has developed a plan to monitor and evaluate the implementation and effectiveness of the Comprehensive School Improvement (CSI) plan. This plan will employ various methods to track progress and identify areas where improvement is still needed. Ongoing assessments, surveys, and other evaluation tools will be used to collect data. Monthly reviews of attendance and discipline data will be conducted, and academic data will be reviewed quarterly.

The district will conduct regular reviews of the CSI plan to ensure that it is still aligned with the needs of the school and its students. Collaborative efforts will be made with Orangewood High School to identify areas where additional support is needed, and guidance and training will be provided to address any gaps in the implementation of the CSI plan.

Communication with educational partners, including students, parents, teachers, and community members, will be ongoing to ensure that their needs are being met, and feedback will be gathered on the effectiveness of the CSI plan. The plan will be regularly reviewed at School Site Council meetings, and the budget and resource allocation will be reviewed to ensure that the school has the necessary resources to implement the CSI plan effectively.

In addition to this, the district has developed a comprehensive process to ensure the effectiveness of the CSI plan. Attendance data will be collected and monitored monthly, and suspension rates will be reviewed monthly. Graduation status reports will be generated every three weeks and monitored by counselors during the Advisory period. Teacher collaboration time will be dedicated to culturally responsive teaching

for the entire school year. Classroom observations will also be used to measure implementation, and the ATS program will be closely monitored by the administrator with data collected weekly.

To monitor and evaluate the effectiveness of evidence-based strategies that were selected to improve student outcomes, the district will regularly administer SBAC benchmarks to prepare students for state tests in April. Intervention strategies will be implemented by the ATS support personnel during non-ATS hours, and all data will be collected and analyzed monthly with District Coordinators and Directors. The district will use teacher surveys, student surveys, graduation rates, attendance rates, extra-curricular participation rates, DASS Dashboard data, and SBAC scores to monitor the effectiveness of the CSI plan. This comprehensive data-driven approach will help to accurately evaluate the effectiveness of the plan and make necessary adjustments to improve student outcomes.

Engaging Educational Partners

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

Involvement Process

In order to allow ample time for educational partner engagement in the LCAP process, Redlands Unified School District has fully engaged with the greater Redlands community to assess the district's progress with the LCAP goals and actions. Using this feedback, the district will continue to refine and develop future goals and actions outlined in this plan. The RUSD LCAP is a result of the incorporation of intentionally gathered, informed input from all educational partner groups that include parents, students, community members, teachers, classified and certificated bargaining units, as well as site and district administrators.

The district implemented an electronic exchange via ThoughtExchange in February 2023 to gather input from educational partners for the 2023-2024 update. This platform was used in previous years (2021 and 2022) for the formation and subsequent update of the plan, as well. This platform allowed for ongoing feedback and collaborative processing of community thoughts and ideas regarding the status, growth, and needs of the students and the educational program offered. Within the program, educational partners identified themselves as parents, community members, staff (classified, certificated, management), and students. The ThoughtExchange program was implemented, and an extensive analysis of the input received was shared with personnel, the Board of Education, the LCAP Advisory Committee, DELAC, and the public via the district web page.

In addition, RUSD utilized Kelvin Education pulses to connect with students, staff, and families throughout the school year. These short monthly surveys allowed educational partners to provide input on themes such as the climate of support for academic learning, physical and emotional safety, school connectedness, self-management, and growth mindset. Throughout the school year, the superintendent, and his designees, provided regular updates to educational partner groups. Each presentation was systematic and thorough in providing each audience with RUSD's specific progress on the status of state and local metrics for each of the three RUSD LCAP goals and related actions and services that support goal implementation. Each update presentation provided progress on existing LCAP metrics for each LCAP goal and action to date. These presentations and/or discussions were shared with DELAC, Classified and Certificated associations, negotiation committees, principals, and the Board of Education both formally and informally.

The Special Education Local Plan Area (SELPA) administrator was consulted as part of the development process. Consultations occurred on April 10, 2023 and May 16, 2023.

LCAP Advisory Committee

Participation on the LCAP Advisory Committee is a two-year commitment, with 50% of the committee being replaced annually. The 40-member committee consists of eleven parents including parents of special education, foster youth, low-income, and EL students, seven community members, including a SELPA staff member, eight certificated personnel including association leadership, seven classified personnel including association leadership, and six district administrators including principals, special education and classified management.

The committee members represent a variety of sites, both elementary and secondary, student groups (including English learners and Foster Youth), community programs, multiple ethnicities, and socio-economic groups. The district reached out to our educational partners to advise of the dates of LCAP development opportunities through the districtwide calling system, e-mails, flyers (placed throughout the community), social media, and the district website.

The educational partner engagement process for the 2023-2024 LCAP was a return to our traditional process, with in-person monthly collaboration meetings to review data and expenditure information, and to make recommendations on existing and new programs. These meetings were held on January 19, February 16, March 16, April 20, and May 4, 2023. The district's Redlands 2025 vision document, LCFF funding, and current LCAP goals and actions were presented. Data shared at meetings pertained to the strengths and challenges students demonstrated on the CAASPP for math, ELA, and science based on the data represented on the current CA Dashboard. State and local data for a-g completion, College/Career Readiness, attendance, suspension and expulsion, and graduation were also provided. Data was also shared for student, staff, and parent feedback from social-emotional surveys that were administered throughout the school year. Educational partner input was requested to maintain, modify, delete, or add LCAP Actions.

There were five LCAP committee meetings held between January and May 2023. In sequential order, the focus of each meeting was as follows:

1. Data sharing, which included comparative SBAC scores by grade level, school site, and district-wide, California Dashboard data, local metrics, and progress monitoring data
2. Review of the current LCAP with progress monitoring and expenditure analysis
3. Review and analysis of community input opportunities and ThoughtExchange feedback including application of the eight state priorities and Board of Education criteria
4. Review and analysis of all feedback and data to support a comprehensive needs assessment, with an alignment with current actions and services to identify gaps; program representative question and answer panel to provide further information on program implementation and results
5. Development of a finalized list of new program considerations, reflection on the analysis of existing program progress, and ranking of both new and existing program priorities

In addition to the LCAP Advisory Committee, each high school created an LCAP Student Advisory Committee. These students were selected from across grades, programs, and student groups including special education, foster and homeless youth, low-income, and English learners. These committees met to review site-specific data for current LCAP goals and actions, as well as local data for a-g completion, College/Career Readiness, attendance, suspension and expulsion, and graduation. In addition, the committees analyzed and made recommendations based on the ThoughtExchange and Kelvin pulse data. Input from the student advisory committees was shared with the LCAP Advisory Committee by selected student representatives.

Development and Adoption of the Redlands USD LCAP

Presentations to the board that provided opportunities for board member input and public comment included:

- LCAP Update and Initial Presentation of LCAP Advisory recommendations (4.11.23)
- LCAP Public Hearing (5.23.23)

Based on the input collected from the Advisory Committee, the superintendent presented the Board of Education with the recommended concepts for goals, actions, and services, and they were formally established. For new initiatives, work groups were initiated to begin developing and refining further details as needed. The DRAFT RUSD LCAP Annual Update and Review Document was updated and revised accordingly.

An overview of the LCAP process, data review activities, and opportunities for input were included as part of the February and April 2023, RUSD DELAC agendas. The draft goals and actions were presented to DELAC on May 17, 2023 . After review by DELAC members, there were no questions for the superintendent to respond to in writing. The draft goals and actions were presented to the LCAP Advisory Committee on May 11, 2023. After review by LCAP members, there were no questions for the superintendent to respond to in writing. The draft LCAP was presented for public hearing at the May 23, 2023 Board meeting. Based on the feedback from the public hearing, the superintendent responds to these comments with a written response which is located on the LCAP page of the district's website. As of June 12, 2023, there was no feedback provided that required a written response. On June 13, 2023, the RUSD Board of Education formally adopted the RUSD LCAP and it was submitted to the San Bernardino County Superintendent of Schools.

A summary of the feedback provided by specific educational partners.

The LCAP Advisory Committee includes representation from all educational partner groups. The committee works collaboratively to listen to the values and priorities of other educational partner groups and comes to a consensus in order to provide mutually agreed-upon recommendations, instead of competing lists of recommendations from separate committees. The following is a collective summary of input from the LCAP Advisory Committee:

Existing Actions and Services:

The committee recommended increasing or maintaining most of the existing actions and services in the 2022-23 board-approved LCAP. The following items were strongly recommended (50% or higher recommended to increase service) by the committee: Comprehensive School Counseling Program, Intervention Support Teams, Tiered Academic Support Staff, Tiered Academic Supports for Multilingual Students, College Readiness Programs, New Teacher Support Program, and Transportation. Items were listed in the order that they appeared in the 2022-2023 LCAP.

2023-24 Recommendations

The following is a list of recommendations in ranked order provided by the LCAP Advisory Committee:

1. Comprehensive School Counseling, Tiered Academic Support Staff,
2. Transportation, Tiered Academic Supports for Multilingual Students, Professional Development to Support Implementation of State Standards
3. Intervention Support Teams, Career Technical Education (CTE), New Teacher Support Program, College Readiness Programs, Restorative Practices, Positive Behavior Supports, English Learner Programs

4. Enhanced Facilities Projects, Summer School/Credit Recovery, Access to Internet and/or Devices, Instructional Technology and Innovation, Social Emotional Learning, Visual & Performing Arts, Targeted Math & Science Supports, Language Assessment Center & Translation Services, Parent & Community Involvement

The following are the five highest-ranked new ideas from the LCAP Advisory Committee:

1. Conduct ongoing focus groups with foster parents
2. Increase counseling for foster youth
3. Conduct ongoing focus groups with foster youth
4. Transportation for all homeless and foster students
5. Purchase new library books for elementary schools

Of the existing action in the LCAP, the LCAP Student Advisory Teams indicated high priority in this order.

1. Visual and Performing Arts
2. Social-Emotional Learning
3. College Readiness Programs
4. Professional Development to Support the Implementation of State Standards.

Educational Partner Group Priorities

The following is a list of priorities provided by Educational Partner groups:

- Students: Expanded CTE Offerings & College Readiness Supports, Credit Recovery Opportunities, Counseling, and SEL supports,
- Parents/Guardians (including EL, FY, and LI student families): Comprehensive School Counseling; Intervention Supports; Restorative Practices; Teacher Training and Staff Development, including maintaining smaller class sizes and avoiding grade combinations; Safe routes to school; Credit Recovery and Summer School Opportunities
- Community Organizations/Partnerships: Comprehensive School Counseling and Intervention Supports
- Certificated Staff: Maintaining and expanding social/emotional and mental health supports; professional development; Tiered Academic Supports; Support for new teachers; Transportation
- Classified Staff: Tiered Academic Support for Multilingual Students; Training and Staff Development for Support Staff; Transportation; Access to Internet and Devices
- Management Staff(site and district administrators): Tiered Academic Support staff & funds allocated to sites to address specific needs; Enhanced Facilities Projects - Outdoor learning spaces and innovative media centers; College Readiness Programs & Career/Technical Education programs

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

Educational Partner input was collected in a variety of forms and reviewed by the LCAP Advisory Committee and Board of Education for the development of the Local Control Accountability Plan (LCAP). The educational partner input sessions/task force work, student/parent/staff

survey data, and ThoughtExchange provided the district with feedback on current goals and actions. State metrics (CAASPP, attendance, and discipline) and local metrics (screener and diagnostic assessment, parent engagement, and survey participation) results were shared. Participants representing a diverse group of community partner groups were asked to provide input regarding the reduction, maintenance, and increase of actions/services, as well as the development of new actions/services to support the success of all students.

Goal Statements

The development of goals for the 2021-24 LCAP reflect key priorities voiced by educational partners and align with the overarching themes discussed in the previous section. The focus on tiered supports and services for ALL students, including English learners, low-income, foster youth, students experiencing homelessness, and special education students, highlights the community's goal of equity through a Multi-Tiered System of Supports (MTSS) across all school sites and programs. Based on educational partner feedback, the established three goals will remain the same in the 2023–24 LCAP. A fourth, required goal will be added to address the needs of Foster Youth in Redlands Unified School specifically pertaining to chronic absenteeism and suspension rates.

Goal 1 - Provide all educational partners with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and tiered Social Emotional and Behavior supports. These supports will foster a sense of connectedness, especially for English Learners (EL), Foster Youth (FY), students experiencing homelessness, Low Income (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

- This goal was developed and stems directly from the educational partner's call for strong systems of support related to social-emotional learning and behavior. Educational partners have reaffirmed the importance of each student being provided the specific behavioral, social-emotional, mental, and physical health supports to meet their individual needs. This goal names the student groups that have the most disproportionate outcomes and require focused support on the inclusion of student engagement in school to establish a sense of connectedness to increase student outcomes.

Goal 2 - All students will progress toward meeting standards in academics through tiered support and services.

- This goal was developed based on a need for more coherence and consistency across the district's Tier 1 foundational educational program. Additionally, the need for integrated support at Tier 2 and 3 levels has been a consistent strand of feedback through distance learning and the current LCAP input process. Educational partners have reaffirmed the importance of each student being provided specific academic support to meet their individual needs. This goal has established a direct link to the district's efforts to implement an effective Multi-Tiered System of Support (MTSS) across all school sites, which is also a priority voiced by educational partners.

Metrics/Desired Outcomes

Educational partner feedback has consistently emphasized the need for more transparency with regard to performance gaps across student groups and more intentional metric/target setting. To meet this interest, baseline data and expected outcomes have been disaggregated by student group throughout the LCAP. This includes data, where available, for English learners, foster youth, students experiencing homelessness, students with disabilities, low-income students, and by race/ethnicity. This data has already supported follow-up feedback

and discussions with staff regarding how to best set expected outcome goals that reflect accelerated growth for targeted student groups and how to use these goals to drive equitable allocation of resources. Additionally, a number of metrics were modified or incorporated into 2021-22, and have been reaffirmed by the current LCAP committee, based on educational partner feedback. Due to the development of these metrics for the 2021-22 school year, baseline data were collected and reviewed to establish expected outcomes for the subsequent school years. Data collected in the 2022-2023 school year further informed the expected outcomes established for the 2023-2024 school year.

These metrics included:

- Social Emotional Learning/Behavior Implementation: This metric was incorporated based on educational partner feedback to ensure that all students, across all sites and programs, would benefit from systematic support in social-emotional learning competencies and tiered behavioral frameworks.
- Comprehensive School Counseling Implementation: This metric was established to monitor the development of a district-wide K-12 comprehensive school counseling program, aligned to the ASCA National Model, that designs and delivers increased student outcomes in academic, college and career, and social-emotional learning.
- Instructional Technology Implementation: This metric was incorporated based on educational partner feedback to monitor the implementation of innovation projects across the district and their direct impact on increased student learning.
- School Connectedness/HS Elective & Activity Participation: The CDC identifies belonging to a positive peer group as one of the four factors integral to improving student connectedness at school. This metric was established to prioritize the need for every student to find safe, healthy ways to connect to activities at school.
- GATE Identification and Demographics: This metric was established to incorporate a metric focused on the demographics within the GATE population and ensure all student groups were represented in Advanced Learner programs. With baseline data collected in 2022-2023, an expected outcome was established for 2023-2024.

New or Enhanced Actions/Services

Educational partner feedback influenced both the incorporation of additional actions as well as the expansion of continued action descriptions to more fully describe efforts to improve student outcomes.

Examples of actions influenced by educational partner feedback during the 2021-24 LCAP development and reaffirmed by the 2023-24 Committee include:

- 1.4 - Provide resources to support Intervention Support Teams
- 2.2 - Maintain secondary staffing to maintain or reduce class size ratios in English and Math, maintain elementary staffing sufficient to avoid the need for grade-level combination classes, and include additional staff to provide tiered academic support for inclusion in primary grades.

Affirmation of Existing Actions & Services

Many of the district's continuing actions were reaffirmed through the educational partner engagement process. The feedback emphasizes the importance of this work and the foundation that has been created through its development in previous LCAP documents. These actions include:

- High-Quality Teachers with a focus on support for teachers new to the profession
- School-Based Counselors and the Academic Case Carrier staff
- Access to Base and Supplemental Materials

- Access to the Internet, Devices, and Support Staff
- School and Student Safety
- Educational Partner Engagement through LCAP Coordination
- Tiered Academic Support for Students
- Supplemental Online Instructional Programs
- College Readiness Programs
- No Cost Exam Fees (AP/SAT/PSAT)
- Access to Translation and Language Assessment Center supports
- Instructional Technology and Innovation
- AVID
- Career Technical Education (CTE) opportunities

Goals and Actions

Goal

Goal #	Description
1	Provide all educational partners with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and tiered Social Emotional and Behavior supports. These supports will foster a sense of connectedness, especially for English Learner (EL), Foster Youth (FY), African American (AA), Low Income (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

An explanation of why the LEA has developed this goal.

Goal 1 - Analysis of educational partner feedback on local climate surveys indicates that 82% of students, 87% of staff, and 89% of families provided an overall favorable rating as it relates to a safe and supportive school environment. While the perception data is strong district-wide, further breakdown by ethnicity and other demographics was unavailable during the 2020-21 school year when this goal was originally drafted. However, baseline data will be collected and monitored using a Kelvin Pulse Survey at the beginning of the 2021-22 school year in order to analyze data specifically tied to English learners, foster youth, students experiencing homelessness, low-income, students with disabilities, and other student groups whose outcomes indicate the greatest need. The following areas will be a focus for monitoring: Relationships, Sense of Belonging, School Adult Support, Growth Mindset, Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management. Based on current data, as of the 2022-2023 school year, the district is providing Differentiated Assistance for Chronic Absenteeism among African-American students, Students with Disabilities, and Foster Youth, as well as for suspension rates among African-American students and Foster Youth.

A growing body of research has made it increasingly apparent that Adverse Childhood Experiences (ACEs), which are traumatic experiences and events, affect student groups differently, especially the most vulnerable. Recent research shows that nearly half of children ages 6-17 have experienced at least one ACE. According to the National Survey of Children's Health or NSCH (2016), "in 2016, 34 million children ages 0-17 had at least one of nine ACEs, and more than 20 percent had two or more." Nationally, 63.7% percent of Black children and 51.4% of Hispanic children have experienced at least one ACE, compared with 40.9% of White children and 25% of Asian children (NSCH, 2016). According to Goldstein, et al. (2020), student groups disaggregated by ethnicity and income are disproportionately impacted by the burdens of trauma. These disparities are more apparent in Black, Hispanic, and mixed-race families, families living in poverty, and/or those with inequitable access to varied resources (Goldstein, 2020). Furthermore, students and their families who reside in low-income neighborhoods are more vulnerable to the "impact of ACEs on their mental and physical health and socio-emotional learning" (Goldstein, 2020, p. 2). In addition to students' well-being, academic progress and achievement can be negatively affected. According to Bethell, et al. (2014), when children experience ACEs, they tend to have lower rates of engagement at school. Other research studies show that many children entering the foster care system have already experienced numerous ACEs and need to be in environments that are both welcoming and stable. Establishing safe environments where students feel a sense of belonging is critical to students' healthy development and development of trust (Wulczyn, Chen, & Hislop, 2007). Therefore, foster youth may benefit from evidence-based programs that specifically support social-emotional learning. According to the Minnesota Department of Health (2021), "adversity is only part of the equation." Some children can

thrive despite ACEs because of certain characteristics or experiences. When students demonstrate resilience, engagement in school can improve and the negative impacts of ACEs can actually decrease (Bethell, 2014).

Because of the potential negative impacts of ACEs on students' well-being and academics, the District will intentionally and proactively focus on all students, and, in particular, student groups most adversely affected by ACEs. RUSD will provide appropriate and necessary tiered supports to positively affect student outcomes and remediate the effects of Adverse Childhood Experiences.

In alignment with the Board adopted RUSD 2025: Excellence for All vision, this goal specifically addresses the priorities of Learning in Safe and Secure Environments, Enhanced Learning Through Innovation, Collaborative Community and Parent Partnerships, and Equality through Equity. The actions and services in this goal will ensure staff set high expectations for ALL students and provide high-quality, research-based learning opportunities to support student success.

Input received from educational partners through the LCAP development process and current research indicates the need to operationalize a strategic tiered system of support in the areas of academics, behavior, and social-emotional learning. RUSD plans to improve student connectedness and behavioral and social-emotional competencies through actions that support and improve student learning. RUSD will measure progress toward meeting the goal using the metrics identified below.

Note:

In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low-Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

The following section (Actions) includes a column titled 'Contributing' for which each action is categorized as 'Y' or 'N.' A 'Y' in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental & Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, and Socioeconomically Disadvantaged students).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A Attendance Rate Percentage of students who were	2020-21 Attendance Rate: ALL - 96% EL - 95%	2021-2022 Attendance Rate: ALL - 93.1% EL - 91.9%	2022-2023 Attendance Rate: Overall - 91.6%		ALL - 96% maintain EL - 95% FY - 91% HY - 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
present by student group Source: District Analysis	FY - 91% HY - 95% LI - 95% SWD - 94% AA - 94% A - 99% H/L - 95% W - 97%	FY - 89.7% HY - 92.3% LI - 92.2% SWD - 90.2% AA - 92.0% A - 96.3% H/L - 92.1% W - 94.2%	EL - 90.7% FY - 91.4% HY - 91.0% LI - 90.7% SWD - 88.9% AA - 91.3% A - 94.9% H/L - 90.7% W - 92.6%		LI - 95% SWD - 94% AA - 94% A - 99% H/L - 95% W - 97%
1B Chronic Absenteeism Rate Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups Source: California School Dashboard (baseline)	2018-2019 ALL - 11% (1,615) EL - 11% FY - 26.1% HY - 15.3% LI - 14.5% SWD - 18.7% AA - 18.3% A - 4.4% H/L - 13.1% W - 7.4%	2021-2022 Local Data (CA Dashboard did not include Chronic Absenteeism data in 2020 or 2021) ALL- 21.9% (2,935) EL - 26.0% FY - 26.5% HY - 24.7% LI - 26.2% SWD - 30.9% AA - 27.4% A - 10.1% H/L - 26.1% W - 15.0%	2021-2022 (2022 Dashboard) ALL - 23.9% EL - 26.7% FY - 27.1% HY - 27.9% LI - 28.9% SWD - 33.3% AA - 32.0% A - 10.6% H/L - 28.2% W - 16.9%		ALL 5% (Low) EL 5% FY 10% (Medium) HY 10% LI 10% SWD 10% AA 10% A 2.5% (Very Low) H/L 10% W 2.5%
1C High School Dropout Rate Percentage of students in the 4- year adjusted cohort who drop out of high	2019-2020 ALL - 66/1662 = 3.97% FY - 5/17 = 29.4% HY - 17/286 = 5.9% LI - 60/1107 = 5.4%	2020-2021 ALL - 56/1,712 = 3.97% FY - 3/15 = 20% HY - 19/323 = 5.88% LI - 51/1267 = 4.03%	2021-2022 ALL - 71/6519 = 1.09% EL - 10/391 = 3% FY - 0 = 0% HY - 21/688 = 3%		ALL <50 3% EL FY 15% HY 5% LI 5% SWD 4.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>school by student group</p> <p>Source: CDE Dataquest Reporting</p>	<p>SWD -11/213 = 5.2%</p> <p>AA - 5/95 = 5.3%</p> <p>A - 4/158 = 2.5%</p> <p>H/L - 44/806 = 5.5%</p> <p>W - 11/482 = 2.3%</p>	<p>SWD -14/227 = 6.1%</p> <p>AA - 10/102 = 9.8%</p> <p>A - 2/180 = 1.11%</p> <p>H/L - 29/830 = 3.49%</p> <p>W - 10/456 = 2.19%</p>	<p>LI - 62/4406 = 1%</p> <p>SWD -21/862 = 2%</p> <p>AA - 16/429 = 3.73%</p> <p>A - 3/611 = 0.5%</p> <p>H/L - 35/3349 = 1.05%</p> <p>W - 12/1607 = 0.75%</p>		<p>AA 4.8%</p> <p>A 2.3%</p> <p>H/L 5%</p> <p>W 2.1%</p>
<p>1D Middle School Drop-out Rate</p> <p>Percentage of students in grades 7 and 8 who dropped out of school by student group</p> <p>Source: CALPADS Reporting</p>	<p>2019-2020</p> <p>ALL - 12/3263 = 0.37%</p> <p>FY - 1/12 = 8.3%</p> <p>HY - 4/12 = 33.3%</p> <p>LI - 4/12 = 33.3%</p> <p>SWD - 1/12 = 8.3%</p> <p>AA - 4/12 = 1.9%</p> <p>A - 0/12 = 0%</p> <p>H/L - 4/12 = 33.3%</p> <p>W - 4/12 = 33.3%</p>	<p>2020-2021</p> <p>ALL - 8/4725 = 0.2%</p> <p>FY - 0/0 = 0%</p> <p>HY - 2/8 = 25%</p> <p>LI - 5/8 = 62.5%</p> <p>SWD - 2/8 = 25%</p> <p>AA - 2/8 = 25%</p> <p>A - 0/8 = 0%</p> <p>H/L - 1/8 = 12.5%</p> <p>W - 5/8 = 62.5%</p>	<p>2021-2022</p> <p>ALL - 8/4623 = 0.17%</p> <p>EL - 0 = 0%</p> <p>FY - 0 = 0%</p> <p>HY - 2/534 = 0%</p> <p>LI - 0 = 0%</p> <p>SWD - 2/715 = 0%</p> <p>AA - 2/270 = 1 %</p> <p>A - 0 = 0%</p> <p>H/L - 1/2529 = 0%</p> <p>W - 5/1067 = 0%</p>		<p>ALL <10 .3%</p> <p>EL</p> <p>FY 3%</p> <p>HY .7%</p> <p>LI .2%</p> <p>SWD .2%</p> <p>AA 1.4%</p> <p>A Maintain</p> <p>H/L .2%</p> <p>W .4%</p>
<p>1E Suspension Rate</p> <p>Percentage of students suspended 1 or more times during the school year by student group</p> <p>Source: California School Dashboard(baseline)</p>	<p>2018-2019</p> <p>ALL - 3.6% (803)</p> <p>EL - 3.2%</p> <p>FY - 14.6%</p> <p>HY- 3.3%</p> <p>LI - 4.7%</p> <p>SWD - 8.0%</p> <p>AA - 8.9%</p> <p>A - 0.5%</p> <p>H/L - 4.0%</p> <p>W - 2.9%</p>	<p>2020-2021 District Analysis of local data (CA Dashboard did not include Suspension Rate for 2020 or 2021)</p> <p>ALL - 0.2% (46)</p> <p>EL - 0.3%</p> <p>FY - 1.1%</p> <p>HY - 0.3%</p> <p>LI - 0.3%</p> <p>SWD - 0.4%</p> <p>AA - 0.2%</p> <p>A - 0.1%</p>	<p>2021-2022 Suspension</p> <p>ALL - 3.7%</p> <p>EL - 3.6%</p> <p>FY - 10.5%</p> <p>HY - 4.6%</p> <p>LI - 4.6%</p> <p>SWD - 5.6%</p> <p>AA - 8.4%</p> <p>A - 1.1%</p> <p>H/L - 4.1%</p> <p>W - 2.6%</p>		<p>ALL 2.5% (Medium)</p> <p>EL 2.5%</p> <p>FY 8% (High)</p> <p>HY 2.5%</p> <p>LI 2.5%</p> <p>SWD 4.5 (Medium)</p> <p>AA 4.5 (Medium)</p> <p>A maintain(Very Low)</p> <p>H/L 2.5%</p> <p>W 2.5%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		H/L - 0.3% W - 0.2%			
1F Expulsion Rate Percentage of students expelled during the school year by student group Source: CDE Dataquest	2019-2020 ALL - 0.03% (6) EL - 0.00% FY - 0.00% HY- 0.02% LI - 0.04% SWD - 0.03% AA - 0.07% A - 0.00% H/L - 0.04% W - 0.02%	2020-2021 ALL - 0.0% (0) EL - 0.1% FY - 0.0% HY - 0.0% LI - 0.0% SWD - 0.0% AA - 0.0% A - 0.0% H/L - 0.0% W - 0.0%	2021-2022 All - 0.1% EL - 0.1% FY - 0.0% HM - 0.1% LI - 0.2% SWD - 0.1% AA - 0.3% A - 0.0% H/L - 0.1% W - 0.1%		ALL Maintain EL FY HY LI SWD AA A H/L W
1G School Climate Survey Percentage of positive responses in the areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset. Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management Source: Local Climate Survey	According to the last Kelvin Education pulse survey in the Spring of 2021, the average favorability ratings were reported: Students - more than 82% favorability rating based on the 7,446 (or 47%) student responses; Staff - approximately 67% favorability rating based on the 770 (or 71%) staff responses	2022 LCAP Kelvin Pulse, the average favorability ratings were reported: Students - more than 67% favorability rating based on the 7826 (or 53%) student responses; Staff - approximately 82% favorability rating based on the 996 (or 67%) staff responses (now including classified survey results)	2023 LCAP Kelvin Pulse, the average favorability ratings were reported: Students - more than 63% favorability rating based on the 4350 (or 58%) student responses; Staff - approximately 82% favorability rating based on the 1021 (or 65%) staff responses Parents/Families: 86% favorability rating based on 1,903 (or		Increase the percentage of positive responses in the focus areas for staff by 5% by the end of the 2021-22 school year; maintain high favorability ratings for students and families. Develop a baseline for unduplicated student groups during the first Kelvin pulse survey in fall 2021

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Parents/Families: 89% favorability rating based on 8,200 (or 44%) family responses</p>	<p>Parents/Families: 85% favorability rating based on 5,700 (or 32%) family responses</p> <p>Student Demographic Data (some data sets not shared with third party vendors due to federal confidentiality restrictions)</p> <p>EL - 72% favorability (482 students/45% of student group) FY - data no available HY - data not available LI - data not available SWD - 68% (848 students/39%) AA - 66% (553 students/48%) A - 68% (916 students/53%) H/L - 68% (4007 students/51%) W - 67% (5292 students/53%)</p>	<p>18%) family responses</p> <p>Student Demographic Data (some data sets not shared with third party vendors due to federal confidentiality restrictions)</p> <p>EL - 68% favorability (264 students/47% of student group) FY - data not available HY - data not available LI - data not available SWD - 66% (527 students/47%) AA - 61% (327 students/57%) A - 67% (509 students/57%) H/L - 64% (2230 students/56%) W - 63% (2904 students/58%)</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>1H SEL/Positive Behavior Systems Self Assessment Survey</p> <p>Percentage of growth in the current status of system implementation.</p> <p>Source: Local Survey</p>	<p>No baseline data; 2021-22 is the first year of measurement.</p> <p>Revised May 2022</p> <p>Semester 1 ES - 50% of schools participated in survey (8/16) MS - 100% of schools participated in survey (4/4) HS - 25% of schools participated in survey (1/4)</p> <p>Semester 2 ES - 100% of schools participated in survey (16/16) MS - 100% of schools participated in survey (4/4) HS - 100% of schools participated in survey (4/4)</p>	<p>2021-2022 Semester 1 ES - 50% of schools participated in survey (8/16) MS - 100% of schools participated in survey (4/4) HS - 25% of schools participated in survey (1/4)</p> <p>Semester 2 ES - 100% of schools participated in survey (16/16) MS - 100% of schools participated in survey (4/4) HS - 100% of schools participated in survey (4/4)</p> <p>Individual school site program growth can be found in the school's SPSA. District-wide growth will be monitored for the 22-23 school year now that all school's have baseline data.</p>	<p>2022-2023 Semester 1 ES - 100% of schools participated in survey (16/16) MS - 100% of schools participated in survey (4/4) HS - 100% of schools participated in survey (4/4) K-12 - 100% of schools participated in survey (1/1)</p> <p>Semester 2 ES - 100% of schools participated in survey (16/16) MS - 100% of schools participated in survey (4/4) HS - 100% of schools participated in survey (4/4) K-12 - 100% of schools participated in survey (1/1)</p> <p>Individual school site program growth can be found in the school's SPSA. District-wide growth will be monitored for</p>		<p>All school sites will have a Tier 1 Schoolwide Implementation Status of 65% or higher.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			the 23-24 school year now that all schools have baseline data.		
<p>11 SEL/Positive Behavior Systems Tiered Fidelity Inventory</p> <p>Percentage of growth in the current status of system implementation as determined by an external evaluator.</p> <p>Source: Local Survey</p>	<p>No baseline data; 2021-22 is the first year of measurement</p> <p>Revised May 2022</p> <p>ES - 100% of schools participated in the inventory (16/16)</p> <p>MS - 100% of schools participated in the inventory (4/4)</p> <p>HS - 100% of schools participated in the inventory (4/4)</p> <p>As a result of collected data 16 school sites were nominated for outstanding Positive Behavior School-wide Systems through the CA Statewide Recognition System.</p>	<p>2021-2022</p> <p>ES - 100% of schools participated in the inventory (16/16)</p> <p>MS - 100% of schools participated in the inventory (4/4)</p> <p>HS - 100% of schools participated in the inventory (4/4)</p> <p>As a result of collected data 16 school sites were nominated for outstanding Positive Behavior School-wide Systems through the CA Statewide Recognition System.</p> <p>Individual school site program growth can be found in the school's SPSA.</p> <p>District-wide growth will be monitored for the 22-23 school year now that all schools have baseline data.</p>	<p>2022-2023</p> <p>ES - 100% of schools participated in the inventory (16/16)</p> <p>MS - 100% of schools participated in the inventory (4/4)</p> <p>HS - 100% of schools participated in the inventory (4/4)</p> <p>K-12 - 100% of schools participated in survey (1/1)</p> <p>As a result of collected data 23/25 school sites were nominated for outstanding Positive Behavior School-wide Systems through the CA Statewide Recognition System.</p> <p>Individual school site program growth can be found in the school's SPSA.</p>		<p>All school sites will have a Tier 1 Schoolwide Implementation Status of 65% or higher. All schools will be eligible for state-wide recognition.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>1J Comprehensive School Counseling Implementation</p> <p>Percentage of growth in the current status of system implementation.</p> <p>Source: Local Survey</p>	<p>No baseline data; 2021-22 is the first year of measurement</p> <p>Revised May 2022</p> <p>ES - 100% of schools met all year 1 implementation goals (16/16)</p> <p>MS - 75% of schools met all year 1 implementation goals (3/4)</p> <p>HS - 100% of schools met all year 1 implementation goals (4/4)</p> <p>As a result of collected data 5 school sites were selected to begin the RAMP (Recognized ASCA Model Program) process.</p>	<p>2021-2022</p> <p>ES - 100% of schools met all year 1 implementation goals (16/16)</p> <p>MS - 75% of schools met all year 1 implementation goals (3/4)</p> <p>HS - 100% of schools met all year 1 implementation goals (4/4)</p> <p>As a result of collected data 5 school sites were selected to begin the RAMP (Recognized ASCA Model Program) process.</p> <p>Individual school site program growth can be found in the school's SPSA. District-wide growth will be monitored for the 22-23 school year now that all schools have baseline data.</p>	<p>2022-2023</p> <p>ES - 100% of schools met all year 1 implementation goals (16/16)</p> <p>MS - 75% of schools met all year 1 implementation goals (3/4)</p> <p>HS - 100% of schools met all year 1 implementation goals (4/4)</p> <p>As a result of collected data 5 school sites were selected to begin the RAMP (Recognized ASCA Model Program) process.</p> <p>Individual school site program growth can be found in the school's SPSA.</p>		<p>All school sites will meet 100% of the Essential Year 1, 2, and 3 Implementation elements. Eight schools will meet ASCA RAMP Recognition Requirements.</p>
<p>1K Parent Involvement: Parent</p>	<p>98.2% of all students have an active parent portal account</p>	<p>2021-2022 - 98.4% of all students have an</p>	<p>2022-2023 - 99.0% of all students have an</p>		<p>100% of students will have an active parent portal</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Accounts in Aeries Parent Portal</p> <p>Percentage of students with an active parent portal account</p> <p>Source: District Analysis</p>	<p>Unduplicated students with an active parent portal account</p> <p>EL - 95.7% LI - 98% FY - 92.4%</p>	<p>active parent portal account</p> <p>EL - 95.2% FY - 93.3% HY - 98.4% LI - 98.4% SWD - 96.8% AA - 97.5% A - 98.4% H/L - 98.3% W - 99.0%</p>	<p>active parent portal account</p> <p>EL - 97.0% FY - 96.3% HM - 98.9% LI - 99.0% SWD - 97.2% AA - 98.5% A - 99.0% H/L - 98.9% W - 99.3%</p>		
<p>1L Participation & Engagement in Parent/Family Workshops</p> <p>Percentage of family participation and positive responses from feedback forms</p> <p>Source: Local Survey</p>	<p>No baseline data; 2021-22 is the first year of measurement.</p>	<p>2021-2022</p> <p>Nineteen school sites reported hosting numerous Parent/Family Workshops or activities with success. The District offered ten virtual opportunities for informational workshops on a variety of topics. Four of the ten opportunities were hosted by our new F.A.C.E. team. Parents were also engaged through SSC, ELAC, GATE, DELAC, DAAPAC and LCAP.</p>	<p>2022-2023</p> <p>Twenty school sites reported hosting numerous Parent/Family Workshops or activities with success. The District offered five Community Safety Forums, fourteen PTA School Smarts parent workshops, twenty-five Latino Family Literacy classes, five site-based parent workshops, one Community Resource Fair, one Multicultural Fair and numerous food and supply distributions</p>		<p>Twenty-four school sites reporting Parent/Family Workshops or activities with success. The District offered multiple opportunities for informational workshops on a variety of topics hosted by the F.A.C.E. team, Equity team, and Multilingual Learners department. Parents will be engaged through SSC, ELAC, GATE, DELAC, DAAPAC and LCAP.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>The school sites and District reported a low percentage of parent participation this year. However, 95% of parents who did participate in workshops or activities gave positive feedback and expressed being thankful for the information and opportunity despite some COVID restrictions.</p>	<p>partnering with Child Nutrition Services and various community partners. These workshops and events were hosted and organized by the F.A.C.E. team and English Learner Program Specialists. Parents were also engaged through SSC, ELAC, AAPAC, GATE, DELAC, DAAPAC, and LCAP.</p> <p>The school sites and District reported a higher percentage of parent participation this year compared to last year. Ninety percent of parents who participated in workshops or activities gave positive feedback and expressed being thankful for the information and opportunity.</p>		<p>95% of parents who participate in workshops or activities will provide positive feedback on the opportunities.</p> <p>revised May 2023</p>
1M Parent Input in Decision Making	66% of school sites had representation on DELAC	2021-2022	2022-2023		100% participation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>School Site representation on District English Learner Advisory Committee (DELAC)</p> <p>Percentage of parent/guardian seats filled on District LCAP Advisory Committee</p> <p>Source: Local Survey</p>	<p>100% of parent/guardian seats were filled on LCAP Advisory</p>	<p>50% of school sites had representation on DELAC</p> <p>100% of parent/guardian seats were filled on LCAP Advisory</p>	<p>88% of school sites had representation on DELAC.</p> <p>100% of parent/guardian seats were filled on the LCAP Advisory Committee.</p>		
<p>1N Instructional Technology Professional Development</p> <p>Percentage of staff participation and positive responses from feedback forms</p> <p>Source: Local Survey</p>	<p>No baseline data; 2021-22 is the first year of measurement</p> <p>Revised May 2022</p> <p>Pre-Session Knowledge of Strategy</p> <p>30.3% good-to-excellent</p> <p>Post-Session Knowledge of Strategy</p> <p>97.8% good-to-excellent</p>	<p>2021-2022 Pre-Session Knowledge of Strategy</p> <p>30.3% good-to-excellent</p> <p>Post-Session Knowledge of Strategy</p> <p>97.8% good-to-excellent</p>	<p>2022-2023 Pre-Session Knowledge of Strategy</p> <p>52.2% good-to-excellent</p> <p>Post-Session Knowledge of Strategy</p> <p>95.2% good-to-excellent</p>		Maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>1O AVID College and Career Indicator</p> <p>Percentage of AVID Students that are "prepared" on the CCI indicator by student group compared to the total number of students prepared.</p> <p>Source: District Analysis of Local Data</p>	<p>2019-2020 HS AVID Students "Prepared"</p> <p>ALL - 110/751 = 14.6%</p> <p>EL = 4.8%</p> <p>FY = 0%</p> <p>HY = 15.2%</p> <p>LI = 12.7%</p> <p>SWD = 5.6%</p> <p>AA = 10.9%</p> <p>A = 10%</p> <p>H/L = 17%</p> <p>W = 8.7%</p>	<p>Spring 2022</p> <p>ALL - 20/1316 = 1.5%</p> <p>EL = 0.0%</p> <p>FY = 0.0%</p> <p>HY = 1.8%</p> <p>LI = 1.6%</p> <p>SWD = 0.0%</p> <p>AA = 3.8%</p> <p>A = 1.0%</p> <p>H/L = 1.0%</p> <p>W = 2.7%</p>	<p>Spring 2023</p> <p>Overall - 52/1205 = 4.3%</p> <p>EL - 0.0%</p> <p>FY - 0.0%</p> <p>HM - 3.4%</p> <p>LI - 4.5%</p> <p>SWD - 3.0%</p> <p>AA - 3.3%</p> <p>A - 6.8%</p> <p>H/L - 4.3%</p> <p>W - 3.1%</p>		<p>ALL = 23.6%</p> <p>EL = 13.8%</p> <p>FY = 9%</p> <p>HY = 15.2%</p> <p>LI = 21.7%</p> <p>SWD = 14.6%</p> <p>AA = 19.9%</p> <p>A = 19%</p> <p>H/L = 26%</p> <p>W = 17.7%</p>
<p>1P AVID Enrollment/Demographics</p> <p>Alignment of AVID enrollment demographics to the unduplicated student count compared to the total number of students enrolled.</p> <p>Source: District Analysis</p>	<p>2019-2020 Students in Grades 6-12</p> <p>ALL - 1416/11478 = 12.3%</p> <p>EL = 7.6%</p> <p>FY = 0.4%</p> <p>HY = 18.2%</p> <p>LI = 64.1%</p> <p>SWD = 4%</p> <p>AA = 7.3%</p> <p>A = 6.3%</p> <p>H/L = 65%</p> <p>W = 15.5%</p>	<p>2021-2022</p> <p>ALL - 1316/11514 = 11.4%</p> <p>EL = 3.6%</p> <p>FY = 0.5%</p> <p>HY = 12.9%</p> <p>LI = 71.4%</p> <p>SWD = 5.9%</p> <p>AA = 8.0%</p> <p>A = 7.4%</p> <p>H/L = 60.3%</p> <p>W = 16.9%</p>	<p>2022-2023</p> <p>ALL - 1205/11,330 = 10.6%</p> <p>EL - 3.8%</p> <p>FY - 0.2%</p> <p>HM - 12.4%</p> <p>LI - 72.1%</p> <p>SWD - 5.5%</p> <p>AA - 7.6%</p> <p>A - 8.5%</p> <p>H/L - 61.1%</p> <p>W - 15.9%</p>		<p>ALL = 19.3%</p> <p>EL = 7.6%</p> <p>FY = 0.4%</p> <p>HY = 18.2%</p> <p>LI = 64.1%</p> <p>SWD = 4%</p> <p>AA = 7.3%</p> <p>A = 6.3%</p> <p>H/L = 65%</p> <p>W = 15.5%</p>
<p>1Q AVID Coaching & Certification Instrument</p>	<p>No baseline data; 2021-22 is the first year of measurement.</p> <p>May 2022</p>	<p>2021-2022</p> <p>Beattie MS Program Status - Emerging Schoolwide</p>	<p>2022-2023</p> <p>Beattie – Emerging Schoolwide</p> <p>Clement - Emerging Schoolwide</p>		<p>There are 64 indicators on the AVID Coaching and Certification Instrument. All sites</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Percentage of growth on the AVID Coaching & Certification Instrument</p> <p>Source: District Analysis</p>	<p>Beattie MS Program Status - Emerging Schoolwide</p> <p>Clement MS Program Status - Certified</p> <p>Cope MS Program Status - Schoolwide Site of Distinction</p> <p>Moore MS Program Status - Highly Certified</p> <p>CVHS Program Status - Highly Certified</p> <p>REVHS Program Status - School-wide Site of Distinction</p> <p>RHS Program Status - Highly Certified</p> <p>OHS Program Status - Certified</p>	<p>Clement MS Program Status - Certified</p> <p>Cope MS Program Status - Schoolwide Site of Distinction</p> <p>Moore MS Program Status - Highly Certified</p> <p>CVHS Program Status - Highly Certified</p> <p>REVHS Program Status - School-wide Site of Distinction</p> <p>RHS Program Status - Highly Certified</p> <p>OHS Program Status - Certified</p> <p>Individual school site program growth can be found in the school's SPSA.</p>	<p>Cope – Schoolwide Site of Distinction</p> <p>Moore – Highly Certified</p> <p>CVHS - Emerging Schoolwide</p> <p>OHS - Certified</p> <p>REVHS - Schoolwide Site of Distinction</p> <p>RHS - Emerging Schoolwide</p>		<p>will make progress towards or maintain Schoolwide Site of Distinction and National Demo Status.</p>
<p>1R Career Technical Ed (CTE) Course Enrollment</p> <p>Percentage of 9-12 students enrolled in a CTE pathway compared to the total number of students enrolled.</p>	<p>2019-2020 Students in a pathway</p> <p>ALL = 25.2%</p> <p>EL = 6.7%</p> <p>FY = 0.6%</p> <p>HY = 17.6%</p> <p>LI = 56.1%</p> <p>SWD = 14.5%</p> <p>AA = 7%</p> <p>A = 6.7%</p> <p>H/L = 52.2%</p>	<p>2021-2022 CTE Pathway</p> <p>ALL = 37.8%</p> <p>EL = 5.2%</p> <p>FY = 0.8%</p> <p>HY = 13.0%</p> <p>LI = 72.8%</p> <p>SWD - 13.8%</p> <p>AA = 7.2%</p> <p>A = 6.5%</p> <p>H/L = 54.5%</p>	<p>2022-2023 Students in CTE Pathway</p> <p>ALL - 41.0%</p> <p>EL = 6.4%</p> <p>FY = 0.2%</p> <p>HY = 11.8%</p> <p>LI = 68.0%</p> <p>SWD = 14.1%</p> <p>AA = 7.1%</p> <p>A = 7.1%</p> <p>H/L = 54.8%</p>		<p>ALL = 31.2%</p> <p>EL = 6.7%</p> <p>FY = 0.6%</p> <p>HY = 17.6%</p> <p>LI = 56.1%</p> <p>SWD = 14.5%</p> <p>AA = 7%</p> <p>A = 6.7%</p> <p>H/L = 52.2%</p> <p>W = 26%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: District Analysis	W = 26%	W = 24.9%	W = 23.6%		
1S Career Technical Ed (CTE) Pathway Completion Percentage of 9 -12 students completing a CTE pathway by student group. Source: District Analysis	2019-2020 - 313 Students completed a pathway ALL = 25.4% EL = 21.7% FY = 28.6% HY = 20.3% LI = 22.9% SWD = 14.6% AA = 14% A = 30.1% H/L = 24.6% W = 30%	2021 - 2022 ALL = 17.9% EL = 7.5% FY = 0.0% HY = 16.0% LI = 64.8% SWD = 8.7% AA = 4.8% A = 6.9% H/L = 49.4% W = 28.9%	2022-2023 ALL = 19.1% EL = 21.8% FY = 4.0% HY = 15.9% LI = 18.5% SWD = 22.0% AA = 11.7% A = 15.8% H/L = 19.5% W = 19.4%		ALL = 31.4% EL = 27.7% FY = 34.6% HY = 26.3% LI = 28.9% SWD = 20.6% AA = 20% A = 36.1% H/L = 30.6% W = 36%
1T School Connectedness/ HS Elective and or Activity Participation Percentage of students participating in an elective, club or activity Source: Local Survey	No baseline data; 2021-22 is the first year of measurement	Implementation to begin Fall 2022.	2022-2023 5Star Student Data - percentage of students involved/attending clubs, activities, events CVHS - 89% REV - 52% RHS - 86% OHS - 47% Beattie MS - 0% Clement MS - 0% Cope MS - 54% Moore MS - 35%		CVHS - 89% (maintain) REV - 85% RHS - 86% (maintain) OHS - 65% Beattie MS - 55% Clement MS - 55% Cope MS - 55% Moore MS - 55% Revised May 2023

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>1U School Connectedness/MS Redlands Connections League Participation</p> <p>Percentage of students participating in the Redlands Connections League</p> <p>Source: District Analysis</p>	<p>2019-2020 - 6th - 8th Grade Students</p> <p>ALL = 789 students participated</p> <p>EL = 2.4%</p> <p>FY = 1.1%</p> <p>HY = 11.2%</p> <p>LI = 46.5%</p> <p>SWD = 6.8%</p> <p>AA = 5.2%</p> <p>A = 4.2%</p> <p>H/L = 51.3%</p> <p>W = 31.4%</p>	<p>2021-2022 - 6th - 8th Grade Students</p> <p>All = 612 students participated</p> <p>EL = 3.59%</p> <p>FY = 0.82%</p> <p>HY = 11.27%</p> <p>LI = 56.37%</p> <p>SWD = 10.29%</p> <p>AA = 7.35%</p> <p>A = 4.08%</p> <p>H/L = 48.2%</p> <p>W = 30.39%</p>	<p>2022-2023 - 6th - 8th Grade Students</p> <p>All = 548 students participated</p> <p>EL = 1.8%</p> <p>FY = 0.0%</p> <p>HY = 6.6%</p> <p>LI = 51.1%</p> <p>SWD = 4.7%</p> <p>AA = 8.8%</p> <p>A = 6.0%</p> <p>H/L = 47.6%</p> <p>W = 27.2%</p>		<p>ALL = Increase by 200 students</p> <p>EL = 6%</p> <p>FY = 3%</p> <p>HY = 15%</p> <p>LI = 50%</p> <p>SWD = 10%</p> <p>AA = 8%</p> <p>A = 6%</p> <p>H/L = 54%</p> <p>W = 35%</p>
<p>1V School Connectedness/Elementary Visual and Performing Arts Enrollment</p> <p>Percentage of students participating in Elementary Visual and Performing Arts</p> <p>Source: District Analysis</p>	<p>2019-2020 - 4th/5th Grade Students</p> <p>ALL = 1181/3148 = 37.5%</p> <p>EL = 6%</p> <p>FY = 0.3%</p> <p>HY = 17.8%</p> <p>LI = 49.7%</p> <p>SWD = 9.8%</p> <p>AA = 5.2%</p> <p>A = 10.6%</p> <p>H/L = 47.1%</p> <p>W = 27.2%</p>	<p>2021-2022 4th/5th Grade Students</p> <p>ALL = 867/2926 = 29.6%</p> <p>EL = 5.5%</p> <p>FY = 0.9%</p> <p>HY = 10.0%</p> <p>LI = 63.0%</p> <p>SWD = 10.4%</p> <p>AA = 4.6%</p> <p>A = 8.4%</p> <p>H/L = 51.6%</p> <p>W = 27.2%</p>	<p>2022-2023 4th/5th Grade Students</p> <p>ALL = 1121/2910 = 38.5%</p> <p>EL = 6.2%</p> <p>FY = 0.5%</p> <p>HM = 9.2%</p> <p>LI = 61.1%</p> <p>SWD = 11.6%</p> <p>AA = 5.6%</p> <p>A = 8.7%</p> <p>H/L = 50.9%</p> <p>W = 25.2%</p>		<p>Maintain</p> <p>ALL = 1181/3148 = 37.5%</p> <p>EL = 6%</p> <p>FY = 0.3%</p> <p>HY = 17.8%</p> <p>LI = 49.7%</p> <p>SWD = 9.8%</p> <p>AA = 5.2%</p> <p>A = 10.6%</p> <p>H/L = 47.1%</p> <p>W = 27.2%</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Social Emotional Learning (SEL)	<p>The Educational Services Division will support students and staff to integrate Social Emotional Learning (SEL) into schools and classrooms. Educational partners will build competency in self-management, self-awareness, responsible decision-making, relationship skills, social awareness, and growth mindset to help in learning communities that are safe, positive, inclusive, and welcoming.</p> <p>District staff will provide professional learning opportunities to school sites, coaching support to the site leadership team, and direct support for implementation of SEL programs integrated into SPSA goals. SEL is aligned to the Multi-Tiered System of Supports (MTSS) framework and foundational to the Universal (Tier 1) of support for students. District staff will also support the development of site-based Tier 2 supports and coordinate Tier 3 supports including, but not limited to, access to mental health support staff and community resources. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness and attendance.</p> <p>This action was developed because research indicates that students experiencing homelessness, placed in the foster care system, and low-income students experience higher exposures to trauma. According to the National Health Care for the Homeless Council or NHCHC (2019), students living in poverty or experiencing homelessness are more likely to have higher ACE scores, which increases their risk of "developmental challenges and poor health and functioning" (p. 2). Students with more than one ACE are less likely to be engaged in school when compared to students who have not experienced any ACEs (Bethell, 2014). Additionally, students and their families who reside in low-income neighborhoods are more vulnerable to the "impact of ACEs on their mental and physical health and socio-emotional learning" (Goldstein, 2020, p. 2). Other research studies show that children entering the foster care system have already experienced ACEs and need to be in environments that provide connections and stability. Foster youth could benefit from evidence-based programs that specifically support social emotional learning. Therefore, supports and services related to increased social emotional</p>	\$1,079,869.50	Yes

Action #	Title	Description	Total Funds	Contributing
		learning will be focused on meeting the needs of these student groups.		
1.2	Positive Behavior Supports	<p>The Educational Services Division will equip and support school sites in promoting positive school climates by encouraging positive student behaviors to increase student connectedness, improve attendance, and decrease undesired behaviors. Preventative actions and services, which will be directed principally toward unduplicated students, will include training, on-site coaching, and guidance with program fidelity assessment.</p> <p>Support for schools to effectively implement a positive behavior framework focused on proactively intervening with an emphasis on Universal (Tier 1) prevention and instruction rather than engaging in punitive or exclusionary discipline practices. Positive behavior systems are aligned to the Multi-Tiered System of Supports (MTSS) framework. District staff will also support the development of site-based Tier 2 supports and coordinate district-wide Tier 3 supports including, but not limited to, access to a Board Certified Behavioral Analyst and behavioral staff. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness and attendance.</p> <p>In support of positive learning environments, "UDL can be leveraged to meet the social, emotional, and behavioral needs of students by designing experiences grounded in restorative justice" (Chardin & Novak, 2021, p. 139). Restorative justice is an alternative to common school discipline approaches and focuses on bringing together people who are affected by conflict to work "toward an agreement about how to repair harm" (Chardin & Novak, 2021, p. 139).</p>	\$1,317,303.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Comprehensive School Counseling	<p>The Educational Services Division will provide all counselors with professional development and support to develop American School Counselor Association or ASCA-aligned school counseling programs, which include data-driven tiered support systems in Academics, Social Emotional Learning, and College/Career Readiness.</p> <p>School sites will receive additional site-based counseling supports to principally benefit unduplicated students with Tier 2 supports including at-risk conferencing, college and career awareness activities, and focused social emotional learning groups. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness and attendance.</p> <p>The Academic Case Carrier program will continue to provide Tier 3 supports principally directed toward foster youth, English Learners, and low-income students to increase attendance and academic success, foster resiliency, and connect students with community resources.</p>	\$6,038,452.00	Yes
1.4	Intervention Support Teams	<p>School sites will utilize the Intervention Support Team (IST) process to analyze data, identify students in need of support, and conduct collaborative educational partner planning sessions in order to develop individual success plans. These plans will be unique to student need taking into account trauma and will be principally directed toward unduplicated students. Progress monitoring of plans will review student growth based local assessments (STAR). Overall effectiveness of the plans will be evaluated based on increased attendance, proficiency on state assessment, and progress towards "Prepared" on the College/Career Indicator.</p>	\$310,000.00	Yes
1.5	Character Education	<p>The Education Services Division will support school sites, through a partnership with all educational partner groups, in developing site-based plans/systems to monitor student social-emotional learning and</p>	\$632,760.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>behavioral needs in order to identify and provide appropriate tiered supports and interventions to increase equity, attendance, and academic achievement, principally directed toward low income, foster youth, and students learning English. Effectiveness of this action will be evaluated based on increased student attendance.</p> <p>With support of the Education Services division, elementary school sites will continue to develop on-campus Tier 1 and 2 positive behavior and social-emotional support systems. SEL/SEB support staff will enhance student connectedness and attendance, while also promoting PBIS strategies and organizing positive social activities. These efforts will create a sense of belonging and community for students, principally directed to support the unduplicated pupil population, benefiting both them and the overall school community. Ultimately, the school staff's dedication to creating a safe and nurturing environment will foster a positive and supportive learning environment for all.</p>		
1.6	Parent & Community Involvement	<p>The Parent Engagement department implements a range of capacity-building opportunities that further the District's Redlands 2025 vision of Equality through Equity and Strong Parent & Community Partnerships. This includes the creation of the Coordinator of Diversity and Equity position, the District Community Relations Specialist, and the Parent Liaison staff. Staff are building upon work completed during distance learning to create hybrid-learning opportunities that include an online parent toolkit and virtual training materials. Additionally, staff will continue family outreach to partner in increasing student engagement and reducing chronic absenteeism. The partnership between the District and families of unduplicated students is incredibly important. Parental involvement in education has been shown to be a factor in improving students' social emotional development and learning outcomes (Young, Austin, & Growe, 2013). Additionally, building family and student resiliency helps to reduce harmful effects of ACEs and directly impacts engagement (Bethell, et al., 2014). These</p>	\$995,119.00	Yes

Action #	Title	Description	Total Funds	Contributing
		partnerships are principally directed toward providing support for unduplicated student group families to increase student attendance.		
1.7	Language Assessment Center & Translation Services	The District's Language Assessment Center provides translation services to support a wide range of communication efforts between the district and families. LAC staff also provide simultaneous interpretation support during meetings and directly respond to parents/guardians in their home language. The services of LAC staff are augmented by external providers when unique language needs arise or available capacity is exceeded. Additionally, the LAC coordinates the District's assessment programs for English learners and oversees the reclassification process. The result of these actions and services will result in increased student attendance and an increase in the reclassification rate.	\$397,680.00	Yes
1.8	Instructional Technology and Innovation	The Instructional Technology and Accountability Department will support schools with innovative technology programs, professional development, and technology tools designed to provide students equitable access to college and career preparedness. Professional development offerings will be aligned with the principles of Universal Design for Learning to remove barriers to learning and give students equal opportunities to succeed specifically through the use of educational technology tools. Additionally, the department supports data analysis, local assessment development, and teacher training, so that teachers can strategically monitor strengths and weaknesses of the educational program, as well as identify individual students for multi-tiered systems of support in academics, behavior, and socio-emotional learning. District and site staffing will be provided to further advance innovation projects at designated Equity Support Program (ESP) schools, which are home to higher numbers of unduplicated students. These actions and strategies will be developed to principally support the needs of Foster Youth, English language learners, and low-income students.	\$4,677,011.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Major Instructional Technology and Innovation Programs Include:</p> <ol style="list-style-type: none"> 1. STEAM and Innovation Labs (Lego, Garner Holt, Z-Space, Coding and Robotics, 21st Century Learning Spaces, and Computer Science Electives) designed to increase student engagement, and improve SBAC Math and Science results 2. Digital Storytelling Initiative designed to increase SBAC Listening & Speaking and Writing results 3. Teacher Training on Instructional Technology Methodology, as measured by post-training survey <p>Major Accountability Programs Include:</p> <ol style="list-style-type: none"> 1. On-going data analysis, progress monitoring, and Professional Learning Communities, as measured by improved CAASPP ELA and Math results 2. On-going district assessment development and revision, as measured by improved CAASPP ELA and Math results 		
1.9	AVID	<p>The Educational Services Division will continue to scale up the AVID (Advancement Via Individual Determination) programs across designated TK-12 sites to help students develop the skills they need to be successful in college and increase the number of students meeting the College/Career Indicator. Staffing, professional development, and consortium membership fees will be supported through this strategy. AVID programs provide targeted supports to unduplicated student groups to develop advanced writing, critical thinking, teamwork, organization and reading skills.</p>	\$1,358,196.00	Yes
1.10	Career Technical Education (CTE)	<p>High School sites will prepare students for post-secondary education and careers through aligned pathway experiences that provide work-based learning opportunities, primarily directed toward unduplicated students. Coursework allows students to explore possible careers, begin training in a specific field, and build essential skills that lead to initial employment and/or postsecondary study and increase the</p>	\$3,640,679.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>number of students meeting the College/Career Indicator. Program support will include industry sector competitions, equipment, supplies, and professional development. Sites will also be provided with a Career Center Teacher to support the work of school-based counselors; their efforts will be principally directed toward providing support to unduplicated student groups.</p> <p>According to the National Health Care for the Homeless Council or NHCHC (2019), foster youth, students experiencing homelessness, and students living below the poverty line tend to have numerous ACEs. The increased number of ACEs influence the likelihood of students not completing school and being unemployed (NHCHC, 2019). A partnership with Colton Redlands Yucaipa Regional Occupational program (CRY-ROP) will continue to provide additional CTE pathways, equipment, and supplies.</p>		
1.11	Visual & Performing Arts	Education Services will increase Visual & Performing Arts (VAPA) supports to expand TK-12 course access. This includes additional staffing at the elementary and secondary levels, and a focused recruiting process to engage unduplicated students. Increased participation and access helps improve school engagement and provides a sense of belonging for foster youth, low-income students, and English learners which will lead to an increase in student attendance.	\$3,816,075.00	Yes
1.12	Redlands Connections League	The Student Services department will coordinate the Redlands Connections League to focus on providing character building through athletics to middle school students to foster a sense of connectedness and build social emotional learning competencies. The League will utilize recruitment strategies that focus on unduplicated student groups and participants will increase student connectedness as evidenced by increased student attendance.	\$281,604.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.13	Restorative Practices	<p>Research tied to the Social Determinants of Health (SDoH) indicates that unduplicated student groups oftentimes experience instability related to education, social and community context, health and health care, economic stability, as well as neighborhood environments. This instability leads to higher ACEs (Adverse Childhood Experiences) scores and toxic stress, which impacts learning at school. Therefore, the Educational Services Division will provide support systems, additional staffing, training and intervention support to school sites supporting unduplicated students in grades TK-12 to foster school safety and student academic success.</p> <p>In order to meet the needs of unduplicated students affected by ACEs, school sites will be provided with additional assistant principals. These staff will receive professional development in restorative practices to develop community and to manage conflict and tensions by repairing harm and building relationships, thus mitigating the effects of ACEs and related toxic stress. This work will result in an increase in student connectedness as evidenced by increased student attendance, and a decrease in suspensions.</p>	\$2,583,648.00	Yes

Goal Analysis [2022-23]

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

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

The implementation of the actions within Goal 1 largely aligned with the planned objectives, although certain challenges were encountered along the way. Despite facing staffing and substitute shortages, the district's staff exhibited commendable efforts in effectively executing the specified actions as outlined in the plan. Several successes and notable differences were observed throughout the implementation process.

One success was the implementation of Action 1.4, which involved allocating personnel funds to compensate site teachers serving as IST (Intervention Support Team) site leads. Out of the 16 elementary sites, 15 successfully utilized the compensation, whereas none of the 8 secondary sites did. This action has proven instrumental in supporting students in the Redlands USD by strengthening the Intervention Support Teams.

Another success was seen in Action 1.12, where the overall structure and goals of the Redlands Connection League remained unchanged. Additionally, 6th Grade teams/games were added to the program without impacting its funding, as the expenses associated with these teams and events were supported by the ELOP (Extended Learning Opportunities Program).

However, Action 1.13 encountered challenges during its implementation. Currently, 34 out of the 65 school site administrators have completed an IIRP (International Institute for Restorative Practices) Restorative Practices training. The training sessions were offered on non-student days, which resulted in lower participation rates as staff had to attend during vacation times. Despite this challenge, progress has been made in providing restorative practices training to a significant portion of the school site administrators.

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

The majority of the estimated actual expenditures for Goal 1 do not demonstrate material differences from the budgeted expenditures. Instances where material differences do exist include:

As a result of negotiated pay increases, more was spent on personnel than originally planned in actions with contracted personnel (1.1, 1.2, 1.3, 1.6, 1.8, 1.9, and 1.13).

1.8 This action supported the district initiative to promote digital storytelling. The purchase of specialized equipment resulted in a material difference in this action. All students, and principally unduplicated student groups, benefited from this action as digital storytelling promotes positive school connections and engagement.

1.10 The increase in the non-personnel expenditures is the result of the current inflationary economic climate. For effective CTE programs to be deemed highly effective the expectation is that all CTE classrooms are outfitted with up-to-date industry standard equipment. Support for this work came at an additional cost this year. In addition, there were a variety of student competitions supported which also had higher price tags.

1.12 This year there were increased expenditures for supplies, as some sports were due for new uniforms, shorts, visors, etc. Typically, uniforms last for 3-4 seasons.

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

The implementation of actions within Goal 1 have furthered the district's efforts to achieve the goal of providing every RUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students can meet or exceed state standards. Key examples of implementation progress include:

1.1 The implementation of tiered social and emotional learning (SEL) supports was observed through various methods. At the elementary level, the completion of Second Step classroom lessons was monitored, while Character Strong SEL lessons were monitored in middle school exploratory classes as part of Tier 1 support. Schools received assistance and instruction on using data to determine the necessity for

targeted small group interventions (Tier 2). Individual support (Tier 3) was also accessible to students through the mental health support staff. In addition, Kelvin survey data was collected and reviewed monthly to assess student connectedness and determine needs.

1.2 During the 2022-23 school year, all remaining school sites completed Tier 1 PBIS training. Eight schools began work on Tier 2, and four sites began/continued work on Tier 3. Coaching support was provided by the district team, as well as support district-wide and site-specific tier 1 surveys and student feedback groups. Continued work in Tier 2 and 3 to provide other means of correction will assist schools in lowering suspensions and increasing student attendance. There were 138 requests for district supported tier 3 services from the BCBA and behavior tech team. The behavior team partners with site staff to provide support in developing individual behavior plans, modeling of implementation strategies, and coaching for site staff to continue implementation.

1.3 Throughout the year, professional development was offered in collaboration with Hatching Results to enhance the implementation of an American School Counselor Association (ASCA) aligned counseling program. Tier 1 franchise lessons were taught in grades K-12, and pre/post assessments were used to track growth in ASCA student standards. All schools provided at least one Tier 2 small group for unduplicated students needing academic or social-emotional support. Secondary counselors concentrated on the college and career domain, offering financial aid lessons through the California College Guidance Initiative (CCGI) and helping seniors complete FAFSA. Additionally, the Academic Case Carrier (ACC) program provided Tier 3 services, including creating post-secondary plans for all First Year (FY) students, with support for those experiencing homelessness or affected by trauma.

1.4 District staff participated in professional development focused on the use of universal screeners for identification of supports, and tiered support systems using the CA Integrated Supports Project. This work connects CASELs Social Emotional Learning competencies, PBISs Culturally Relevant Practices Field Guide, and SAHMSAs concepts of Trauma Informed Practices. These trainings led to foundational work in identifying first steps towards supporting staff in identifying interventions and setting data informed goals to monitor student progress. Professional development was provided for site administration with the intent to use a cascade model for information to be shared to school sites.

1.5 The Redlands Unified School District (RUSD) promotes the implementation of Character Education through enrichment and site-specific programs. The focus will remain on student recognition, motivation, and staff training. Secondary schools use the WEB (Where Everyone Belongs) program at middle schools and the Link Crew program at high schools. These programs provide site support through Case Studies, Sample Curriculum, and Workshops. Additionally, secondary schools offer teacher compensation for extended-day support activities.

1.6 The Family and Community Engagement (FACE) Liaisons organized several family and community safety forums and workshops throughout the year, including a six-part series each semester. The Family Engagement Department hosted two significant events, the Community Resource Fair and Multicultural Fair, attended by hundreds of people. FACE Liaisons worked with schools and district personnel to meet each site's unique requirements and foster effective communication between schools and families, reducing absenteeism and providing resources for effective family engagement. The Equity Coordinator implemented strategies for inclusive education aligned with the RUSD Diversity & Equity goals, working with consultants to establish equity teams at every school site. These teams comprise administrators, teachers, counselors, classified staff, and parents, ensuring everyone's voice is heard. The coordinator also led district-wide professional development.

1.7 The District Language Assessment Center continues to offer translation support and administer state assessments to English learner families and students. The staff continues to offer support to school sites during the reclassification and EL monitoring windows annually.

1.8 The Redlands Unified School District (RUSD) fully implemented Innovation Labs for grades K-5, with activities aligned with Core, ISTE, and Computer Science Standards. Over 10,000 students utilized WeVideo for digital storytelling. RUSD Furthered the digital storytelling initiative by implementing the use of RapidMooc technology throughout the district. Teachers showed substantial growth in their educational

technology skills and pedagogy, based on post-training surveys. RUSD also organized the complete implementation of district benchmarks and data analysis PLCs.

1.9 In addition to the ongoing progress of AVID in all Redlands Unified secondary schools, AVID Elementary is implemented at six elementary schools. All have completed their Site Goals and Certification documentation, and all are increasing AVID implementation across their school sites. Additionally, all are sending a team of educators to the Summer Institute for continued professional development and site review planning for the following school year.

1.10 Redlands advanced to nationals in Engineering Technology (1st place Rube Goldberg) and eSports (Video Game Design). There were also several 1st, 2nd and 3rd place recognitions in Culinary Arts, and Engineering Design. The number of students participating in a CTE program has more than doubled growing from 436 to 1014, with the number of students completing a pathway growing from 176 to 361.

1.11 Participation of the unduplicated pupil population in VAPA continues to increase or remain the same, with low-income student participation increasing by more than 10%.

1.12 Redlands Connections League promoted character building through athletics through four seasons of coordinated sports for middle school girls and boys. The league met its goals and had increased student participation this school year with the addition of 6th Grade teams.

1.13 Redlands USD provided six training opportunities for RP: Circles and RP: Conferences, aiming to have at least one trained administrator per school site. IIRP was contracted to offer trainer of trainer PD for restorative circles and conferences. Ten out of sixteen elementary schools, three out of four middle schools, three out of three high schools, and three out of three alternative school settings received training. In the 2022-23 school year, 26 restorative conversations were recorded as an intervention. To ensure staff documents conversations instead of suspension and monitor the impact of restorative conversations, continued training and communication are required.

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

Desired Outcomes for metrics 1L & 1T have been updated based on baseline data collected since the creation of this plan.

1.2 All school sites will begin or continue work in Tier 2 and 3 for Positive Behavior Supports to provide other means of correction which will assist schools in lowering suspensions and increasing student attendance. This will assist the district in addressing needs identified for Differentiated Assistance.

1.3 This action will continue to provide comprehensive counseling supports district-wide. Resources targeting Foster Youth will be allocated to Goal 4 (required) for the 2023-2024 school year.

1.6 The district communications team will continue to improve and expand opportunities for community and family engagement throughout the school year.

1.11 The Visual and Performing Arts programs will be further supported at school sites with funds from Proposition 28.

1.12 A committee will continue to review current athletic offerings to determine if new opportunities should be offered.

1.13 All Assistant Principals will be trained in Restorative Practices, and will have continued training on prevention systems for attendance decline and behavior concern increases.

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

Goals and Actions

Goal

Goal #	Description
2	All students will progress toward meeting standards in academics through tiered supports and services.

An explanation of why the LEA has developed this goal.

Analysis of student performance on local progress monitoring assessments shows that only 46% of 3rd-5th grade students and 45.7% of 6th-8th grade students, are predicted to meet or exceeded grade-level standards in ELA. In mathematics, 35.4% of 3rd-5th grade students, and 36.1% of 6th-8th grade students, are predicted to meet or exceed proficiency. This is a decrease of 7.7% and 4.6% respectively in ELA and 20.9% and 4.1% in math as a result of the interruption of in-person learning due to Covid-19. While this is a concern district-wide, the following student groups were disproportionately impacted by this interruption: English learners (ELs), Foster Youth (FY), African American students (AA), Student with Disabilities (SWD), and Low Income (LI) students and demonstrated a greater decreases across the two year window. In addition, a review of California Dashboard data shows that 54.6% of graduating students are placed in the “Prepared” level on the College and Career Indicator. Of particular concern are the following student groups: SWD 9.7% prepared, EL 28.3% prepared, African American 36% prepared, and HY 32.7% prepared.

In alignment with the Board adopted RUSD 2025: Excellence for All vision, this goal specifically addresses the priorities of Excellence in Education and Equality through Equity. The actions and services in this goal will ensure staff set high expectations for ALL students and provide high quality, research-based learning opportunities to support student success.

Input received from educational partner through the LCAP development process and current research indicates a desire to operationalize a strategic tiered system of support for academics. RUSD plans to improve ELA and math performance, as well increase graduation rates and students meeting the College and Career Indicator, through actions that support and improve student learning. Additionally, RUSD will measure progress toward meeting the goal using the metrics identified below.

Note:
 In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

The following section (Actions) includes a column titled ‘Contributing’ for which each action is categorized as ‘Y’ or ‘N.’ A ‘Y’ in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds

and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>2A ELA State Assessment</p> <p>Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-8 and 11 by student group</p> <p>Source: California School Dashboard</p>	<p>2018-19</p> <p>ALL - 14.9 pts above standard EL - 30.9 pts below standard FY - 55.3 pts below standard HY - 9.3 pts below standard LI - 11.6 pts below standard SWD - 87 pts below standard AA - 29.3 pts below standard A - +73.2 pts above standard H/L - 8.6 pts below standard W - +41.8 pts above standard</p>	<p>State Assessments not administered during 2019-20 & 2020-21 school years.</p>	<p>2021-2022</p> <p>1.4 points above standard (10,028 Valid Students) (Medium) EL - 45.8 points below standard (Low) FY - 49.7 points below standard (Low) HM - 22.8 points below standard (Low) LI - 19.5 points below standard (Low) SWD - 90.8 points below standard (Very Low) AA - 35.8 points below standard (Low) A - 66.2 points above standard (High) H/L - 21.2 points below standard (Low) W - 31.2 points above standard (High)</p>		<p>ALL +23.9 pts above standard EL -21.9 pts below standard FY -46.3 pts below standard HY +10 (High) pts above standard LI +10 (High) pts above standard SWD -70 (Low) pts below standard AA -5 (Medium) pts above standards A +82.2 pts above standard H/L +10 pts above standard W +50.8 (High) pts above standard</p>
<p>2B Math State Assessment</p>	<p>2018-2019</p>	<p>State Assessments not administered</p>	<p>2021-2022</p>		<p>ALL +1 (High) pts above standard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Average Distance from 'Standard Met' on Mathematics Smarter Balanced Summative Assessment for grades 3-8 and 11 by student group</p> <p>Source: California School Dashboard</p>	<p>ALL -21.1pts below standard EL - 62.4 pts below standard FY -88.7 pts below standard HY- -40.6 pts below standard LI - 48.6 pts below standard SWD -121.3 pts below standard AA -72.4 pts below standard A - +48.4 pts above standard H/L - 49 pts below standard W +9.9 pts</p>	<p>during 2019-20 & 2020-21 school years.</p>	<p>45.6 points below standard (10,016 Valid Students) (Low) EL - 94.9 points below standard (Low) FY - 118.8 points below standard (Very Low) HM - 71.8 points below standard (Low) LI - 68.5 points below standard (Low) SWD - 132.5 points below standard (Very Low) AA - 86.7 points below standard (Low) A - 30.7 points above standard (High) H/L - 72.8 points below standard (Low) W - 9.6 points below standard (Medium)</p>		<p>EL -25 pts below standard FY -25 (Medium) pts below standard HY -25 pts below standard LI -25 SWD -95 (Low) AA -25 A +57 H/L-25 W +35(Very High)</p>
<p>2C California Science Test (CAST)</p> <p>Percentage of students Meeting or Exceeding Standards on CAST (Grades 5, 8, 12) student group</p> <p>Source: CDE Dataquest Reporting</p>	<p>2018-2019</p> <p>ALL - 35.21% (4,721) EL - 3.30% FY - % HY - 25.57% LI - 24.82% SWD - 6.74% AA - 19.05% A - 64.11% H/L - 24.62%</p>	<p>State Assessments not administered during 2019-20 & 2020-21 school years.</p>	<p>2021-2022</p> <p>Standard Exceeded - 9.49% Standard Met - 22.78% Standard Nearly Met - 53.61% Standard Not Met - 14.12%</p>		<p>ALL 44.21% EL 12.3% FY HY 34.57% LI 33.82% SWD 15.74% AA 28.05% A 73.11% H/L 33.62% W 55.14%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	W - 46.14%		Standard Exceeded / Standard Met / Standard Nearly Met / Standard Not Met EL - 0.38% / 2.67% / 58.78% / 38.17% FY - 6.25% / 0.0% / 81.25% / 12.50% HM - 4.59% / 19.05% / 57.31% / 19.05% LI - 5.92% / 18.90% / 58.10% / 17.08% SWD - 2.43% / 7.30% / 47.94% / 42.32% AA - 2.87% / 12.54% / 60.93% / 23.66% A - 19.57% / 34.05% / 41.29% / 5.09% H/L - 5.85% / 17.82% / 58.60% / 17.73% W - 15.63% / 30.02% / 45.74% / 8.62%		
2D English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency	2018-2019 ALL - 48.9% (1,273)	CA School Dashboard was released in 2020 and 2021 but did not include ELPI State Indicator. 2020-21 ELPAC Data - Number of students at each level. Level 4 - 91	2022 Dashboard ALL - 52.2%		ALL - 57.9%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Assessments for California (ELPAC) Source: California School Dashboard		Level 3- 493 Level 2- 427 Level 1- 368			
2E Reclassification Rate Percentage of English Learners reclassified to Fluent English Proficient (RFEP) Source: CDE Dataquest Reporting	2019-2020 ALL - 9.3% (160)	2020-2021 RFEP Students = 153 EL Students = 1,598 RFEP % = 8.8%	2022-2023 RFEP Students = 70 EL students = 1698 RFEP % = 4.1%		ALL - 15.3%
2F Long Term English Learners (LTELs) Percentage of English Learners that have been classified as ELs for 6+ years Source: CDE Dataquest Reporting	2019-2020 378 LTEL students 1,725 EL students ALL = 11.3%	2020-2021 LTEL Students = 441 EL Students = 1,576 LTEL % = 28.0%	2022-2023 LTEL Students = 359 EL Students = 1628 LTEL % = 22.1%		ALL - 17.3%
2G Advanced Placement (AP) Enrollment	2019-2020 ALL 29.6% (1446) FY = 0.1% HY = 9.1%	2021-2022 ALL = 24.6% (1225) EL = 0.3% FY = 0.1%	2022-2023 ALL - 26.5% (1328) EL - 1.4% FY - 0.0%		ALL 35.6% FY = 6.1% HY = 9.1% LI = 33.6% SWD = 6.3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Percentage of students in grades 10-12 enrolled in 1 or more Advanced Placement (AP) classes by student group compared to the total number of students enrolled.</p> <p>Source: CALPADS Reporting (District Analysis)</p>	<p>LI = 33.6%</p> <p>SWD = 0.3%</p> <p>AA = 3.8%</p> <p>A = 19%</p> <p>H/L = 33.7%</p> <p>W = 34%</p>	<p>HY = 7.4%</p> <p>LI = 50.1%</p> <p>SWD = 1.1%</p> <p>AA = 4.9%</p> <p>A = 21.2%</p> <p>H/L = 31.2%</p> <p>W = 31.4%</p>	<p>HM - 7.1%</p> <p>LI - 46.6%</p> <p>SWD - 1.3%</p> <p>AA - 4.2%</p> <p>A - 20.8%</p> <p>H/L - 34.5%</p> <p>W - 28.6%</p>		<p>AA = 12.8%</p> <p>A = 19%</p> <p>H/L = 33.7%</p> <p>W = 34%</p>
<p>2H Advanced Placement (AP) Pass Rate</p> <p>Percentage of students in grades 10-12 enrolled in 1</p> <p>Number of students in grades 10-12 enrolled in 1 or more AP classes who passed at least 1 AP Exam with a score of 3 or more by student group.</p> <p>Source: CALPADS Reporting (District Analysis)</p>	<p>2019-2020</p> <p>ALL 51.2% (740)</p> <p>FY = 0%</p> <p>HY = 43.5%</p> <p>LI = 43.8%</p> <p>SWD = 25%</p> <p>AA = 40%</p> <p>A = 63.3%</p> <p>H/L = 39.6%</p> <p>W = 55.3%</p>	<p>2020-2021</p> <p>ALL = 47.1%</p> <p>EL = 0.6%</p> <p>FY = 0.0%</p> <p>HY = 6.4%</p> <p>LI = 41.9%</p> <p>SWD = 0.4%</p> <p>AA = 3.4%</p> <p>A = 23.3%</p> <p>H/L = 28.2%</p> <p>W = 34.4%</p>	<p>2021-2022</p> <p>ALL = 16.6%</p> <p>EL = 1.8%</p> <p>FY = 0.0%</p> <p>HY = 6.9%</p> <p>LI = 12.5%</p> <p>SWD = 1.8%</p> <p>AA = 14.8%</p> <p>A = 38.2%</p> <p>H/L = 9.2%</p> <p>W = 21.1%</p>		<p>ALL 57.4%</p> <p>FY = 6%</p> <p>HY = 49.5%</p> <p>LI = 49.8%</p> <p>SWD = 31%</p> <p>AA = 46%</p> <p>A = 69.3%</p> <p>H/L = 45.6%</p> <p>W = 61.3%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Note: Spring 2020 AP Exams were modified and administered online due to COVID-19					
2I Dual Enrollment (DE) Enrollment Number of Dual Enrollment (DE) courses offered Source: District DE Course Catalog	2019-2020 All Schools - 18 CVHS - 3 REV - 3 RHS - 3 OHS - 0 Online - 6	2021-2022 All Schools - 36 CVHS - 11 REV - 10 RHS - 10 OHS - 0 Online - 5	2022-2023 All Schools - 31 CVHS - 6 REV - 6 RHS - 8 OHS - 0 Centralized - 11		All - Increase by four course offerings
2J Dual Enrollment (DE) Pathway Pass Rate Percentage of students in grades 10-12 enrolled in 1 or more Dual Enrollment (DE) classes who pass with a "C" or better by student group compared to the total number of student who passed. Source: District Analysis	ALL 100% (129) FY = 0% HY = 7.8% LI = 55.8% SWD = 0.8% AA = 3.1% A = 22.5% H/L = 34.1% W = 31%	2021-2022 ALL = 100% (172) EL = 0.0% FY = 0.0% HY = 8.1% LI = 46.5% SWD = 1.2% AA = 5.2% A = 14.5% H/L = 34.9% W = 31.4%	2022-2023 ALL - 98.1% (210) EL - 0.0% FY - 0.0% HM - 7.6% LI - 53.8% SWD - 1.0% AA - 6.2% A - 19.0% H/L - 36.7% W - 25.7%		Maintain ALL 100% (129) FY = 0% HY = 7.8% LI = 55.8% SWD = 0.8% AA = 3.1% A = 22.5% H/L = 34.1% W = 31%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>2K Graduation Rate</p> <p>Percentage of students who received a High School Diploma within 4 or 5 years of entering 9th grade by student group</p> <p>Source: California School Dashboard</p>	<p>2019-2020</p> <p>ALL - 92.8% (1564) EL - 88.2% FY - 50% HY - 91.8% LI - 91.7% SWD - 81.7% AA - 95.8% A - 93.8% H/L - 92.3% W - 93.2%</p>	<p>2020-2021</p> <p>ALL- 93.2% EL- 85.5% FY = 75% HY = 91.6% LI = 92.4% SWD = 80.8% AA = 92.6% A = 94.9% H/L = 92.4% W = 94%</p>	<p>2021-2022</p> <p>ALL - 91.4% (1524) EL - 82.7% FY - 76.0% HY - 87.7% LI - 90.3% SWD - 73.1% AA - 85.9% A - 94.1% H/L - 90.7% W - 92.0%</p>		<p>ALL 95.8% (Very High) EL 90.5% (High) FY 68% (Low) HY 95% LI 95% SWD 90.5% (High) AA 96% (Maintain) A 96.8% H/L 95.3% W 96.2%</p>
<p>2L Certificate of Completion</p> <p>Percentage of Students with Disabilities in the 4-year adjusted cohort receiving a Diploma (D) or Certificate of Completion (CC)</p> <p>Source: CDE Dataquest Reporting</p>	<p>2019-2020</p> <p>Diploma SWD - 79.8% (170)</p> <p>Certificate of Completion: SWD - 2.8% (6)</p>	<p>2020-2021</p> <p>Diploma SWD = 14.0%</p> <p>Certificate of Completion SWD = 1.1%</p> <p>revised May 2023 to align to baseline data format</p>	<p>2021-2022</p> <p>Diploma SWD - 73.1% (166/227)</p> <p>Certificate of Completion: SWD - 6.1% (14)</p>		<p>SWD 85.8%</p>
<p>2M On-Track Graduation Status</p> <p>Percentage of 9th-12th grade students on track for graduation considering course</p>	<p>2019-2020</p> <p>ALL 5853/6614 = 88.5% EL = 72% FY = 59.6% HY = 83%</p>	<p>2021-2022</p> <p>ALL 5375/6645 = 80.9% EL = 59.5% FY = 48.3% HY = 78.0%</p>	<p>2022 -2023</p> <p>ALL (5013/6667) = 75.2% EL = 52.5% FY = 42.9% HY = 72.1%</p>		<p>ALL = 94.5% EL = 78% FY = 65.6% HY = 89% LI = 89.5% SWD = 79.2% AA = 89%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>completion and current course enrollment student group</p> <p>Source: RUSD Internal Dashboard</p>	<p>LI = 83.5%</p> <p>SWD = 72.2%</p> <p>AA = 83%</p> <p>A = 94.6%</p> <p>H/L = 85.7%</p> <p>W = 91.8%</p>	<p>LI = 76.7%</p> <p>SWD = 67.9%</p> <p>AA = 75.7%</p> <p>A = 92.2%</p> <p>H/L = 75.6%</p> <p>W = 86.8%</p>	<p>LI = 70.2%</p> <p>SWD = 61.7%</p> <p>AA = 67.0%</p> <p>A = 90.5%</p> <p>H/L = 69.7%</p> <p>W = 81.3%</p>		<p>A = 96.6%</p> <p>H/L = 91.7%</p> <p>W = 95.8%</p>
<p>2N College/Career Indicator</p> <p>Percentage of graduates who are placed in the 'Prepared' Level on the Dashboard by student group</p> <p>Source: California School Dashboard (baseline)</p> <p>Year 1 Outcome from the 2020 College/Career Measures Report</p> <p>Year 2 Outcome from Local Data</p>	<p>2018-2019</p> <p>ALL 54.6% (929)</p> <p>FY = 35.7%</p> <p>HY = 32.7%</p> <p>LI = 43.1%</p> <p>SWD = 9.7%</p> <p>AA = 36%</p> <p>A = 83.4%</p> <p>H/L = 42.3%</p> <p>W = 65.4%</p>	<p>CA School Dashboard was released in 2020 and 2021 but did not include CCI State Indicator.</p> <p>2020-2021</p> <p>ALL = 51.6% (865)</p> <p>EL = 25.8%</p> <p>FY = 15.4%</p> <p>HY = 38%</p> <p>LI = 41.2%</p> <p>SWD = 11%</p> <p>AA = 32.3%</p> <p>A = 78%</p> <p>H/L = 41.3%</p> <p>W = 62.6%</p>	<p>CA School Dashboard was released in 2022 but did not include CCI State Indicator.</p> <p>On-Track for College/Career Indicator (CCI) (Results from Aeries) 2021-2022</p> <p>ALL 1206/6667= 18.1%</p> <p>EL = 4.4%</p> <p>FY = 0.0%</p> <p>HY = 15.4%</p> <p>LI = 14.3%</p> <p>SWD = 4.8%</p> <p>AA = 16.4%</p> <p>A = 30.0%</p> <p>H/L = 13.9%</p> <p>W = 21.4%</p>		<p>ALL 70% (Very High)</p> <p>FY 55%(High)</p> <p>HY 55%</p> <p>LI 55%</p> <p>SWD 35% (Medium)</p> <p>AA 55%</p> <p>A 89.4%</p> <p>H/L 55%</p> <p>W 71.4%</p>
<p>2O A-G Completion</p> <p>Percentage of graduating cohort who</p>	<p>2018-2019</p> <p>ALL 46.8% (796)</p> <p>FY = 21.4%</p>	<p>2020-2021</p> <p>ALL = 46.6%</p> <p>EL = 14.9%</p>	<p>2021-2022</p> <p>ALL = 38.7%</p> <p>EL = 14.5%</p>		<p>ALL 55.8%</p> <p>FY 30.4%</p> <p>HY 35.5%</p> <p>LI 44%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>met UC/CSU Requirements</p> <p>Source: CDE Dataquest Reporting</p>	<p>HY = 26.5%</p> <p>LI = 35%</p> <p>SWD = 6.2%</p> <p>AA = 28.9%</p> <p>A = 77.1%</p> <p>H/L = 35.6%</p> <p>W = 55.9%</p>	<p>FY = 16.7%</p> <p>HY = 38.2%</p> <p>LI = 38.7%</p> <p>SWD = 7.7%</p> <p>AA = 34.7%</p> <p>A = 63.9%</p> <p>H/L = 39.7%</p> <p>W = 52.7%</p>	<p>FY = 8.0%</p> <p>HY = 21.4%</p> <p>LI = 32.2%</p> <p>SWD = 4.8%</p> <p>AA = 29.7%</p> <p>A = 68.4%</p> <p>H/L = 28.2%</p> <p>W = 46.4%</p>		<p>SWD 15.2%</p> <p>AA 37.9%</p> <p>A 86.1%</p> <p>H/L 44.6%</p> <p>W 64.9%</p>
<p>2P On-Track A-G Status</p> <p>Percentage of 9th-12th grade students on track for A-G considering course completion (does not include courses in progress)</p> <p>Source: RUSD Internal Dashboard / Updated May 2022 - CCGI (California Colleges Guidance Initiative)</p>	<p>2019-2020</p> <p>ALL 29.5% (1949)</p> <p>EL = 16.5%</p> <p>FY = 13.5%</p> <p>HY = 24%</p> <p>LI = 24.6%</p> <p>SWD = 15.5%</p> <p>AA = 22.8%</p> <p>A = 36.2%</p> <p>H/L = 25.9%</p> <p>W = 35.1%</p>	<p>2021-22</p> <p>CVHS (all) - 26.5% on track</p> <p>CVHS (AA) - 18.4%</p> <p>CVHS (H/L) - 21.4%</p> <p>CVHS (W) - 25.5%</p> <p>REVHS (all) - 31.7% on track</p> <p>REVHS (AA) - 25.9%</p> <p>REVHS (H/L) - 25.0%</p> <p>REVHS (W) - 31.2%</p> <p>RHS (all) - 32.9% on track</p> <p>RHS (AA) - 21.9%</p> <p>RHS (H/L) - 22.2%</p> <p>RHS (W) - 31.5%</p> <p>May 2022 Update to Source - CCGI Not all data sets shared with third party vendors due to federal</p>	<p>2022-2023</p> <p>ALL - 40.5% (539/1331)</p> <p>EL - 4.3%</p> <p>FY: - 20.0%</p> <p>HY - 22.9%</p> <p>LI = 34.2%</p> <p>SWD = 5.8%</p> <p>AA = 35.0%</p> <p>A = 63.6%</p> <p>H/L = 30.7</p> <p>W = 48.4%</p>		<p>ALL 35.5%</p> <p>EL = 22.5%</p> <p>FY = 19.5%</p> <p>HY = 30%</p> <p>LI = 30.6%</p> <p>SWD = 21.5%</p> <p>AA = 29.8%</p> <p>A = 42.2%</p> <p>H/L = 31.9%</p> <p>W = 41.1%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		confidentiality restrictions.			
2Q State Seal of Biliteracy (SSB) Percentage of graduates earning the State Seal of Biliteracy (SSB) Source: CDE Dataquest Reporting	2019-2020 ALL 8.1% (124)	2020-2021 ALL =-9.9% (137) EL = 0.0% FY = 0.0% HY - 7.3% LI = 8.1% SWD - 0.0% AA = 5.6% A = 18.1% H/L = 8.4% W = 10.3%	2021-2022 ALL 138 students = 8.5%		ALL 14.1%
2R FAFSA Completion Percentage of 12th grade students completing the Free Application for Federal Student Aid (FAFSA) Source: Internal District Reporting	ALL 51.94% (910) CVHS - 47% (247) OHS - 14 (9%) REV - 56% (246) RHS - 60% (370)	2021-22 ALL 52.78% (880) CVHS - 50% (262/522) OHS - 15% 21/141) REV - 51% (224/438) RHS - 55% (336/608)	2022-23 ALL – 11,016 completed, 61% CV – 311 completed, 64% REV – 269 completed, 65% RHS – 365 completed, 67% eAcademy – 4 completed, 50% OHS – 36 completed, 19%		ALL 70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2S Early Assessment Program (EAP)	2018-2019	State Assessments not administered during 2019-20 & 2020-21 school years.	2021-2022 EAP		
Percentage of 11th grade students Exceeding Standard on the English Language Arts (ELA) State Assessment Program (EAP) student group	ELA ALL 38.21% (598) EL - 4.65% FY - No Data from the State HY - 17.58% LI - 24.35% SWD - 3.25% AA - 16.48% A - 56.96% H/L - 28.07% W - 50.34%		ELA ALL (1540 students with scores) (63.24% Exceeding/Met Standard) (33.05% Exceeded) EL - (16.98% Exceeding/Met Standard) (1.89% Exceeded) FY - No Data HY - (51.94% Exceeding/Met Standard) (24.76% Exceeded) LI - (56.11% Exceeding/Met Standard) (25.42% Exceeded) SWD - (12.08% Exceeding/Met Standard) (3.36% Exceeded) AA - (46.32% Exceeding/Met Standard) (22.11% Exceeded) A - (83.34% Exceeding/Met Standard) (55.36% Exceeded) H/L - (55.56% Exceeding/Met		ALL 47.21% EL 13.65% FY HY 26.58% LI 33.35% SWD 12.25% AA 25.48% A 65.96% H/L 37.07% W 59.34% ALL 29.29% EL 11.3% FY HY 15.59% LI 20.32% SWD 8.65% AA 13.49% A 54.51% H/L 19.85% W 38.6%
Percentage of 11th grade students Exceeding Standard on the Mathematics State Assessment Program (EAP) student group	Math ALL 20.29% (317) EL - 2.3% FY - No Data from the State HY - 6.59% LI - 11.32% SWD -0.65% AA - 4.49% A - 45.51% H/L - 10.85% W - 29.6%				
Source: CAASPP Reporting					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>Standard) (23.26% Exceeded) W - (69.79% Exceeding/Met Standard) (41.18% Exceeded)</p> <p>Math ALL (1535 students with scores) (36.28% Exceeding/Met Standard) (16.74 % Exceeded) EL - (2.85% Exceeding/Met Standard) (1.90 Exceeded) FY - No Data from the State HY - (26.83% Exceeding/Met Standard) (11.71% Exceeded) LI - (28.51% Exceeding/Met Standard) (12.09% Exceeded) SWD -(3.31% Exceeding/Met Standard) (0.66% Exceeded) AA - (25.27% Exceeding/Met Standard) (6.32%)</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			A - (64.12% Exceeding/Met Standard) (39.41% Exceeded) H/L - (24.31% Exceeding/Met Standard) (8.45% Exceeded) W - (45.58% Exceeding/Met Standard) (23.06% Exceeded)		
<p>2T GATE Identification</p> <p>Percentage of 3rd grade students identified for Gifted and Talented Education (GATE) program relative to overall 3rd grade by student group</p> <p>Source: RUSD Internal Dashboard</p>	District GATE testing was suspended for the 2019-20 and 2020-21 school year. Baseline data will be established in the 2021-22 school year.	<p>State Assessments not administered during 2019-20 & 2020-21 school years. As a result interim criteria was used for 5th grade students only during the 2021-22 school year.</p> <p>Baseline data will be established for 3rd grade during the 2022-23 school year.</p>	<p>2022-2023 Baseline</p> <p>10.4% of 3rd graders identified as eligible for GATE</p> <p>Percent of eligible 3rd graders:</p> <p>EL - 0.5%</p> <p>FY - 0.0%</p> <p>HY - 2.1%</p> <p>LI - 40.2%</p> <p>SWD - 7.9%</p> <p>AA- 4.3%</p> <p>A - 21.6%</p> <p>H/L - 25.2%</p> <p>W - 36.7%</p>		<p>Maintain or improve percentage of UPP identified for GATE</p> <p>Baseline</p> <p>10.4% of 3rd graders identified as eligible for GATE</p> <p>Percent of eligible 3rd graders:</p> <p>EL - 0.5%</p> <p>FY - 0.0%</p> <p>LI - 40.2%</p> <p>revised May 2023</p>
2U STAR Assessment (English/Reading)	2021-22 Star Reading Fall Screening, grades 1-8 (Baseline data)	2021-2022 Screening #2	2022-2023 Fall STAR Reading Screening		ALL = 65% are estimated to score at or above the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: Internal District Reporting	<p>ALL = 47% are estimated to score at or above the proficiency benchmark on the Reading state test</p> <p>A = 69.8%</p> <p>W = 59.9%</p> <p>H/L = 38%</p> <p>AA = 37.4%</p> <p>EL = 18.8%</p>	<p>ALL = 52.8% are estimated to score at or above the proficiency benchmark on the Reading state test</p> <p>A = 74%</p> <p>W = 68.4%</p> <p>H/L = 42.9%</p> <p>AA = 50%</p> <p>EL = 22.7%</p>	<p>Grades 1-5</p> <p>Grades 6-8</p> <p>Overall 49.5%</p> <p>Overall 45.7%</p> <p>EL - 17.3%</p> <p>EL - 3.3%</p> <p>SWD - 49.8%</p> <p>SWD - 45.9%</p> <p>African American - 41.4%</p> <p>African American - 32.9%</p> <p>Asian - 68.6%</p> <p>Asian - 63.9%</p> <p>Hispanic - 40.6%</p> <p>Hispanic - 36.3%</p> <p>White - 63.5%</p> <p>White - 62.7%</p>		<p>proficiency benchmark on the Reading state test</p> <p>A = 85%</p> <p>W = 80%</p> <p>H/L = 55%</p> <p>AA = 55%</p> <p>EL = 40%</p>
<p>2V STAR Assessment (Mathematics)</p> <p>Source: Internal District Reporting</p>	<p>2021-22 Star Math Fall Screening, grades 2-8 (Baseline data)</p> <p>ALL = 32.8% are estimated to score at or above the proficiency benchmark on the Math state test</p> <p>A = 59%</p> <p>W = 45.7%</p> <p>H/L = 23.2%</p> <p>AA = 20.3%</p>	<p>2021-2022 Screening #2</p> <p>ALL = 47.6% are estimated to score at or above the proficiency benchmark on the Math state test</p> <p>A = 71.7%</p> <p>W = 62.5%</p> <p>H/L = 38.6%</p>	<p>2022-2023 Fall STAR Math Screening</p> <p>Grades 1-5</p> <p>Grades 6-8</p> <p>Overall 48.6%</p> <p>Overall 29.9%</p> <p>EL - 24.3%</p> <p>EL - 4.9%</p> <p>SWD - 49.0%</p> <p>SWD - 30.1%</p>		<p>ALL = 55% are estimated to score at or above the proficiency benchmark on the Math state test</p> <p>A = 80%</p> <p>W = 70%</p> <p>H/L = 50%</p> <p>AA = 50%</p> <p>EL = 40%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EL = 14.4%	AA = 43.8% EL = 25%	African American - 33.0% African American - 15.2% Asian - 69.7% Asian - 60.1% Hispanic - 40.4% Hispanic - 20.9% White - 63.0% White - 43.2%		
2W Student Marks/C-or better (English/Reading) in grades 4-12 (ES - 3tri, Sec - 2 Sem) Source: Internal District Reporting	2020-2021 ALL = 65.2% FY = 39.8% HY = 55.6% LI = 57.8% SWD = 53.4% AA = 51.1% A = 82.6% H/L = 57.5% W = 75.7%	2021 - 2022 ALL = 82.9% EL = 77.1% FY = 71.7% HY = 79.7% LI = 79.0% SWD = 76.8% AA = 76.1% A = 94.4% H/L = 78.3% W = 89.5%	2022-2023 Overall - 64.9% EL - 54.4% FY - 55.4% HY - 62.0% LI - 60.6% SWD - 55.1% AA - 59.2% A - 75.6% H/L - 60.6% W - 71.2%		ALL = 68% FY = 45% HY = 62% LI = 61% SWD = 56% AA = 55% A = 84% H/L = 61% W = 78%
2X Student Marks/C-or better (Mathematics) in grades 4-12 (ES - 3tri, Sec - 2 Sem)	2020-2021 ALL = 56.6% FY = 30.1% HY = 48.4% LI = 49.8% SWD = 50.3% AA = 45.9%	2021 - 2022 ALL = 79.0% EL = 69.7% FY = 64.4% HY = 74.5% LI = 74.0% SWD = 73.5%	2022-2023 Overall - 59.1% EL - 40.7% FY - 44.4% HY - 55.9% LI - 54.0% SWD - 51.7%		ALL = 60% FY = 40% HY = 52% LI = 53% SWD = 53% AA = 50% A = 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: Internal District Reporting	A = 73.1% H/L = 49.9% W = 65%	AA = 70.1% A = 92.9% H/L = 73.3% W = 86.3%	AA - 52.4% A - 72.4% H/L - 53.7% W - 66.8%		H/L = 53% W = 68%
2Y Implementation of State Standards Percentage of respondents indicating 'Fully Implementing' or 'Fully Implementing with Sustainability' by survey domain Source: Local Indicator	ELA - Full Implementation (5) ELD - Initial Implementation (3) Math - Full Implementation (5) NGSS - Initial Implementation (3) History/SS - Initial Implementation (3) CTE - Full Implementation (4) Health - Initial Implementation (3) PE - Full Implementation (4) VAPA - Full Implementation (4) World Languages - Full Implementation (4)	2021 - 2022 ELA- Full Implementation (5) ELD- Full Implementation (4) Math- Full Implementation (5) NGSS- Initial Implementation (3) History/SS- Full Implementation (4) CTE- Full Implementation (4) Health- Full Implementation (4) PE- Full Implementation (4) VAPA- Full Implementation (4) World Languages- (Full Implementation (4) with no MS World Language Program	2022 - 2023 ELA- Full Implementation (5) ELD- Full Implementation (4) Math- Full Implementation (5) NGSS- Initial Implementation (4) History/SS- Full Implementation (4) CTE- Full Implementation (4) Health- Full Implementation (4) PE- Full Implementation (4) VAPA- Full Implementation (4) World Languages- (Full Implementation (4)		ELA - Full Implementation (5) ELD - Full Implementation (4) Math - Full Implementation (5) NGSS - Full Implementation (4) History/SS - Full Implementation (4) CTE - Full Implementation (4) Health - Full Implementation (4) PE - Full Implementation (4) VAPA - Full Implementation (4) World Languages - Full Implementation (4) including MS World Language Program

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development to Support Implementation of State Standards	The Educational Services Division will provide professional development and a wide range of supports for implementation of state standards to teachers and other instructional staff. Professional Learning will include guidance on the use of grade level scope and sequence plans focused on meeting the unique academic needs of unduplicated students; administration and analysis of the district's common assessments to find trends in learning needs of unduplicated students; and coaching for effective delivery of research-based, standards-aligned instruction principally focused on the needs of unduplicated students. Professional development is anchored in the district's implementation of Universal Design for Learning (UDL), which is a framework "to improve and optimize teaching and learning for all people based on scientific insights into how humans learn" (CAST, 2021). The three main principles - multiple means of engagement, expression and action, and representation - can guide teachers in meeting the needs of diverse learners, including unduplicated students. A District team comprised of an administrator, three elementary and three secondary teachers on assignment will be hired to develop and deliver staff development. As a result of the implementation of the goal, students will demonstrate increased student achievement in math and english language arts as measured by local assessments (STAR).	\$2,249,983.00	Yes
2.2	Tiered Academic Support Staff	School sites will be assigned additional staffing in English and Mathematics to provide targeted (Tier 2) support to students not meeting grade level standards. Priority support will be provided to unduplicated student groups. Additional FTEs are in place at each of the 16 elementary schools to support students in closing the achievement gaps in mathematics. The full-time release model allows for targeted supports for unduplicated students in the areas deemed most critical for long-term success in mathematics. Primarily, the Math Intervention Teacher (MIT) targets unduplicated students in grades 3-5, but may provide support to unduplicated students in the primary grades in addition to data-driven identified needs. Each school develops a support model (push in, pull	\$10,345,534.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>out, or hybrid), depending on specific data points, utilizes the Board-adopted curriculum (Math in Focus) and supplemental material, and monitors student progress in four-to-six-week increments. Data are reported and analyzed for effectiveness of programs, and new goals and strategies are implemented based on need. Student progress and academic achievement based on STAR Reading and Math, as well as curriculum-embedded assessments, will be monitored to determine success and possible needed changes in supports. Bi-monthly meetings and professional development are held at the district level to discuss data, upcoming math topics for each grade level, and areas needing additional support. To increase the support for elementary literacy skills a centralized elementary librarian, and a part-time library paraprofessional for each school will be placed. This staff will oversee the use of the school library and promote a love of literacy.</p> <p>Additional secondary teachers provide specific Math/English support with a support class before, during, and after school targeting students' areas of weakness, as identified by STAR (Middle School) or progress report/quarterly grades. Additionally, each school will be provided with a middle school library media teacher. These staff members will develop and manage an integrated library/media program and provide instruction and oversight of all textbooks, circulation system, materials, makerspace, and technologies available in the library/media space. Unduplicated students will be the primary recipients of these services. Increased academic performance in all areas is the intended outcome, focused on individual student growth on assessments and grades.</p> <p>To ensure an equitable and inclusive education for all students, we are uniting the principles of the Diversity, Equity, and Inclusion (DEI) framework with Universal Design for Learning (UDL) strategies. A key initiative of this approach is the assignment of teachers specifically tasked to champion inclusion. These teachers, working closely with the school staff, will identify and remove barriers to inclusion, while also providing professional development on inclusive practices, including DEI and UDL strategies.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>These educators' roles extend to supporting the deployment of evidence-based strategies, including UDL, to enhance outcomes for all students, particularly underperforming unduplicated students. UDL strategies, which emphasize multiple means of representation, engagement, and expression, harmonize with our DEI goals, equipping us to address diverse learning needs.</p> <p>By adopting the principles of DEI — diversity, acknowledging a broad spectrum of attributes; equity, signifying fairness and justice; and inclusion, fostering a culture where everyone's voice is valued — we aim to prioritize inclusion and transform our district into a just and equitable education system.</p> <p>Our services and interventions, primarily targeted at unduplicated students, focus on enhancing not only academic performance but also holistic growth across all academic areas. Performance will be monitored through grades and state dashboard indicators for student groups. This tracking allows us to gauge the effectiveness of our efforts and make necessary strategy adjustments to ensure continued student improvement and success. *revised May 2023</p>		
2.3	Tiered Academic Support Plans	<p>The Education Services Division will support school sites, through a partnership with all educational partner groups, in developing sites plans/systems to monitor student achievement in order to identify and provide appropriate tiered supports and interventions to increase equity and academic success, principally directed toward low income, English learner and foster youth. School sites will review data to identify learning needs for unduplicated student groups in need of Tier 2 academic supports, and individual students in need of Tier 3 academic supports. Improvement plans will be monitored based on student performance data with local assessments (STAR) through a progress monitoring cycle and will be adjusted based on formative and summative data to ensure an increase in student achievement as measured by an increase on local assessments (STAR).</p>	\$4,833,608.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Tiered Academic Supports for Multilingual Students	District and school-site staff will implement programs to support language acquisition for English Learners. District staff will provide staff development to increase implementation of the ELD standards across all grade-levels and content areas and develop tiered systems of support to ensure success for students not making adequate progress. Staff will review ELD content-area classes and Long-Term EL intervention classes to build pathways to multiliteracy and seek approval of courses in A-G Pathways, so that there will be an increase in the reclassification rate and improvement on the College/Career Indicator (CCI). School sites will support students through collaboration with the district to meet the requirements for the Seal of Biliteracy and develop a middle school world languages program to support multilingual opportunities at the high school level. Dual immersion program considerations will be developed for implementation to support additional learning pathways for students.	\$1,010,772.00	Yes
2.5	Targeted Special Education Supports	District and site-based staff will provide targeted Special Education supports to include: Integration of students in general education settings, preschool program, special day program, specialized academic instruction (SAI) program, extended school year (ESY), adult transition program, language and speech services, occupational/physical therapy, adaptive physical education, and transportation to close the achievement gap.	\$48,064,598.00	No
2.6	Supplemental Online Instructional Programs	The Education Services Division will provide supplemental online instructional programs to identify students in need of additional academic opportunities. Data from supplemental assessment programs will be disaggregated by unduplicated student groups to monitor progress, identify academic needs, and provide tiered supports. School sites will use the assessment data and instructional programs to support individual students with learning recovery,	\$250,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		resulting in increased student achievement as measured by these programs and state and local assessments (STAR).		
2.7	Targeted Math and Science Supports	The Elementary and Secondary Education Departments, including math and science district staff, will provide staff development support with a focus on using Science Engineering Technology Math (STEM). STEM is an experiential learning pedagogy in which the application of knowledge and skills are integrated through in-context projects or problems focused on learning outcomes tied to the development of important college and career readiness proficiencies, according to the National Science Teaching Association. Additional supports include the development of STEM camps and the secondary C-STEM Math program, which are principally directed toward meeting the needs of unduplicated students, to increase engagement and higher level understanding of mathematical standards as measured by growth on state and local assessments (STAR).	\$407,559.00	Yes
2.8	College Readiness Programs	Educational Services will provide professional development opportunities, support the implementation of the California College Guidance Initiative (CCGI) modules and University/College Guarantee Enrollment Partnerships, and provide students access to Advanced Placement (AP), PSAT, and SAT exams to ensure that no financial barriers prevent full participation. School sites will offer Dual Enrollment (DE) programs through partnerships with the Community College District. Additional learning opportunities will be provided for students preparing for AP/SAT/PSAT exams, as well as College Boot Camp opportunities for students and families. Student field trips to local colleges and universities will be coordinated to cultivate a college-going culture. Participation in these opportunities will be principally directed toward unduplicated student groups through priority registration opportunities and will result in an increase in the College and Career Indicator (CCI).	\$905,967.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.9	English Learner Programs	The district will provide district-funded, English Learner (EL) staff to all secondary schools to promote academic success for EL students and provide tiered supports and services for students not meeting academic standards, as measured by an improvement in reclassification rates and ELA/Math achievement scores on CAASPP.	\$936,889.00	Yes
2.10	Summer School/Credit Recovery	High School sites will provide program options to students who are off-track for graduation in order to accelerate their progress toward on-track status. Staff will continue to collaborate with the Academic Case Carrier staff (supporting Foster Youth) and other staff supporting English Learners, as well as low-income students, and monitor progress and use of credit recovery options. This work will lead to an increase in graduation rates for unduplicated students.	\$203,500.00	Yes
2.11	GATE/Advanced Learner Programs	The Educational Services Divisions will provide district coordination, support, and professional development of Gifted and Talented Education (GATE) and Advanced Placement (AP) course options. Emphasis will be placed on revising the identification process to ensure equity of access to unduplicated student groups, increasing alignment of student demographics within the program to overall district student demographics, and to improving learner outcomes for identified students. Through committee work, it was determined that a revised version of the current identification assessment be utilized to ensure equity of access to unduplicated students, and students of varied backgrounds.	\$35,000.00	Yes
2.12	Extended Learning Opportunities Program	The Expanded Learning Opportunities (ELO) Program provides funding for afterschool and summer school enrichment programs for kindergarten (including transitional kindergarten) through sixth grade. ELO-P will allow schools to increase service offerings that focus on developing the academic, social, emotional, and physical needs and interests of pupils and give unduplicated pupils and families the flexibility to participate based on their needs and interests.	\$10,556,985.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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

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

The implementation of the actions within Goal 2 closely aligned with the original plan, despite the ongoing challenges related to staffing and substitute shortages in the district. Staff members demonstrated their ability to effectively implement these specific actions in line with the plan. However, there were notable differences encountered during the implementation process.

2.2 The hiring of Library Paras for the 16 elementary sites occurred at different times throughout the 2022-2023 school year. As a result, there were variations in the implementation of reading support across the sites. Additionally, the four middle school certificated librarians were hired between October and December, ensuring full staffing by January 1.

2.10 Credit recovery emerged as a significant need due to the impact of COVID-19. To address this need, students received services before, during, and after school throughout the academic year, as well as during summer school. While there were no substantive changes in the planned actions, the number of opportunities provided to students to ensure on-time graduation was increased.

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

The majority of the estimated actual expenditures for Goal 2 do not demonstrate material differences from the budgeted expenditures. Instances where material differences do exist include:

As a result of negotiated pay increases, more was spent on personnel than originally planned (particularly for actions 2.2, 2.4, 2.7, and 2.10).

2.1 RUSD used several budget sources, including Title I, Title II, and the Educator Effectiveness Block Grant, to support professional development. Also, the district was only able to hire 1.5 secondary TOAs instead of the 3 which were planned.

2.2 A substantial raise negotiated this school year has resulted in increased salary costs resulting in a difference in budgeted and actual expenditures. The material differences between budgeted and estimated actuals reflect a significant increase in staffing in English, Math, Science, and History above the District's negotiated contract class size. In addition to the already budgeted LCAP-funded Tiered Academic Support Teachers, 30 secondary teachers were provided to decrease class sizes.

2.6 Some online supplemental products have a multi-year subscription, resulting in a lower annual cost than what was originally allocated.

2.7 Material differences are noted in this action for many reasons. RUSD added 14 CSTEM teachers and 2 Computer Science teachers, which led to significant expenses including Chromebook and laptop carts, Linkbots, C-STEM materials, site licenses, and cybersecurity liability insurance. The school district also renewed licenses and put in place cybersecurity liability insurance to account for the new data-sharing agreement with software providers. In addition, RUSD worked with UC Davis and UC Riverside Extension to provide a sequence of computer science courses for teachers, with 32 teachers currently enrolled in the four-course program that includes funding for professional development and payment for subs and teachers' time. Further, the negotiated pay rate for teachers extra hours increased significantly midyear.

2.8 Student participation in PSAT/SAT testing has declined since this is no longer a requirement for California college/university enrollment, as participation in AP testing has continued to grow. Student field trips were extremely limited due to a lack of transportation resources including bus drivers. Dual Enrollment courses continue to increase as well, however, these instructional resources are primarily digital contributing to an additional reduction in expenditures.

2.10 A negotiated contractual change that resulted in a 1/6 per diem payment for these additional classes, and the exhaustion of additional COVID funding sources have had a significant impact on increasing the staffing budget.

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

The implementation of actions within Goal 2 has furthered the district's efforts to achieve the goal of providing every RUSD student with an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students can meet or exceed state standards. Key examples of implementation progress include:

2.1 To support the newly adopted NGSS curriculum, RUSD provided various professional learning opportunities for teachers and ensured their ease of use to ensure successful implementation. The impact of these efforts will be reflected in the 8th grade CAST scores, and in the future, district benchmark exams for Science will be developed and implemented to provide additional progress monitoring outcomes. Despite having only half the planned secondary support staff, RUSD achieved growth in both English and Math, as evidenced by quarterly gains in Math and English STAR and benchmark scores.

2.2 RUSD's Math Intervention program has shown significant gains for targeted student groups, with all school sites utilizing Math Intervention Teachers in 3rd-5th grade classrooms daily, resulting in growth shown in STAR and Benchmark data at all sites. Moreover, RUSD's STAR and benchmark results in Math and English continue to show steady growth from last year. Furthermore, library attendance logs indicate an increase in the use of middle school libraries due to increased access provided by adding personnel.

2.3 Every school site created a personalized achievement plan to address the specific learning needs of their students. Educational partner meetings were held involving staff, students, parents, and community members to review local assessment data and determine the best strategies for learning recovery. These plans were reviewed by Educational Services, and progress was monitored in October, February, and June, allowing for adjustments to be made and effectiveness to be ensured. Site educational partner groups reviewed each school's plan and progress monitoring updates, with any plan updates being submitted to Educational Services for review.

2.4 District staff created online English Language Development (ELD) lessons for teachers to use in tandem with our core curriculum in English Language Arts in grades TK-8. In addition, multiple professional development opportunities have been provided on ELD implementations and best practices for English learners. The CA Dashboard data for 2022 shows 52.2% of English learners making progress toward English language proficiency which is two points higher than the state average. This year 180 high school seniors qualified for the CA State Seal of Biliteracy in nine different languages and reclassification rates were maintained. Educational Services staff continues to explore implementation options for the Dual Language Immersion program.

2.5 Providing targeted Special Education supports, such as integrating students in general education settings, SAI program, ESY, language and speech services, occupational/physical therapy, adaptive physical education, and transportation, is effective in helping all students progress towards meeting academic standards through tiered supports and services. This action addresses the need to close the achievement gap by providing a range of resources to ensure that students with disabilities have the tools they need to succeed academically. Special Services has provided support and training focused on increasing inclusive practices district-wide.

2.6 Supplemental ELA and Math screeners (STAR) are completed four times during the school year. STAR screeners are used throughout the LCAP and each school SPSA to progress monitor our efforts in Reading and Math. ESGI is a collection of reading and math assessments for TK and Kindergarten students only and is used to monitor reading and math growth over the school year.

2.7 The CSTEM Math Program aims to broaden the participation of underrepresented students while focusing on California Common Core State Standards, providing hands-on, real-world problem-based projects and activities that improve academic and socio-emotional learning outcomes for students in grades 3-10. Teachers who have taken continued professional development through UC Davis and UCR Extension have improved their ability to provide different ways for students to access the curriculum and express their learning through various forms of assessments and projects. The school district has seen a significant increase in AP Computer Science enrollment and student achievement, with a 775% increase in the last 5 years and a 48.5% increase over the previous year. RUSD has also increased opportunities for STEAM and Innovation activities, including summer camps and extended learning opportunities, with a total of 8564 students benefiting from STEM programs integrated across the curriculum.

2.8 Students participating in Dual Enrollment have a 95% completion rate earning a C or better in the college math and English classes. There was an overall decrease of 146 AP tests administered, but a 10% increase in student performance.

2.9 Personnel has remained focused on promoting success for EL students at the secondary sites. The reclassification rates for secondary were maintained, with no decrease. Data for 2022 CAASPP revealed 61.74% of secondary English learners scoring "Not Met" in ELA. Professional development opportunities for teachers continue.

2.10 Summer School 2022 produced 1772 course completions, with additional courses completed as part of the extended day opportunities provided during the regular academic year. The result has been a 35% increase in the number of courses completed toward student graduation. The vast majority of these courses were specific to our unduplicated students. The outcome will be increased graduation and A-G completion rates.

2.11 RUSD implemented a new process for identifying GATE (Gifted and Talented Education) students after not screening for GATE since 2018. All 3rd-5th grade students were screened instead of only those invited, and parents had the option to opt out if they did not want their child screened. The new assessment, COGAT, was purchased and used to screen all students, with only those who scored above the 70-point threshold moving on to a more comprehensive assessment. RUSD created a new criteria process for GATE identification that included multiple measures.

2.12 Providing funding for afterschool and summer school enrichment programs through the Expanded Learning Opportunities (ELO) Program has been effective in helping all students progress towards meeting academic standards through tiered supports and services. The

ELO-P program offers schools an opportunity to increase service offerings that address the academic, social, emotional, and physical needs and interests of pupils while providing flexibility in participation. The success of the program relies on proper implementation and the quality of services provided by schools. This action is currently fully funded by the ELOP grant. Should the need arise, the district will consider funding these services, wholly or in part, with LCAP funds to ensure the continuity of this beneficial service.

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

2.1 RUSD utilized the Extended Learning Opportunities Grant to establish an administrator and teacher-on-assignment team focused on elementary education. Positive feedback from teachers and site administration demonstrated the team's effectiveness in supporting best-first instruction and leading data-driven instructional conversations. Consequently, the positions will be integrated into the LCAP to ensure continuity of service.

2.2 Teaching staff will be provided to either maintain or reduce class size ratios at the secondary level and to prevent the necessity of grade-combination classes at the elementary level. This action is primarily directed toward supporting RUSD's unduplicated pupil population. New service: RUSD will add teachers on assignment to support inclusion and collaborate with school staff to identify and address barriers to inclusion, provide professional development, and implement evidence-based strategies to improve outcomes for all students, especially unduplicated students performing below grade level. This prioritization of inclusion aims to create a more equitable education system that meets the needs of all students and improves academic performance as measured by grades and state dashboard indicators for student groups.

2.11 COGAT assessment will be administered to 3rd graders going forward. This reduces the overall cost from the 2022-2023 school year which included assessments for all 3rd-5th graders.

Metric 2L Year 1 Outcome was revised May 2023 to align to the format of the baseline data.
Desired outcome was added to metric 2T based on current, baseline data.

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

Goals and Actions

Goal

Goal #	Description
3	Redlands USD will continue to implement the actions described below, which relate to teachers, materials, and facilities, in order to ensure that progress made within Goal 1, the Engagement of All Education Partners, and in Goal 2, Tiered Academic Supports and Services, will be maintained over the next three years. These metrics will be evaluated using multiple measures on an annual basis to ensure maintenance of progress.

An explanation of why the LEA has developed this goal.

The Redlands USD 2025 Vision lays out the District's priorities of Excellence for All. Goal 3 encompasses all the priorities included in this visioning document, including Excellence in Academics, Learning in Safe and Secure Environments, Enhanced Learning through Innovation, Collaborative Community and Parent Partnerships, and Equality through Equity.

All students, including English learners, foster youth, students experiencing homelessness, and low income students, achieve at higher levels when taught by highly qualified teachers. Therefore, RUSD will continue to recruit and retain highly qualified staff to serve all students and provide support for teachers new to the district and/or profession. All students, including English learners, foster youth, students experiencing homelessness, and low income students, must have access to tiered supports using standards-based materials to achieve academic success. Therefore, RUSD will continue to ensure that 100% of students have access to core content and supplemental learning materials. Because student academic success is linked to school climate, school facilities will be maintained to make sure all schools are in good repair. An analysis of school data indicates that most schools are well maintained and have welcoming environments; however, there are areas of need and special projects that must be monitored continually and addressed to ensure equity of access for unduplicated student groups. School sites are important partners in ensuring that the RUSD 2025 vision is developed in a highly engaging and systematic way that provides equity for all educational partner groups. School plans will be developed and monitored to support the ongoing work of the District.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher Assignment	100% of RUSD teachers are fully credentialed and	2021-2022 100% of teachers are fully credentialed and	2022-2023 100% of teachers are fully credentialed and		Maintain 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	appropriately assigned	appropriately assigned.	appropriately assigned.		
Instructional Materials Aligned to State Standards	100% of students have the current board adopted materials	2021-2022 100% of students have the current board adopted materials.	2022-2023 100% of students have the current board adopted materials.		Maintain 100%
SARC Reporting FIT Reports	100% of schools meet “Exemplary” or “Good” standard	2021-2022 100% of school met "Exemplary" or "Good" standard	2022-2023 100% of school met "Exemplary" or "Good" standard		Maintain 100%
Teacher Induction Program	100% of teachers completed the Teacher Induction Program	2021-2022 100% of teachers completed the Teacher Induction Program	2022-2023 100% of teachers completed the Teacher Induction Program		Maintain 100%
Access to Internet & Devices	100% of unduplicated student requests for laptops and hot spots were met	2021-2022 100% of unduplicated student requests for laptops and hot spots were met	2022-2023 100% of unduplicated student requests for laptops and hot spots were met		Maintain 100%
LCAP Advisory Committee Participation and Input	Students, Families, Community Members, and Staff (Classified, Certificated, & Management) groups participated and provided input at	2021-2022 Educational Partner representation was present at 100% of LCAP Advisory Committee Meetings	2022-2023 Representatives from all educational partner groups participated and provided input at 100% of LCAP		Maintain 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	100% of LCAP Advisory Committee Meetings		Advisory Committee Meetings		

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Fully credentialed and appropriately assigned teachers and counselors	The HR Division will review teacher/counselor assignments each term or semester, as applicable, to ensure that they are appropriately assigned to the greatest extent possible.	\$119,083,179.00	No
3.2	New Teacher Support Program	A review of the placement of new teachers shows that they are in schools with a disproportionately higher number of unduplicated students. To support this need, the HR Division will continue to implement the new teacher induction program, which provides ongoing support and professional development that includes modeling evidence-based strategies and providing guidance to meet professional standards. This support will lead to increased student outcomes for unduplicated students as measured by state assessments.	\$3,952,544.00	Yes
3.3	Access to Materials	The Educational Services Division will provide standards-based instructional materials, assessments, interventions, and supporting resources for all students at the district and site level to ensure student success.	\$1,690,325.69	No
3.4	Access to Supplemental Materials	The Educational Services division and site instructional leaders will review the instructional materials database and achievement data each term or semester, as applicable, to ensure that the needs of EL, FY, and low-income students have been met through access to supplemental instructional materials and tiered supports and services	\$156,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to provide for learning recovery. Funds will be used to provide supplemental instructional materials to meet the needs of EL, FY, and low income students based on this data to close the achievement gap in english language arts and math as measured by state assessments.		
3.5	Basic Facilities Operations	The Business Services Division will continue staffing and implementation of annual inspection of facilities to ensure standards of safety and access. Identified issues or needs will be tracked via the work order process and will be completed in a timely manner.	\$22,418,181.00	No
3.6	Enhanced Facilities Projects	Special projects, such as the Garner Holt labs, Z-Space labs, Outdoor Learning Spaces, and enhanced innovation library spaces, which are principally directed toward Equity Support Program (ESP) sites with high numbers of unduplicated student populations, will be identified through the use of data and completed to ensure equity of access and opportunity. Business Services will implement enhanced facilities projects to develop innovative learning experiences for unduplicated student groups to create enthusiasm for learning and support student connectedness to school sites as measured by increased student attendance.	\$1,220,320.00	Yes
3.7	School and Student Safety	The Human Resources Services Division will continue staffing to support a comprehensive District Safety Plan, including a District Safety Manager, District Safety staffing, and site-based campus security and monitors to ensure all students are able to learn in a safe school environment.	\$5,353,264.00	No
3.8	Transportation	The Business Services Division will develop a district-wide TK-12 plan that provides no cost transportation to support unduplicated student groups and ensure safe access to school each day in order to increase attendance rates and decrease chronic absenteeism.	\$4,887,976.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.9	Operational Support Services and Classified Support Personnel	The HR Division will provide classified support personnel and resources needed to effectively support the basic operations of the district and school sites to ensure a safe and welcoming school environment is available to the entire school community.	\$24,023,979.00	No
3.10	Access to Internet and/or Devices	The Educational Services Division will provide staffing and materials to support access to internet, devices, district communications, and online instructional materials for all students, with priority access and registration given to EL, FY, and low income students. This increase in access will result in an increase in student achievement as measured by progress monitoring of state assessments.	\$5,075,717.00	Yes
3.11	LCAP Program Coordination & Advisory Committees	The Educational Services Division will provide staffing and resources to all Redlands USD educational partner groups to ensure equity in the development, implementation, and monitoring of the Local Control Accountability Plan to support the unique needs of and improve academic, SEL, and behavioral outcomes of unduplicated student groups. Progress towards this goal will be measured through gains on the California School Dashboard in Academics, Attendance, and the College/Career Indicator.	\$455,846.00	Yes

Goal Analysis [2022-23]

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

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

Overall, the actual implementation of the actions within Goal 3 closely matched the plan. While the district is continuing to experience staffing and substitute shortages, staff were able to effectively implement these specific actions consistent with the plan. Substantive differences included:

3.2 With the hiring of two (2) full-time release Induction Teachers on Assignment (TOA), a Redlands Instructional Coaching (RIC) support system was created to provide coaching support for inductees and veteran teachers. Due to continued staffing shortages, the district was not able to fully staff these district support positions.

3.8 Despite offering signing bonuses and conducting extensive recruitment efforts by HR, a significant number of positions in the transportation department remained vacant throughout the school year, resulting in understaffing.

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

The majority of the estimated actual expenditures for Goal 3 do not demonstrate material differences from the budgeted expenditures.

Instances where material differences do exist include:

Many of the actions in Goal 3 involve contracted personnel. As a result of negotiated pay increases, more was spent on personnel than originally planned.

3.2 Over 140 candidates and 66 coaches participated in the program in the 2022-2023 school year, with 129 candidates and 66 coaches currently participating. One full-time release Induction TOA Lead and one full-time release Induction TOA were hired for the 2022-2023 school year.

3.8 The action was completed under budget because suitable candidates could not be found to fill the vacancies.

3.11 As a result of changes to personnel structuring and negotiated pay increases, significantly more was spent on personnel in this action than originally planned. Positions which were planned to be funded by multiple actions were consolidated to this action to align with job responsibilities.

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

3.1 RUSD maintained a stable and consistent number of highly qualified teachers by implementing a rigorous multi-step hiring process that ensures the most qualified candidates are selected for positions. The funding allocated met the district's needs, and proper allocations were provided to support contracted student/teacher ratios.

3.2 RUSD supports new teachers, including fully-credentialed 1st and 2nd year teachers and those with out-of-state credentials, who participate in the 2-year Induction Program based on the CSTP. The program involves pairing teachers with experienced coaches who are trained in CSTPs and FACT, and work with the teachers to complete the program.

3.3 RUSD has provided support for the adoption of materials for CCSS by purchasing and maintaining all core, ancillary, and consumable materials.

3.4 The district is using Discovery Education to provide visual support and additional content related to state standards throughout the district. Thinking Maps materials and training have also been implemented, enabling the district to adopt a Trainer of Trainer Model with Teacher on Assignment. In the current year, three schools have either trained the entire school staff or completed a refresher course for new teachers.

3.5 RUSD schools consistently receive exemplary or good scores on the Annual FIT Reports. However, due to the age and condition of many schools, constant vigilance and monitoring are required. To ensure timely repairs and maintenance, the Maintenance and Operations

Department and the Grounds Department have adopted the structure of Professional Learning Communities. The team has developed a rubric and protocols to collect data for PLC meetings and support their efforts to guarantee consistently completed repairs.

3.6 To ensure consistently completed repairs in a timely manner, the Maintenance and Operations Department and the Grounds Department have implemented Professional Learning Communities, using a rubric and protocols to collect data for PLC meetings. Moreover, several high-impact innovative projects were completed at schools with UPP above 55%, such as the creation and updating of outdoor learning spaces, renovated library learning spaces, and elementary library/innovations spaces.

3.7 Training updates met state mandates and industry standard expectations, while also identifying campus security trends related to school safety. Enhancements to security infrastructure were made to create safer environments for students in areas impacted by upgrades.

3.8 The Transportation department offers no-cost transportation for unduplicated students attending TK-12 schools who live outside the walk-to-school perimeter. However, the effectiveness of services was hindered this year due to numerous unfilled positions and absences of existing staff, despite signing bonuses being offered.

3.9 Classified personnel and support services play a vital role in organizing and maintaining the smooth functioning of school sites. Site administration, the district's business services division, and personnel division provide support for all basic operations.

3.10 Providing staffing and materials to support access to internet, devices, district communications, and online instructional materials for all students has been effective in making progress towards the goal. With priority access and registration given to EL, FY, and low income students, the increase in access has resulted in improved student achievement as measured by progress monitoring of state assessments. The use of multiple measures to evaluate these metrics on an annual basis ensures that progress is maintained and that necessary adjustments can be made to continue to improve student achievement.

3.11 The department aims to facilitate the LCAP process, including the LCAP Advisory Committee, LCAP development, and ongoing program evaluation. Coordinating the LCAP plan and process helps the district make progress on all related goals.

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

A careful review of data and feedback from educational partners supports the continuation of actions in this goal. While most actions will continue as previously implemented, one action will see a significant increase.

3.2 To further support high quality education experiences for our unduplicated count students, Redlands is expanding the New Teacher Induction support team to include five additional TOAs.

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

Goals and Actions

Goal

Goal #	Description
4	Redlands USD will decrease the gap between youth in foster care and general student population with regard to chronic absenteeism, school discipline rates, and participation in social-emotional supports.

An explanation of why the LEA has developed this goal.

The Redlands Unified School District has identified the need for a goal focused on the unique needs of youth in foster care throughout our district, as these students are found in every grade level and have demonstrated a distinct pattern of academic and social-emotional challenges. This goal was developed in response to the district being in Differentiated Assistance for more than three years specifically for the outcomes of foster youth attendance and suspension.

Contrary to previous efforts, the actions and metrics in this goal focus solely on foster youth, providing a more targeted approach to support these students. We aim to address their unique experiences, such as high rates of trauma and instability in home and school environments, factors that have been further exacerbated by the COVID-19 pandemic. A survey conducted with high school foster youth indicated that the top needs expressed by students included: Academic Support/Tutoring; Emotional Support; Financial Support; and Access to Transportation received an equivalent score. The District’s strategic focus is directed toward addressing the trauma experienced by these students, with supportive measures implemented to remove barriers and foster positive outcomes. With a focus on increasing student attendance, and decreasing suspension, student academic achievement scores will rise as access to best first instruction will be increased.

Redlands Unified has entered into a partnership with Alliance for Children’s Rights, California’s leading advocacy group for the rights of youth in foster care. Alliance for Children’s Rights has developed the Foster Youth Education Toolkit as well as a District Best Practices Guide, both of which are recognized by the CA Department of Education. These documents are based on extensive research and years of advocacy in California’s foster youth system and will guide the work of the District to ensure that the system of support focused on meeting the needs of foster youth is trauma-informed and data-driven.

By appropriately addressing trauma, as well as the social-emotional and behavioral needs of youth in foster care, the District can significantly improve the educational outcomes of foster youth students, including their academic achievements which will result from the increased exposure to instruction. The District remains confident that the targeted actions, precise metrics, and committed expenditures will contribute effectively to achieving the desired outcomes for these students. The District will continue to monitor progress closely and is committed to adapting necessary to ensure the well-being and success of all foster youth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism California Dashboard	2022 Dashboard All: 23.9% Foster Youth: 27.1%	N/A	Baseline: 2022 Dashboard All: 23.9% Foster Youth: 27.1%		All: 18% Foster Youth: 24%
Suspension Rate California Dashboar	2022 Dashboard All: 3.7% Foster Youth: 10.5%	N/A	Baseline: 2022 Dashboard All: 3.7% Foster Youth: 10.5%		All: 3.5% Foster Youth 8.5%
Restorative Practices for Youth in Foster Care	Baseline to be established at the end of the 22-23 school year.	N/A	Baseline to be established at the end of the 22-23 school year.		Outcome goal to be determined after baseline is established.
Social Emotional Learning Tiered Supports for Youth in Foster Care	Baseline to be established at the end of the 22-23 school year.	N/A	Baseline to be established at the end of the 22-23 school year.		Outcome goal to be determined after baseline is established.
School Climate Survey for Youth in Foster Care	Baseline to be established at the end of the 22-23 school year.	N/A	Baseline to be established at the end of the 22-23 school year.		Outcome goal to be determined after baseline is established.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Foster Youth Staff Retention and Training	Educational Services will retain, train, and supervise Academic Case Carrier/Foster Youth Support staff to ensure they have adequate time, knowledge, trauma-informed training, and resources to meet the academic and social-emotional needs of youth in foster care. The effectiveness of this action will be measured by improvement in the chronic absenteeism and suspension rates for foster youth on the California Dashboard.	\$1,699,536.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Staff Trauma Training	Educational Services will provide trauma informed training for all school site staff to improve understanding and response to the physical and emotional trauma experienced by students in foster care. The effectiveness of this action will be seen in the increased use of restorative practices and a decrease in suspensions.	\$10,000.00	Yes
4.3	Foster Youth Participation	<p>Educational Services will review, and revise as needed, district policies to increase access to and improve participation of youth in foster care in available school-based social-emotional resources and positive behavior intervention systems and restorative justice programs, including trauma-informed mental health services.</p> <p>Educational Services will review, and revise as needed, district policies to remove barriers (e.g., fees, transportation, uniforms, equipment, reviewing individual student contracts re: attendance, discipline, and grades) to accessing school and extra-curricular activities.</p> <p>Educational Services will ensure the provision of additional pathways to exemptions from district requirements for highly mobile and/or traumatized youth, while allowing youth to continue to attend comprehensive school sites.</p> <p>Educational Services will provide focused groups and additional learning opportunities to increase community building and advocacy skills for youth in foster care. These opportunities could include activities such as specialized clubs, youth conferences, leadership days, guest speakers, fields trips, and/or special events (ie. Independent City, Wellness Days, etc). The effectiveness of this action will be seen in the outcomes of the Goal 4 metrics.</p>	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.4	Foster Youth School Discipline	<p>Educational Services will review policies and practices to ensure that youth in foster care experiencing school discipline receive timely notification to education rights holder, attorney, county social worker or the Indian child's tribal social worker, if applicable, of such discipline.</p> <p>Educational Services will review district policies around discipline for youth in foster care to ensure practices are trauma informed and focused on de-escalation. The process will ensure that lagging skills have been identified and taught, unmet needs are identified and met, alternative means of correction have been consistently utilized, and that ACC counselors are involved in any disciplinary processes. With RCSS department support, individualized student behavior support plans will be created for youth in need including, as appropriate: limiting off campus suspensions, using restorative conferencing instead of discipline wherever possible and always upon return back to school.</p> <p>This action will be measured by the improvement of suspension rates on the California Dashboard for Foster Youth and through student feedback on the School Climate Survey.</p>	\$5,000.00	Yes

Goal Analysis [2022-23]

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

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

NA

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

NA

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

NA

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

This goal was created upon requirement due to the ongoing need to provide appropriate support to foster youth in the district.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$48,056,341	\$4,272,335

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
22.78%	0.00%	\$0.00	22.78%

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

Required Descriptions

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

The following information pertains to increased and improved services for Goal 1:

- Social Emotional Learning/Positive Behavior Supports/Comprehensive School Counseling Program (1.1, 1.2, 1.3)

Needs, Conditions, or Circumstances: During the 2018/2019 school year, the district’s chronic absenteeism rate for all students was 11%. In contrast, 26.1% of foster youth, 14.5% of low-income students, and 11% of EL students were chronically absent. These data points demonstrate the need to provide additional support to connect unduplicated student groups to school sites to increase student attendance. The 2020 and 2021 California School Dashboards did not report the Chronic Absenteeism State Indicator, however, local data indicated a 21.9% chronic absenteeism for the district, with EL students at 26%, FY students at 26.5%, and low-income students at 24.7%.

These actions/services remain important initiatives in the district’s overall effort to improve the culture and climate of the district at the classroom, school, and community levels. These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual’s social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important, they are particularly important for unduplicated pupils who have historically experienced and continue to experience disproportionate discipline and other

unhealthy impacts of a negative school climate and culture. Recent research shows that adverse childhood experiences (ACEs) disparately affect student groups, including foster youth, students from low-income families, and students experiencing homelessness. Furthermore, students and their families who reside in low-income neighborhoods are more vulnerable to the effects of ACEs on students' social-emotional learning and mental and physical health (Goldstein, 2020). Through these actions and services, data will demonstrate an increase in school connectedness and attendance for unduplicated student groups.

Additional Tier 3 counseling services, provided by the Academic Case Carriers (ACCs) in goal 1.3, help form a supportive approach that principally benefits foster youth, who are experiencing higher rates of chronic absenteeism, trauma exposure, and other challenges beyond academics. Personal calls and/or home visits from school staff help forge a connection with unduplicated pupils and their families. In particular, home visits deepen empathy for the lived experiences of those who are in greatest need, which ultimately improves re-engagement efforts. Similarly, the delivery of targeted social-emotional and mental health support -- either directly by Academic Case Carriers or through other community partnerships -- addresses the challenges of unduplicated pupils, whose access to such resources is generally limited. The Academic Case Carrier program has a successful six-year track record with high percentages of students supported by staff graduating from high school on time with solid post-secondary plans. Adding an additional ACC for the 2021-22 school year increased the number of contacts and direct interventions with FY. Improvement will be shown by increasing the graduation rate and attendance, as well as increasing the general favorability rate to 75% or better, as reported on the Kelvin survey.

The continuation of this action was determined by its past effectiveness comparing the 2017-18 school year to 2018-19 which indicated a decrease of chronic absenteeism and an increase in attendance for EL students and low-income students. The chronic absenteeism rate dropped .4% overall for all students, with a decrease of 1% for low-income students, and a .9% decrease for EL students. Due to the effects of COVID-19, attendance continues to be negatively affected and data has not yet met the 2018/2019 baseline goal. The high number of COVID cases and mandatory 10-day quarantine heavily impacted the 2021-22 attendance data, which resulted in a 21.9% chronic absenteeism for the district, with EL students at 26%, FY students at 26.5%, and low-income students at 24.7%.

In the 2022-23 school year, as of May 11, 2023, a total of 832 students were referred to RCSS Tier 3 mental health support. Among them, 120 students were referred at the elementary level, 338 students at the middle school level, and 374 students at the high school level. The most common reasons for referral were Mood Dysregulation (17%), Distress Tolerance/Adjustment to Life Events (12%), and Trauma/Abuse (10%). Out of the 832 referrals, 361 students were referred to community mental health agencies that the district partners with, such as Citrus Counseling Services, Salinas Family Counseling, and Clay Counseling, due to the acuity of their needs or the need for long-term services.

To measure the outcome efficacy of services, the "Beck Youth Inventory" (BYI) assessment tool was administered to students at the beginning of services and then again after six sessions. The BYI measures the level of clinically significant mental health struggles across domains such as Self Concept/Self Esteem, Anxiety, Depression, Anger, and Disruptive Behavior. On average, students experienced a 9.66% reduction in symptomatology across all domains, with the largest percentage change observed in the Anxiety domain with a reduction of symptomatology by 15.52%. A continued focus in this area is needed for the 2023-24 school year.

The effectiveness of this action can be measured by increased attendance and reduced chronic absenteeism for some unduplicated student

groups and indicates an increase in services is needed for foster youth to support improvement in this area. The district will also include student responses to school climate surveys that will be provided during the school year to help monitor student connectedness and its impact on improved student attendance.

- Intervention Support Team (1.4)

Needs, Conditions, and Circumstances: During the 2018/2019 school year the district's SBAC proficiency for all students in English was 14.9 points above standard. In contrast, foster youth students were 55.3 points below standards, EL students were 30.9 below, and low-income students were 11.6 points below standard. Additionally, 2018/19 data indicates that the district's SBAC proficiency for all students in Math was 21.1 points below standard. In contrast, foster youth students were 88.7 points below standards, EL students were 62.4 points below, and low-income students were 48.6 points below standard. During the 2018/2019 school year, the district's chronic absenteeism rate for all students was 11%. In contrast, 26.1% of foster youth, 14.5% of low-income students were chronically absent. The 2018/19 College/Career Indicator indicated that 54.6% of all students met the state threshold of "Prepared." In contrast, 25.7% of foster youth, 28.3% of English learners, and 43.1% of low-income students were "Prepared." The state assessment was not administered in the 2019-20 and 2020-21 school year, however for students in grades K-8, the STAR assessment (local assessment) was used to determine need. According to the STAR Reading Screener #2 assessment (Spring 2021), 52.8.% of all students in grades 1 - 8 are estimated to score at or above the proficiency benchmark; 22.7% of EL students in grades 1 - 8 are estimated to score at or above the proficiency benchmark on the state reading test. For Star Math, 47.6% of all students and 25% of EL students in grades 1-8 are estimated to score at or above the proficiency benchmark on the state math test. In grades 6-12, early summative data using both STAR and district benchmark data suggests a mid-year rise in student performance with a decline by April for grades 6-7 English and 7th grade math, with minimal growth through the mid-year with a large increase in April for 8th grade English as well as 6th and 8th grade math. At the high school level, district benchmark summative data suggests a general decline across all grade levels in math with the exception of minimal growth for Honors courses. The data varied by site for English with CVHS showing growth in 9th grade only, REVHS showing growth in 9th and 10th grade, and RHS showing growth in 9th grade with minimal growth in grades 10-11. Using the 2020 College/Career Measures Report the following data is available: 51.6% of all students are considered prepared; 15.4% of foster youth are prepared; 25.8% of English learners are prepared; and 41.2% of low-income students are considered prepared. Additionally, local data indicates a 21.9% chronic absenteeism for the district, with EL students at 26%, FY students at 26.5%, and low income students at 24.7%. These data points demonstrate the need to provide additional supports to connect unduplicated student groups to school sites to increase student attendance, increase proficiency on state assessments, and increase the number of students meeting "Prepared" on the CCI.

Adverse childhood experiences (ACEs) can have a significant impact on cognitive skills and academic achievement (Jimenez, 2016). By building positive and nurturing relationships and developing an engaging learning environment, teachers can help to minimize the negative effects of ACEs (Burns, 2020). Because ACEs can disproportionately affect student groups, such as students from low-income families, providing strategic interventions will help students build the confidence, resiliency, and necessary cognitive skills to reach their academic potential (Burns, 2020). School sites will utilize the Intervention Support Team (IST) process to analyze data, identify students in need of support, and conduct collaborative educational partner planning sessions in order to develop individual success plans. Plans will include specific strategies and resources to address trauma that may have been experienced by unduplicated students. Focusing on individual

academic and social emotional needs and providing necessary resources will increase student achievement, as measured by state and local data, and improve graduation and attendance rates.

The continuation of this action was determined by its past effectiveness for some of these areas. For example, a comparison of the 2017-18 school year to 2018-19 indicated a decrease of chronic absenteeism and an increase in attendance for EL students and low-income students. The chronic absenteeism rate dropped .4% overall for all students, with a decrease of 1% for low-income students, and a .9% decrease for EL students. Additionally, while the all student group saw a 4.2% increase in the CCI, the work tied to this goal saw significant gains for several unduplicated student groups: 20.3% increase for foster youth, 15.7% for English learners, and 3.1% for low-income students. The high number of COVID cases and mandatory 10-day quarantine heavily impacted the 2021-22 attendance data, which resulted in a 21.9% chronic absenteeism for the district, with EL students at 26%, FY students at 26.5%, and low-income students at 24.7%. Due to the school closures caused by COVID 19 and the fact that Redlands USD did not administer state testing in the 2019-20 or 2020-21 school year, it is not possible to calculate an on-track to meet CCI "prepared." However, according to the Star Reading assessment in August 2021, 47.% of all students in grades 1 - 8 were estimated to score at or above the proficiency benchmark; 14.4% of EL students in grades 1 - 8 were estimated to score at or above the proficiency benchmark on the state reading test. For Star Math, 32.8% of all students and 15% of EL students in grades 1-8 were estimated to score at or above the proficiency benchmark on the state math test. Due to privacy issues, Star data are not reported for low-income students and foster youth. When compared to the screener #2 data above, this represents an increase of 5% in Reading and 15% in Math.

The Fall 2022 CA Dashboard data clearly shows the need to continue the work to close the academic performance gap. In English Language Arts the district performed 1.4 points above the standard. Unduplicated pupil groups scored significantly below standard: English Learners, 45.8 points below; Foster Youth, 49.7 points below; and Socioeconomically Disadvantaged, 19.5 points below. In Math, the district's performance level fell to 45.6 points below standard. The unduplicated pupil groups scored remarkably lower: English Learners, 94.9 points below; Foster Youth, 118.8 points below; and Socioeconomically Disadvantaged, 68.5 points below. The Fall 2022 dashboard data reinforces the need to address chronic absenteeism. Although there was an overall 2% decrease in the rate of students chronically absent, the unduplicated student groups in the district were more significantly impacted. Specifically, the dashboard shows chronic absenteeism rates of 26.7% for English Learners, 27.1% for Foster Youth, and 28.9% for Socially Disadvantaged students. Many schools in the district are eligible for Additional Targeted Assistance due to high rates of chronic absenteeism among specific student groups, and the district itself is eligible for Differentiated Assistance due to chronic absenteeism among three student groups, including Foster Youth. Despite the nationwide impact of COVID-19 on attendance rates, the district can proactively address other factors contributing to chronic absenteeism, such as increasing communication between school and home and enhancing parent involvement in the educational process. Therefore, maintaining a focus on this area in the 2023-2024 school year is crucial.

The effectiveness of this action can be measured by an increase in the CCI for all unduplicated student groups, increased attendance, and reduced chronic absenteeism for some unduplicated student groups. Data indicates an increase in services is needed for foster youth to support improvement in this area of attendance. The district will also monitor proficiency on state assessments in math and English for all unduplicated student groups as data indicates additional supports are necessary.

- Character Education (1.5)

Needs, Conditions, or Circumstances: During the 2018/2019 school year, the district's chronic absenteeism rate for all students was 11%. In contrast, 26.1% of foster youth, 14.5% of low-income students, and 11% of EL students were chronically absent. These data points demonstrate the need to provide additional supports to connect unduplicated student groups to school sites to increase student attendance. The 2020 and 2021 California School Dashboards did not report the Chronic Absenteeism State Indicator, however, local data indicated a 21.9% chronic absenteeism for the district, with EL students at 26%, FY students at 26.5%, and low-income students at 24.7%.

Each school has a unique context and student population; therefore, tiered supports and services are developed to meet the specific needs of the unduplicated student groups represented at each site. This funding can address specific site-based needs identified after a review of the California school dashboard, local climate and SEL/Behavior surveys, and parent and student engagement feedback captured in the school plan development process for supporting student needs beyond district-provided core and supplemental programs. According to Burns (2020), classroom teachers and others can take proactive measures by creating safe havens for students, which can support and improve students' ability to be resilient, especially for students who are most vulnerable, particularly our unduplicated student groups. Progress monitoring and program evaluation will continue throughout the year. Data will include survey responses, as well as an expected increase in attendance and a decrease in disciplinary actions.

The continuation of this action was determined by its past effectiveness comparing the 2017-18 school year to 2018-19, which indicated a decrease of chronic absenteeism and an increase in attendance for EL students and low-income students. The chronic absenteeism rate dropped by 0.4% overall for all students, with a decrease of 1% for low-income students, and a .9% decrease for EL students. Due to the effects of COVID-19, attendance continues to be negatively affected and data has not yet met the 2018/2019 baseline goal. The high number of COVID cases and mandatory 10-day quarantine heavily impacted the 2021-22 attendance data which resulted in a 21.9% chronic absenteeism for the district, with EL students at 26%, FY students at 26.5%, and low-income students at 24.7%.

The Fall 2022 dashboard data continues to emphasize the need to address chronic absenteeism. Although there was an overall 2% drop in the rate of students chronically absent, the district's unduplicated student groups were more significantly impacted. Specifically, the dashboard shows chronic absenteeism rates of 26.7% for English Learners, 27.1% for Foster Youth, and 28.9% for Socially Disadvantaged students. Many schools in the district are eligible for Additional Targeted Assistance due to high rates of chronic absenteeism among specific student groups, and the district itself is eligible for Differentiated Assistance due to chronic absenteeism among three student groups, including Foster Youth. While the impact of COVID-19 on attendance rates is prevalent nationwide, the district can actively address other factors contributing to chronic absenteeism. Therefore, it is crucial to continue focusing on this area in the 2023-2024 school year.

The effectiveness of this action can be measured by increased attendance and reduced chronic absenteeism among the unduplicated student groups. Furthermore, improving services specifically for foster youth is necessary to support their progress in this area. To monitor student connectedness and its impact on improved attendance, the district will include student responses from school climate surveys conducted throughout the year.

- Parent & Community Involvement (1.6)

Needs, Conditions, or Circumstances: During the 2018/2019 school year the district's chronic absenteeism rate for all students was 11%. In contrast, 26.1% of foster youth, 14.5% of low-income students, 11% of EL students were chronically absent. These data points demonstrate the need to provide additional supports to connect unduplicated student groups and their families to school sites to increase student attendance. The 2020 and 2021 California School Dashboards did not report the Chronic Absenteeism State Indicator, however, local data indicated a 21.9% chronic absenteeism for the district, with EL students at 26%, FY students at 26.5%, and low-income students at 24.7%.

This goal increases the involvement of parents in the school community and empowers them to be more engaged with their child's education. The district believes in the importance of working with families as partners in education. This partnership is incredibly important for families of unduplicated count students. Parental involvement in education has been shown to be a factor in improving the student's social/emotional development and learning outcomes (Young, Austin, & Growe, 2013). Additionally, building family and student resiliency helps to reduce the harmful effects of ACEs and directly impacts engagement (Bethell, et al., 2014). Progress monitoring will continue throughout the year. Data will include parent and community survey responses, as well as an expected increase in student attendance and parent participation in school-site and district committees and events.

The continuation of this action was determined by its past effectiveness comparing the 2017-18 school year to 2018-19 which indicated a decrease of chronic absenteeism and an increase in attendance for EL students and Low-Income students. The chronic absenteeism rate dropped by 0.4% overall for all students, with a decrease of 1% for low-income students, and a .9% decrease for EL students. Due to the effects of COVID-19, attendance continues to be negatively affected and data has not yet met the 2018/2019 baseline goal. The high number of COVID cases and mandatory 10-day quarantine heavily impacted the 2021-22 attendance data which resulted in a 21.9% chronic absenteeism for the district, with EL students at 26%, FY students at 26.5%, and low-income students at 24.7%.

The Fall 2022 dashboard data reinforces the need to address chronic absenteeism. Although there was an overall 2% decrease in the rate of students chronically absent, the unduplicated student groups in the district were more significantly impacted. Specifically, the dashboard shows chronic absenteeism rates of 26.7% for English Learners, 27.1% for Foster Youth, and 28.9% for Socially Disadvantaged students. Many schools in the district are eligible for Additional Targeted Assistance due to high rates of chronic absenteeism among specific student groups, and the district itself is eligible for Differentiated Assistance due to chronic absenteeism among three student groups, including Foster Youth. Despite the nationwide impact of COVID-19 on attendance rates, the district can proactively address other factors contributing to chronic absenteeism, such as increasing communication between school and home and enhancing parent involvement in the educational process. Therefore, maintaining a focus on this area in the 2023-2024 school year is crucial.

The effectiveness of this action can be measured by increased attendance and reduced chronic absenteeism among some unduplicated student groups. Additionally, it highlights the need for increased services specifically targeted toward foster youth to support improvement in this area. To monitor parent engagement and connectedness and its impact on student attendance, the district will also include parent/guardian responses from school climate surveys conducted throughout the year. These surveys will help evaluate the effectiveness of the action and inform future strategies to further enhance parent involvement and support student attendance.

- Instructional Technology and Innovation (1.8)

Needs, Conditions, and Circumstances: During the 2018/2019 school year the district's SBAC proficiency for all students in English was 14.9 points above standard. In contrast, foster youth students were 55.3 points below standards, low-income students were 11.6 points below, and EL students were 30.9 points below standard. Additionally, 2018/19 data indicate that the district's SBAC proficiency for all students in Math was 21.1 points below standard. In contrast, foster youth students were 88.7 points below standards, low-income students were 48.6 points below, and EL students were 62.4 points below standard. These data points demonstrate the need to provide professional development and additional support to increase student achievement in math and English. The state assessment was not administered in the 2019-20 and 2020-21 school year; however, for students in grades K-8, the STAR assessment (local assessment) was used to determine need. According to the Star Reading Screener #2 assessment, 52.8.% of all students in grades 1 - 8 are estimated to score at or above the proficiency benchmark; 22.7% of EL students in grades 1 - 8 are estimated to score at or above the proficiency benchmark on the state reading test. For Star Math, 47.6% of all students and 25% of EL students in grades 1-8 are estimated to score at or above the proficiency benchmark on the state math test. In grades 6-12, early summative data using both STAR and district benchmark data suggests a mid-year rise in student performance with a decline by April for grades 6-7 English and 7th-grade math. For 8th grade English and 6th and 8th-grade math, data indicate minimal growth through the mid-year, with a large increase in April. At the high school level, district benchmark summative data suggests a general decline across all grade levels in math with the exception of minimal growth for Honors courses. The data varied by site for English with CVHS showing growth in 9th grade only, REVHS showing growth in 9th and 10th grade, and RHS showing growth in 9th grade with minimal growth in grades 10-11.

In addition to achievement data, research indicates the need for continued training for teachers in using innovative and creative ways to use technology in the classroom. According to the Journal of STEM Education (2018), STEM teachers "do not feel prepared and often lack professional development opportunities to develop the necessary skills to meet the needs of English language learners." Additionally, strong achievement gains can occur when classroom teachers provide necessary, real-time support and encouragement to students, especially underserved populations (Stanford Graduate School of Education, 2021). By supporting and encouraging students, teachers can help increase achievement by removing barriers and providing equitable access to resources and tools. "Significant disparities in technology access" and innovative and creative implementation of technology in the classroom exist between affluent and low-income schools, according to the Report Using Technology to Support At-Risk Students' Learning (Darling-Hammond, Goldman, & Zielinski, 2014).

The continuation and expansion of this action was determined by the need demonstrated by comparing 2017/18 data to the 2018/19 state assessment data, as all unduplicated student groups saw a decrease in proficiency in both math and English. For grades K-8, local data from the Star Reading assessment in August 2021 indicates that 47% of all students in grades 1 - 8 were estimated to score at or above the proficiency benchmark on the state assessment; 14.4% of EL students in grades 1 - 8 were estimated to score at or above the proficiency benchmark on the state reading test. For Star Math, 32.8% of all students and 15% of EL students in grades 1-8 were estimated to score at or above the proficiency benchmark on the state math test. When compared to the screener #2 data above, this represents an increase of 5% in Reading and 15% in Math.

The Fall 2022 CA Dashboard data clearly shows the need to continue the work to close the academic performance gap. In English Language Arts the district performed 1.4 points above the standard. Unduplicated pupil groups scored significantly below standard: English Learners, 45.8 points below; Foster Youth, 49.7 points below; and Socioeconomically Disadvantaged, 19.5 points below. In Math, the district's performance level fell to 45.6 points below standard. The unduplicated pupil groups scored remarkably lower: English Learners, 94.9 points below; Foster Youth, 118.8 points below; and Socioeconomically Disadvantaged, 68.5 points below.

The effectiveness of this action can be measured by an increase in the points relative to the standard on the state assessment for all unduplicated student groups.

- Student Engagement - AVID/CTE/VAPA/RsCL (1.9, 1.10, 1.11, 1.12)

Needs, Conditions, or Circumstances: During the 2018/2019 school year the district's chronic absenteeism rate for all students was 11%. In contrast, 26.1% of Foster Youth, 14.5% of low-income students, and 11% of EL students were chronically absent. Additionally, 2018/19 College/Career Indicator indicated that 54.6% of all students met the state threshold of "Prepared." In contrast, 25.7% of foster youth, 28.3% of English learners, and 43.1% of low-income students were "Prepared." These data points demonstrate the need to provide additional support to connect unduplicated student groups to school sites to increase student attendance and provide additional college/career support to increase the percentage of unduplicated students meeting "Prepared" on the state indicator (CCI). The CA School Dashboard was not released for the 2019-20 and 2020-21 school years, however, local data indicated a 21.9% chronic absenteeism for the district, with EL students at 26%, FY students at 26.5%, and low-income students at 24.7%. Local college/career data collected through the California Colleges Guidance Initiative (CCGI) indicates that students continue to need support in meeting the State of California's threshold of "Prepared."

More than 34 million children, nearly half of all US children, have experienced at least one adverse childhood experience (ACE) and tend to have lower rates of engagement in school (NSCH, 2016; Bethell, 2014). By creating environments that provide a sense of belonging and build trusting relationships, school sites can help support all students, especially those who experience ACEs at a greater rate. The CDC identifies belonging to a positive peer group as one of the four factors integral to improving student connectedness at school. This goal highlights the district's focus on engaging all students in real-life experiences and activities that increase student engagement. Student-based activities like Visual & Performing Arts Programs, Athletics, Yearbook, Leadership, and other club activities, allow students the opportunity to connect with others who share similar interests and skills. Classroom-based activities like AVID and Career Technical Education (CTE) are also an important part of the district's plan to provide all students access to relevant and rigorous work-based learning experiences that increase post-secondary success. Progress monitoring will continue throughout the year. Data will include student survey responses and participation in school- and classroom-based activities, as well as an expected increase in student attendance and College/Career Indicator (CCI) of the CA Dashboard.

The continuation of this action was determined by its past effectiveness comparing the 2017-18 school year to 2018-19, which indicated a

decrease in chronic absenteeism and an increase in attendance for EL students and low-income students. The chronic absenteeism rate dropped .4% overall for all students, with a decrease of 1% for low-income students, and a .9% decrease for EL students. Additionally, while the all-student group saw a 4.2% increase in the CCI, the work tied to these goals saw significant gains for several unduplicated student groups; 20.3% increase for foster youth, 15.7% for English learners, and 3.1% for low-income students. Due to the effects of COVID-19, attendance continues to be negatively affected and data has not yet met the 2018/2019 baseline goal. The high number of COVID cases and mandatory 10-day quarantine heavily impacted the 2021-22 attendance data which resulted in a 21.9% chronic absenteeism for the district, with EL students at 26%, FY students at 26.5%, and low-income students at 24.7%.

For the 2022-2023 school year, 5Star Student Data - the percentage of students involved/attending clubs, activities, and events was collected with the following outcomes: CVHS - 89%; REV - 52%; RHS - 86%; OHS - 47%; Beattie MS - 0%; Clement MS - 0%; Cope MS - 54%; and Moore MS - 35%. A continued focus in this area is needed for the 2023-24 school year.

The effectiveness of this action can be measured by an increase in the CCI for all unduplicated student groups, increased attendance, and reduced chronic absenteeism for some unduplicated student groups, and indicates an increase in services is needed for foster youth to support improvement in this area. In the absence of the CCI metric on the CA Dashboard, the district will continue to include student participation rates in extra-curricular and school activities through a progress monitoring program (5STAR) and student responses to school climate surveys that will be provided during the school year to help monitor connectedness and its impact on student attendance.

- Restorative Practices (1.13)

Needs, Conditions, or Circumstances: During the 2018/2019 school year the district's chronic absenteeism rate for all students was 11%. In contrast, 26.1% of foster youth, 14.5% of low-income students were chronically absent, and 11% of EL students. Additionally, 2018/19 data indicated that 3.6% of all students were suspended at least once, while 14.6% of foster youth and 4.7% of low-income students were suspended. These data points demonstrate the need to provide additional support to connect unduplicated student groups to school sites to increase student attendance and decrease suspensions. The 2020 and 2021 California School Dashboards did not report the Chronic Absenteeism State Indicator, however, local data indicates a 21.9% chronic absenteeism for the district, with EL students at 26%, FY students at 26.5%, and low-income students at 24.7%. Additionally, local suspension data indicates an increase in suspensions for the 2021-22 school year, with CA Ed Code 48900 (a)(1)(Caused, attempted to cause, or threatened to cause physical injury to another person) and 48900 (c)(Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance....alcoholic beverage, or an intoxicant of any kind) violations with the highest number of suspensions.

Learning in Safe and Secure Environments is one of the five initiatives outlined in the Redlands 2025 vision. This goal provides additional staff and programmatic support at schools with high numbers of unduplicated student groups. Additional staffing provides more access to resources and supports to vulnerable populations, such as foster youth, English learners, and students in low-income families, who are disproportionately affected by trauma. Restorative Practices strategies used by these staff members address the limited sense of belonging and school connectedness that unduplicated pupils experience, which stems at least partly from the dissonance between their learning opportunities and their lived experiences. The use of restorative practices will help to improve expulsion, suspension, and drop-out rates.

The implementation of this action was determined after two years of receiving a CA Dashboard color indicator of orange for the low-income student group, and two years in the red color indicator for foster youth. Due to the effects of COVID-19, attendance continues to be negatively affected and data has not yet met the 2018/2019 baseline goal. The high number of COVID cases and mandatory 10-day quarantine heavily impacted the 2021-22 attendance data which resulted in a 21.9% chronic absenteeism for the district, with EL students at 26%, FY students at 26.5%, and low-income students at 24.7%.

The Fall 2022 CA Dashboard reports the district's overall rate of 3.7% of students suspended for one day or more. In contrast, the rate for Foster Youth is 10.5% and Socioeconomically Disadvantaged students is 4.6%. The rate for English Learners is slightly better at 3.6%. The Fall 2022 dashboard data reinforces the need to address chronic absenteeism. Although there was an overall 2% decrease in the rate of students chronically absent, the unduplicated student groups in the district were more significantly impacted. Specifically, the dashboard shows chronic absenteeism rates of 26.7% for English Learners, 27.1% for Foster Youth, and 28.9% for Socially Disadvantaged students. Many schools in the district are eligible for Additional Targeted Assistance due to high rates of chronic absenteeism among specific student groups, and the district itself is eligible for Differentiated Assistance due to chronic absenteeism among three student groups, including Foster Youth. This area requires continued focus for the 2023-2024 school year.

The effectiveness of this action will be measured by a decrease in suspensions for unduplicated students, which will lead to increased attendance and reduced chronic absenteeism for unduplicated student groups.

The following information pertains to increased and improved services for Goal 2:

- Professional Development to Support Implementation of State Standards (2.1)

Needs, Conditions, and Circumstances: In the fall of 2018, 53.5% of all students who took the STAR Reading assessment were estimated to score at or above the proficiency benchmark on the state reading test. In the spring of 2019, 53.4% of all students who took the STAR Reading assessment were estimated to score at or above the proficiency benchmark on the state reading test. During the same timeframe, 12.4% and 12.6%, respectively, of EL students were estimated to score at or above the proficiency benchmark on the state reading test. Due to privacy issues, Star data for low-income students and foster youth are not reported separately. In the fall of 2018, 32.8% of all students who took the STAR Math assessment were estimated to score at or above the proficiency benchmark on the state math assessment. In the spring of 2019, 47.6% of students who took the STAR Math assessment were estimated to score at or above the proficiency benchmark on the state math test. During the same timeframe, 17.2% and 14%, respectively, of EL students were estimated to score at or above the proficiency benchmark on the state math test. Both reading and math data points indicate the need for ongoing professional development and increased services that focus on EL students and others in unduplicated groups. The state assessment was not administered in the 2019-20 and 2020-21 school year; however, for students in grades K-8, the STAR assessment (local assessment) was used to determine need for the 2021-2022 school year. According to the STAR Reading Screener #2 assessment (Spring 2021), 52.8.% of all students in grades 1 - 8 are estimated to score at or above the proficiency benchmark; 22.7% of EL students in grades 1 - 8 are estimated to score at or

above the proficiency benchmark on the state reading test. For STAR Math, 47.6% of all students and 25% of EL students in grades 1-8 are estimated to score at or above the proficiency benchmark on the state math test. In grades 6-12, early summative data using both STAR and district benchmark data suggests a mid-year rise in student performance with a decline by April for grades 6-7 English and 7th grade math. For 8th grade English and 6th and 8th grade math, data indicates minimal growth through the mid-year, with a large increase in April. At the high school level, district benchmark summative data suggests a general decline across all grade levels in math with the exception of minimal growth for Honors courses. The data varied by site for English with CVHS showing growth in 9th grade only, REVHS showing growth in 9th and 10th grade, and RHS showing growth in 9th grade with minimal growth in grades 10-11.

According to the Star Reading assessment at the start of the 2021-2022 school year (August 2021), 47.% of all students in grades 1 - 8 were estimated to score at or above the proficiency benchmark; 14.4% of EL students in grades 1 - 8 were estimated to score at or above the proficiency benchmark on the state reading test. For STAR Math, 32.8% of all students and 15% of EL students in grades 1-8 were estimated to score at or above the proficiency benchmark on the state math test. Due to privacy issues, STAR data are not reported for low-income students and Foster Youth. When compared to the screener #2 data above (end of 2020-2021 school year), this represents an increase of 5% in Reading and 15% in Math.

According to the STAR assessments at the start of the 2022-2023 school year, 47.6% of all students in grades 1-8 were estimated to score at or above the proficiency benchmark on the state reading test. Among EL (English Learner) students in grades 1-8, 10.3% were estimated to score at or above the proficiency benchmark on the state reading test. Overall, for grades 1-8, 39.3% of all students were estimated to score at or above the proficiency benchmark on the state math test. Among EL (English Learner) students in grades 1-8, 14.6% were estimated to score at or above the proficiency benchmark on the state math test. Based on the most recent local Star data and its comparison to the 2018-19 data, as well as research from the National Staff Development Council, the district will continue professional development opportunities focusing on best practices and begin implementation of Universal Design for Learning.

The Fall 2022 CA Dashboard data clearly shows the need to continue the work to close the academic performance gap. In English Language Arts the district performed 1.4 points above the standard. Unduplicated pupil groups scored significantly below standard: English Learners, 45.8 points below; Foster Youth, 49.7 points below; and Socioeconomically Disadvantaged, 19.5 points below. In Math, the district's performance level fell to 45.6 points below standard. The unduplicated pupil groups scored remarkably lower: English Learners, 94.9 points below; Foster Youth, 118.8 points below; and Socioeconomically Disadvantaged, 68.5 points below.

Ongoing professional development will be provided to teachers and staff to address instructional strategies that best support unduplicated students. Research from the National Staff Development Council confirms that, "Sustained and intensive professional development for teachers is related to student achievement gains, and teachers typically need substantial professional development in a given area (at least 50 hours)" to demonstrate an increase in student achievement. Research supports the need for continual follow up and coaching support to more readily transfer professional learning into classroom practice that will lead to an increase in student achievement for unduplicated student groups.

Ongoing coaching and support will be used consistently to build staff capacity in targeting unduplicated student groups to increase achievement in reading and math based on Star Reading and Math assessments. The effectiveness of these actions can be determined, in part, by increasing student achievement, as measured by Star Reading and Math assessments and by an increase in the points relative to

standard on the state assessment for all unduplicated student groups.

- Tiered Academic Support Staff/Supplemental Online Instructional Programs/Targeted Math & Science Supports (2.2, 2.6, 2.7)

Needs, Conditions, and Circumstances: During the 2018/2019 school year the district's SBAC proficiency for all students in English was 14.9 points above standard. In contrast, foster youth students were 55.4 points below standards, English-learner students were 30.9 below, and low-income students were 36.6 points below standard. Additionally, 2018/19 data indicates that the district's SBAC proficiency for all students in Math was 21.1 points below standard. In contrast, foster youth students were 88.7 points below standards, English learner students were 62.4 below, and low-income students were 48.6 points below standard. In the fall of 2018, 53.5% of all students who took the STAR Reading assessment were estimated to score at or above the proficiency benchmark on the state reading test. In the spring of 2019, 53.4% of all students who took the STAR Reading assessment were estimated to score at or above the proficiency benchmark on the state reading test. During the same timeframe, 12.4% and 12.6%, respectively, of EL students were estimated to score at or above the proficiency benchmark on the state reading test. Due to privacy protections with third party vendors, Star data for low-income students and foster youth are not reported separately. In the fall of 2018, 50% of all students who took the Star Math assessment were estimated to score at or above the proficiency benchmark on the state math assessment. In the spring of 2019, 45.3% of students who took the Star Math assessment were estimated to score at or above the proficiency benchmark on the state math test. During the same timeframe, 17.2% and 14%, respectively, of EL students were estimated to score at or above the proficiency benchmark on the state math test. Due to privacy issues, STAR data for low-income students and Foster Youth are not reported separately. The data from both the Star Reading and Math assessments indicate the need to continue and improve tiered academic supports and programs. The state assessment was not administered in the 2019-20 and 2020-21 school year; however, for students in grades K-8, the STAR assessment (local assessment) was used to determine need for the 2021-2022 school year. According to the STAR Reading Screener #2 assessment, 52.8.% of all students in grades 1 - 8 are estimated to score at or above the proficiency benchmark; 22.7% of EL students in grades 1 - 8 are estimated to score at or above the proficiency benchmark on the state reading test. For Star Math, 47.6% of all students and 25% of EL students in grades 1-8 are estimated to score at or above the proficiency benchmark on the state math test. In grades 6-12, early summative data using both STAR and district benchmark data suggests a mid-year rise in student performance with a decline by April for grades 6-7 English and 7th grade math. For 8th grade English and 6th and 8th grade math, data indicates minimal growth through the mid-year, with a large increase in April. At the high school level, district benchmark summative data suggests a general decline across all grade levels in math with the exception of minimal growth for Honors courses. The data varied by site for English with CVHS showing growth in 9th grade only, REVHS showing growth in 9th and 10th grade, and RHS showing growth in 9th grade with minimal growth in grades 10-11.

According to the Star Reading assessment at the start of the 2021-2022 school year (August 2021), 47.% of all students in grades 1 - 8 were estimated to score at or above the proficiency benchmark; 14.4% of EL students in grades 1 - 8 were estimated to score at or above the proficiency benchmark on the state reading test. For STAR Math, 32.8% of all students and 15% of EL students in grades 1-8 were estimated to score at or above the proficiency benchmark on the state math test. Due to privacy issues, STAR data are not reported for low-income students and Foster Youth. When compared to the screener #2 data above (end of 2020-2021 school year), this represents an increase of 5% in Reading and 15% in Math. According to the STAR assessments at the start of the 2022-2023 school year, 47.6% of all students grades 1-8 were estimated to score at or above the proficiency benchmark on the state reading test. Among EL (English Learner) students in

grades 1-8, 10.3% were estimated to score at or above the proficiency benchmark on the state reading test. Overall, for grades 1-8, 39.3% of all students were estimated to score at or above the proficiency benchmark on the state math test. Among EL (English Learner) students in grades 1-8, 14.6% were estimated to score at or above the proficiency benchmark on the state math test. Based on the most recent local Star data and its comparison to the 2018-19 data, as well as research from the National Staff Development Council, the district will continue professional development opportunities focusing on best practices and begin implementation of Universal Design for Learning. To further support the implementation of UDL strategies throughout the district, Redlands USD will add teachers on assignment to work alongside classroom teachers to ensure all students have access to best first instruction in an inclusive environment.

Dashboard and local (STAR) data indicate unduplicated students are not achieving at the same levels as other student groups. Therefore, additional support staff will be added at specific school sites to allow unduplicated students access to intervention programs before, during, and after school, and research-based intervention programs specifically geared toward unduplicated students will be implemented. Additionally, the district believes the use of several supplemental programs, as part of the MTSS program, will make a difference for unduplicated count students. Dreambox Math and Lexia Core5/Power Up are standards-aligned tutorial software that keep all learners, from struggling to advanced, in their optimal learning zone. The Dreambox Math program is designed to build conceptual understanding and fluency in the critical areas of numbers and operations, place value, and number sense (Dreambox, 2012). The Lexia Core 5 program supports educators in providing differentiated literacy instruction for students of all abilities in grades pre-K–5. Lexia’s research-proven program provides explicit, systematic, and personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction. Lexia PowerUp Literacy is designed to help struggling and nearly-proficient readers in grades 6–12 become proficient readers and confident learners. PowerUp helps educators simultaneously address gaps in fundamental literacy skills while helping students build the higher-order skills they need to comprehend, analyze, evaluate, and compare increasingly complex literary and informational texts (Lexia, 2020). This type of adaptive learning technology can extend the capacity of the teacher to individualize instruction and, thus, enhance learning by readily adapting to the skill and needs of each learner (ATP, 2005). Creating a learning experience that captures a student’s imagination and holds their ongoing interest is vital. Immersive environments, such as Dreambox and Lexia, that personalize learning with games and themes increase engagement and the collection of rewards and certificates help learners build confidence and a sense of accomplishment. Students will demonstrate increased academic achievement as evidenced by program data growth and district/state assessments.

The Fall 2022 CA Dashboard data clearly shows the need to continue the work to close the academic performance gap. In English Language Arts the district performed 1.4 points above the standard. Unduplicated pupil groups scored significantly below standard: English Learners, 45.8 points below; Foster Youth, 49.7 points below; and Socioeconomically Disadvantaged, 19.5 points below. In Math, the district’s performance level fell to 45.6 points below standard. The unduplicated pupil groups scored remarkably lower: English Learners, 94.9 points below; Foster Youth, 118.8 points below; and Socioeconomically Disadvantaged, 68.5 points below.

The effectiveness of this action can be measured by an increase in the points relative to standard on the state assessment for all unduplicated student groups. Additionally, progress will be monitored, and the effectiveness of these actions will be measured by Star Reading and Math assessment scores and by an increase in the points relative to standard on the state assessment for all unduplicated

student groups.

- Tiered Academic Support Plans (2.3)

Needs, Conditions, and Circumstances: In the fall of 2018, 53.5% of all students who took the STAR Reading assessment were estimated to score at or above the proficiency benchmark on the state reading test. In the spring of 2019, 53.4% of all students who took the STAR Reading assessment were estimated to score at or above the proficiency benchmark on the state reading test. During the same timeframe, 12.4% and 12.6%, respectively, of EL students were estimated to score at or above the proficiency benchmark on the state reading test. Due to privacy issues, Star data for low-income students and foster youth are not reported separately. In the fall of 2018, 50% of all students who took the STAR Math assessment were estimated to score at or above the proficiency benchmark on the state math assessment. In the spring of 2019, 45.3% of students who took the STAR Math assessment were estimated to score at or above the proficiency benchmark on the state math test. During the same timeframe, 17.2% and 14%, respectively, of EL students were estimated to score at or above the proficiency benchmark on the state math test. Due to privacy issues, Star data for low-income students and foster youth are not reported separately. The data from both the STAR Reading and Math assessments indicate the need to continue and improve tiered academic supports and programs. The state assessment was not administered in the 2019-20 and 2020-21 school year, however for students in grades K-8, the STAR assessment (local assessment) was used to determine need for the 2021-2022 school year. According to the STAR Reading Screener #2 assessment, 52.8.% of all students in grades 1 - 8 are estimated to score at or above the proficiency benchmark; 22.7% of EL students in grades 1 - 8 are estimated to score at or above the proficiency benchmark on the state reading test. For STAR Math, 47.6% of all students and 25% of EL students in grades 1-8 are estimated to score at or above the proficiency benchmark on the state math test. In grades 6-12, early summative data using both STAR and district benchmark data suggests a mid-year rise in student performance with a decline by April for grades 6-7 English and 7th grade math. For 8th grade English and 6th and 8th grade math, data indicates minimal growth through the mid-year, with a large increase in April. At the high school level, district benchmark summative data suggests a general decline across all grade levels in math with the exception of minimal growth for Honors courses. The data varied by site for English with CVHS showing growth in 9th grade only, REVHS showing growth in 9th and 10th grade, and RHS showing growth in 9th grade with minimal growth in grades 10-11.

According to the Star Reading assessment at the start of the 2021-2022 school year (August 2021), 47.% of all students in grades 1 - 8 were estimated to score at or above the proficiency benchmark; 14.4% of EL students in grades 1 - 8 were estimated to score at or above the proficiency benchmark on the state reading test. For STAR Math, 32.8% of all students and 15% of EL students in grades 1-8 were estimated to score at or above the proficiency benchmark on the state math test. Due to privacy issues, STAR data are not reported for low-income students and Foster Youth. When compared to the screener #2 data above (end of 2020-2021 school year), this represents an increase of 5% in Reading and 15% in Math. According to the STAR assessments at the start of the 2022-2023 school year, 47.6% of all students grades 1-8 were estimated to score at or above the proficiency benchmark on the state reading test. Among EL (English Learner) students in grades 1-8, 10.3% were estimated to score at or above the proficiency benchmark on the state reading test. Overall, for grades 1-8, 39.3% of all students were estimated to score at or above the proficiency benchmark on the state math test. Among EL (English Learner) students in grades 1-8, 14.6% were estimated to score at or above the proficiency benchmark on the state math test. Based on the most recent local Star data and its comparison to the 2018-19 data, as well as research from the National Staff Development Council, the district will continue professional development opportunities focusing on best practices and begin implementation of Universal Design for Learning.

The Fall 2022 CA Dashboard data clearly shows the need to continue the work to close the academic performance gap. In English Language Arts the district performed 1.4 points above the standard. Unduplicated pupil groups scored significantly below standard: English Learners, 45.8 points below; Foster Youth, 49.7 points below; and Socioeconomically Disadvantaged, 19.5 points below. In Math, the district's performance level fell to 45.6 points below standard. The unduplicated pupil groups scored remarkably lower: English Learners, 94.9 points below; Foster Youth, 118.8 points below; and Socioeconomically Disadvantaged, 68.5 points below.

Disaggregated school-site data indicate that unduplicated students do not achieve at the same rates as other student groups. Therefore, each school determines the supplemental curriculum and supports to meet the needs of their unduplicated count students beyond the district-wide core and supplemental curriculum. The school identifies, studies, and implements evidence-based curriculum supports depending on their student needs and school context as stated in their school plan. They evaluate supplemental curriculum through a continuous improvement process that involves individual student goal setting, progress monitoring, and modifications based on student need. Students will demonstrate increased academic achievement as evidenced by individually-monitored plans and district/state assessments.

Progress will be monitored, and the effectiveness of these actions will be measured by Star Reading and Math assessment scores and the increase in points relative to standard on the CA Dashboard in ELA and Math for all unduplicated student groups.

- College Readiness Programs (2.8)

Needs, Conditions, and Circumstances: According to the California Dashboard, 2017/18 College/Career Readiness data indicate: 50.5% of all students are prepared; 15.4% of foster youth are prepared; 12.6% of English learners are prepared; and 40.2% of low-income students are considered prepared. In comparison, the 2018/19 College/Career Readiness data demonstrate improvement for each group of students. These include: 54.6% of all students are prepared; 35.7% of foster youth are prepared; 28.3% of EL students are prepared; and 43.1% of LI students are prepared. An important note: 2018/19 school year data are the most recent available on the California Dashboard due to COVID-19 and the elimination of some required testing and reporting at the state level. However, using the 2020 College/Career Measures Report the following data is available: 51.6% of all students are considered prepared; 15.4% of foster youth are prepared; 25.8% of English learners are prepared; and 41.2% of low-income students are considered prepared.

Many students in unduplicated groups, when compared with their peers who have more financial resources, speak English at home, or have family members who have graduated, do not pursue opportunities after high school due to the lack of access to academic counseling services and/or college readiness activities. Some of these students will be the first in their family to enroll in postsecondary educational institutions. According to NHCHC (2019), students who have a higher number of Adverse Childhood Experiences (ACEs) are less likely to complete high school, earn a college degree, or have employment. RUSD will ensure equitable access and opportunities for all students, especially more vulnerable students, by implementing robust and predictable academic counseling services, no cost access to exams such as AP, SAT, and PSAT, and additional supports for advanced coursework. Additionally, the district will provide all students guidance to support their successful navigation of high school and the path to college and/or career. RUSD will continue to provide funding for students to participate in AP exams, supporting participation in AP classes. These types of exams can present a significant funding challenge for students and families. Providing this funding at a district level removes a key barrier to students accessing not only the full scope of the

GATE/Honors courses, but also the potential benefits of success in future AP coursework. School and district staff reach out to families to ensure that they are aware of the opportunity to take these exams at no cost.

In the 2022-2023 school year, two unduplicated student groups saw an increase in the rate of enrollment in Advanced Placement classes. From the baseline data, the enrollment rate for English Learners increased by 1.4% and the rate for Socially Disadvantaged students increased by 13%. The participation rate for Foster Youth decreased from 0.1% to 0.0%. This action will continue in the 2023-2024 school year. Effectiveness is measured by both enrollment rates in AP courses and pass rates of AP exams.

- Summer School/Credit Recovery (2.10)

Needs, Conditions, and Circumstances: Graduation rates are unavailable on the CA Dashboard for the following school years, 2019-2020 and 2020-21, due to COVID-19 and the elimination of some requirements in reporting at the state level. However, a comparison of graduation rates from 2018-19 and 2017-18 indicates growth for all students, EL students, and low-income students. The graduation rate for foster youth decreased during this same timeframe. An important note: Changes significantly impacted percentages due to the low number of foster youth. The data for each group when comparing the 2019 graduation rate to the 2018 graduation rate:

All students: 92.5%, an increase of 2.1% from 2018, which is higher than the state's average of 85.8%

EL students: 88.6%, an increase of 11.4% from 2018, which is higher than the state's average of 72.6%

Low-income students: 89%, an increase of 1.9% from 2018, which is higher than the state's average of 83.2%

Foster youth: 71.4%, although a decrease of 20.9% from 2018, is higher than the state's average of 64%

The CA School Dashboard released in 2020 2021 did not include the Graduation State Indicator, however, the 2021 Graduation Rate Additional Report indicated:

All students: 93.3%, (1,612/1,727 graduates) which is higher than the state's average of 86.8%

EL students: 85.5% (100/117 graduates)

Low-income students: 92.4% (1,175/1,272 graduates)

Foster youth: 75% (12/16 graduates)

The Fall 2022 Dashboard reports the following graduation statistics:

All students - 91.4% (1524/1668) which is higher than the state graduation rate of 87.4%

English Learners - 82.7%

Foster Youth - 76.0%

Low-income students - 90.3%

Historical Dashboard data indicate that unduplicated students do not graduate at the same rate as other student groups. Therefore, school-sites will provide summer school and credit recovery options to increase graduation rates. Focused recruitment, priority registration, and resources and support will be targeted toward unduplicated students. Effectiveness of this action will be shown by increases in the graduation rates for unduplicated students to bring their percentages closer to the overall graduation rate of all students. While 2020 graduation data available on the Graduation Rate Additional Report is also available, all grades were frozen in March 2020 due to the school

closures caused by COVID 19. Due to the changes in the learning environment in the 2020-2021 school year, the state legislature changed graduation requirements to the state minimum. At this time, the data is not able to be compared to determine effectiveness due to the shift in state requirements.

- GATE/Advanced Learner Programs (2.11)

Needs, Conditions, and Circumstances: Advanced learning opportunities, including Honors and Gifted and Talented Education (GATE), provide specific curricula aimed at challenging students at the appropriate level. RUSD educational partners identified a need to increase diversity in criteria-based programs such as GATE and Honors. The Educational Services Division works to create common goals for student success; increase opportunities for low income, English learners, and foster youth; and reinforce the importance of students being prepared for the greatest variety of options after high school. From 2019-20 to 2021-22, the percentage of Socioeconomically Disadvantaged students enrolled in AP courses increased 16.5 percentage points. Yet, the percentage of EL students enrolled only increased 0.2 percentage. This is a metric that the district continues to monitor and seeks to improve significantly. Increasing the proportional representation within GATE also remains a priority. The LCAP includes metrics specific to overall GATE demographics and GATE identification so that the district can monitor the representation of student groups in GATE. Available data demonstrate that, within the cohort of students who are identified as GATE, English learners and socioeconomically disadvantaged students are underrepresented. Research suggests that instruments traditionally used to identify students eligible to participate in gifted programs do not allow for equitable access to low income students or English learners (Boothe & Stanley, 2004). The district hopes to offer equitable access and promote participation in gifted programs by updating identification measures to reduce barriers for unduplicated student groups.

In the 2022-2023 school year, the district administered GATE testing to 3rd, 4th, and 5th graders. Of the 466 students found eligible, 180 students represent unduplicated student groups (178 LI and 2 EL). The district will continue to administer the GATE assessment to the 3rd grade class in 2023-2024.

The effectiveness of this action can be measured by an increase in the proportional representation of students from all unduplicated student groups identified for and participating in Gifted and Talented Education programs.

The following information pertains to increased and improved services for Goal 3:

- New Teacher Support Program (3.2)

Needs, Conditions, and Circumstances: During the 2018/2019 school year, the district's SBAC proficiency for all students in English was 14.9 points above standard. In contrast, foster youth students were 55.4 points below standards, EL students were 30.9 below, and low-income students were 36.6 points below standard. Additionally, 2018/19 data indicate that the district's SBAC proficiency for all students in

Math was 21.1 points below standard. In contrast, foster youth students were 88.7 points below standards, EL students were 62.4 below, and low-income students were 48.6 points below standard. These data points demonstrate the need to provide professional development and additional coaching supports to new teachers in the profession who teach higher numbers of unduplicated students. The state assessment was not administered in the 2019-20 and 2020-21 school year; however, for students in grades K-8, the STAR assessment (local assessment) was used to determine need for the 2021-2022 school year. According to the STAR Reading Screener #2 assessment, 52.8.% of all students in grades 1 - 8 are estimated to score at or above the proficiency benchmark; 22.7% of EL students in grades 1 - 8 are estimated to score at or above the proficiency benchmark on the state reading test. For STAR Math, 47.6% of all students and 25% of EL students in grades 1-8 are estimated to score at or above the proficiency benchmark on the state math test. In grades 6-12, early summative data using both STAR and district benchmark data suggests a mid-year rise in student performance with a decline by April for grades 6-7 English and 7th grade math. For 8th grade English and 6th and 8th grade math, data indicates minimal growth through the mid-year, with a large increase in April. At the high school level, district benchmark summative data suggests a general decline across all grade levels in math with the exception of minimal growth for Honors courses. The data varied by site for English with CVHS showing growth in 9th grade only, REVHS showing growth in 9th and 10th grade, and RHS showing growth in 9th grade with minimal growth in grades 10-11.

Students in high-poverty schools experience greater turnover in teaching staff, more long-term substitutes, and a higher proportion of early-career teachers. Providing systemic professional development, offering mentor teacher coaching, and building professional learning community practices will support higher student outcomes for unduplicated students. Teacher professional communities that are part of practice are an effective way to build pedagogical knowledge (Darling-Hammond, 2005, Professional Development Schools: Schools for Developing a Profession). Participation and completion of the program will lead to higher quality instruction, which leads to higher student achievement for unduplicated students who are disproportionately affected by the placement of beginning teachers and staff turnover.

According to the Star Reading assessment at the start of the 2021-2022 school year (August 2021), 47.% of all students in grades 1 - 8 were estimated to score at or above the proficiency benchmark; 14.4% of EL students in grades 1 - 8 were estimated to score at or above the proficiency benchmark on the state reading test. For STAR Math, 32.8% of all students and 15% of EL students in grades 1-8 were estimated to score at or above the proficiency benchmark on the state math test. Due to privacy issues, STAR data are not reported for low-income students and Foster Youth. When compared to the screener #2 data above (end of 2020-2021 school year), this represents an increase of 5% in Reading and 15% in Math. Based on the most recent local Star data and its comparison to the 2018-19 data, as well as research from the National Staff Development Council, the district will continue professional development opportunities focusing on best practices and begin implementation of Universal Design for Learning.

The Fall 2022 CA Dashboard data clearly shows the need to continue the work to close the academic performance gap. In English Language Arts the district performed 1.4 points above the standard. Unduplicated pupil groups scored significantly below standard: English Learners, 45.8 points below; Foster Youth, 49.7 points below; and Socioeconomically Disadvantaged, 19.5 points below. In Math, the district's performance level fell to 45.6 points below standard. The unduplicated pupil groups scored remarkably lower: English Learners, 94.9 points below; Foster Youth, 118.8 points below; and Socioeconomically Disadvantaged, 68.5 points below.

The effectiveness of this action can be measured by an increase in the points relative to standard on the state assessment for all unduplicated student groups.

- Access to Materials - Supplemental/Access to Internet and/or Devices/Enhanced Facilities Projects (3.4, 3.6, 3.10)

Needs, Conditions, and Circumstances: During the 2018/2019 school year the district's SBAC proficiency for all students in English was 14.9 points above standard. In contrast, foster youth students were 55.4 points below standards, EL students were 30.9 below, and low-income students were 36.6 points below standard. Additionally, 2018/19 data indicates that the district's SBAC proficiency for all students in Math was 21.1 points below standard. In contrast, foster youth students were 88.7 points below standards, EL students were 62.4 below, and low-income students were 48.6 points below standard. During the 2018/2019 school year the district's Chronic absenteeism rate for all students was 11%. In contrast, 26.1% of foster youth, 14.5% of low-income students were chronically absent. The CA School Dashboard did not report date related to the chronic absenteeism indicator for the 2019-20 and 2020-21 school years; however, 2021 local data indicates a 21.9% chronic absenteeism for the district, with EL students at 26%, FY students at 26.5%, and low-income students at 24.7%. These data points demonstrate the need to provide additional supports to connect unduplicated student groups to school sites to increase student attendance and to increase proficiency on state assessments.

State-wide data collected from surveys indicate that low-income students, foster youth, and English language learners often have limited access to internet and technological devices to participate in learning. These goals provide supplemental instructional/intervention materials, curriculum, equipment, software/apps, and systems to address the unique needs of low income students, English learners, and foster youth. They also provide systems for replacing and upgrading end user devices, network equipment, and digital pathways to ensure technology resources are functional, reliable, and available well into the future. The district believes that a reliable and robust digital network is essential to increase student learning, especially for unduplicated count students. The Fall 2022 dashboard data reinforces the need to address chronic absenteeism. Although there was an overall 2% decrease in the rate of students chronically absent, the unduplicated student groups in the district were more significantly impacted. Specifically, the dashboard shows chronic absenteeism rates of 26.7% for English Learners, 27.1% for Foster Youth, and 28.9% for Socially Disadvantaged students. Many schools in the district are eligible for Additional Targeted Assistance due to high rates of chronic absenteeism among specific student groups, and the district itself is eligible for Differentiated Assistance due to chronic absenteeism among three student groups, including Foster Youth. A continued focus in this area is needed for the 2023-2024 school year

Effectiveness of these actions will be evidenced by an increase in attendance and decrease of chronic absenteeism, and an increase in student achievement as measured by the state assessment.

- Transportation (3.8)

Needs, Conditions, or Circumstances: During the 2018/2019 school year the district's chronic absenteeism rate for all students was 11%. In contrast, 26.1% of Foster Youth, 14.5% of low-income students were chronically absent. The CA School Dashboard did not report date related to the chronic absenteeism indicator for the 2019-20 and 2020-21 school years; however, 2021 local data indicates a 21.9% chronic absenteeism for the district, with EL students at 26%, FY students at 26.5%, and low-income students at 24.7%.

According to the CA dashboard from the 2018-2019 school year, the district's foster youth absenteeism is 26.1%; EL is 11%; and low-income is 14.5%, compared to the White absenteeism rate of 7.4%. Because of this gap, no-cost access to school to home transportation is an integral part of ensuring equity of access for unduplicated student groups. Educational partner input clearly demonstrates that not all families have reliable access to personal transportation and, as a result, students in unduplicated groups are disproportionately affected by absenteeism. RUSD is committed to providing transportation for students at all levels. Effectiveness will be monitored and demonstrated by an increase in student attendance.

The continuation of this action was determined by its past effectiveness comparing the 2017-18 school year to the 2018-19 school year which indicated a decrease of chronic absenteeism and an increase in attendance for EL students and low-income students. The chronic absenteeism rate dropped .4% overall for all students, with a decrease of 1% for low-income students, and a .9% decrease for EL students. Due to the effects of COVID-19, attendance continues to be negatively affected and data has not yet met the 2018/2019 baseline goal. Collectively, these data points demonstrate the need to provide transportation for unduplicated student groups.

The Fall 2022 dashboard data reinforces the need to address chronic absenteeism. Although there was an overall 2% decrease in the rate of students chronically absent, the unduplicated student groups in the district were more significantly impacted. Specifically, the dashboard shows chronic absenteeism rates of 26.7% for English Learners, 27.1% for Foster Youth, and 28.9% for Socially Disadvantaged students. Many schools in the district are eligible for Additional Targeted Assistance due to high rates of chronic absenteeism among specific student groups, and the district itself is eligible for Differentiated Assistance due to chronic absenteeism among three student groups, including Foster Youth. It is important to maintain focus on this area for the 2023-2024 school year. All educational partner groups expressed the desire to see this need addressed as well.

The effectiveness of this action can be measured by increased attendance and reduced chronic absenteeism for some unduplicated student groups and indicates an increase in services is needed for foster youth to support improvement in this area. The district will also include student responses to school climate survey that will be provided during the school year to help monitor the effectiveness of providing transportation.

- LCAP Program Coordination & Advisory Committees (3.11)

Needs, Conditions, and Circumstances: During the 2018/2019 school year, the district's SBAC proficiency for all students in English was 14.9 points above standard. In contrast, foster youth students were 55.4 points below standards, EL students were 30.9 below, and low-income students were 36.6 points below standard. Additionally, 2018/19 data indicates that the district's SBAC proficiency for all students in Math was 21.1 points below standard. In contrast, foster youth students were 88.7 points below standards, EL students were 62.4 below, and low-income students were 48.6 points below standard. During the 2018/2019 school year, the district's chronic absenteeism rate for all students was 11%. In contrast, 26.1% of foster youth and 14.5% of low-income students were chronically absent. The 2018/19 College/Career Indicator indicated that 54.6% of all students met the state threshold of "Prepared." In contrast, 25.7% of Foster Youth, 28.3% of English learners, and 43.1% of low-income students were "Prepared." These data points demonstrate the need to provide

additional supports to connect unduplicated student groups to school sites to increase student attendance, increase proficiency on state assessments, and increase the number of students meeting "Prepared" on the CCI. The state assessment was not administered in the 2019-20 and 2020-21 school year, however for students in grades K-8, the STAR assessment (local assessment) was used to determine need for the 2021-2022. According to the Star Reading Screener #2 assessment, 52.8.% of all students in grades 1 - 8 are estimated to score at or above the proficiency benchmark; 22.7% of EL students in grades 1 - 8 are estimated to score at or above the proficiency benchmark on the state reading test. For Star Math, 47.6% of all students and 25% of EL students in grades 1-8 are estimated to score at or above the proficiency benchmark on the state math test. Based on the 2020 College/Career Measures Report, the following data is available: 51.6% of all students are considered prepared; 15.4% of foster youth are prepared; 25.8% of English learners are prepared; and 41.2% of low-income students are considered prepared.

Broadening opportunities and providing space for members to address educational needs are necessary when striving for equity and inclusivity. Voices from diverse groups add to the collective dialogue in efforts to strengthen goals, actions, and services. This goal prioritizes the LCAP Advisory Committee and provides District staff to oversee the continuous improvement process integral to the success of the LCAP. The LCAP Advisory Committee is a diverse group of 45 members, who serve two-year terms and provide feedback as representatives across geographic communities, school sites, grade levels, ethnicities, and programs. The inclusion of student voices means "recognizing that young people have a perspective on the world that adults can't share, and that their perspective should be welcomed alongside the wisdom that adult perspectives bring" (Harvard Graduate School of Education's Usable Knowledge, 2016). Input from this robust group of educational partners is a vital piece in ensuring the Redlands 2025 vision inspires, equips, and supports the students, staff, and community of Redlands USD. Effectiveness will be demonstrated by ongoing participation and input from required groups during the LCAP advisory process.

The continuation of this action was determined by its past effectiveness for some of these areas. For example, a comparison of the 2017-18 school year to 2018-19 indicated a decrease of chronic absenteeism and an increase in attendance for EL students and Low-Income students. The Fall 2022 dashboard data reinforces the need to address chronic absenteeism. Although there was an overall 2% decrease in the rate of students chronically absent, the unduplicated student groups in the district were more significantly impacted. Specifically, the dashboard shows chronic absenteeism rates of 26.7% for English Learners, 27.1% for Foster Youth, and 28.9% for Socially Disadvantaged students. Many schools in the district are eligible for Additional Targeted Assistance due to high rates of chronic absenteeism among specific student groups, and the district itself is eligible for Differentiated Assistance due to chronic absenteeism among three student groups, including Foster Youth. Further, the Fall 2022 CA Dashboard data clearly shows the need to continue the work to close the academic performance gap. In English Language Arts the district performed 1.4 points above the standard. Unduplicated pupil groups scored significantly below standard: English Learners, 45.8 points below; Foster Youth, 49.7 points below; and Socioeconomically Disadvantaged, 19.5 points below. In Math, the district's performance level fell to 45.6 points below standard. The unduplicated pupil groups scored remarkably lower: English Learners, 94.9 points below; Foster Youth, 118.8 points below; and Socioeconomically Disadvantaged, 68.5 points below.

The effectiveness of this action can be measured by an increase in the CCI for all unduplicated student groups and increased attendance and reduced chronic absenteeism for some unduplicated student groups. Furthermore, data indicates an increase in services is needed for foster youth to support improvement in this area. The district will also monitor proficiency on state assessments in math and English.

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

Overall, services for foster youth, English learners, and low-income students are being increased or improved through a range of actions described above, which include strategies focusing on one or more unduplicated student groups. The actions dedicated to improving outcomes for our low-income, Foster Youth and English learners are designed to exceed the required 22.78%, as the majority of the actions in the Local Control Accountability Plan are principally designed for our unduplicated student population. The increased or improved actions and services described in this plan that meet or exceed the required percentage include:

- The development and implementation of a comprehensive Social Emotional Learning tiered support system, with articulated curriculum and staff development in recognizing signs of trauma in unduplicated student groups
- The expansion of the use of tiered Positive Behavior Supports across all school sites to provide supports and resources for unduplicated students
- The expansion of Comprehensive School Counseling Program, including additional counselors at all levels, and increased staff development focused on meeting the needs of unduplicated students
- The expansion of the Character Education programs at all sites to focus on connecting unduplicated students to school communities
- The expansion of the Parent & Community Involvement department, including the addition of parent/community liaisons, and an increase in parent workshops and committee opportunities to gather parent input, which is principally directed toward unduplicated students
- The implementation of the AVID program with an increased focus on recruiting efforts, as well as tutoring strategies, to meet the needs of unduplicated students
- The implementation of a robust Career Technical Education (CTE) program which focuses on developing high interest programs and recruiting students within the unduplicated student groups
- The expansion of the Visual & Performing Arts programs, with the addition of more elementary music teachers to focus on recruiting of unduplicated students, and providing instruments to low income students unable to acquire their own
- The implementation of the Redlands Connections League focused on engaging unduplicated student groups in character building teams
- The development and implementation of Restorative Practices to engage unduplicated student groups in positive and welcoming school communities
- The implementation of Tiered Academic Support Staff at school sites to support unduplicated students at risk of not meeting grade level standards
- The development and implementation of Tiered Academic Support Plans at each school site focused on using data to identify and support learning needs of unduplicated student
- The implementation of Supplemental Online Instructional Programs to provide specific targeted intervention for unduplicated student not achieving at grade level

- The implementation of Targeted Math and Science Supports at the secondary schools with a focus on engaging unduplicated student groups traditionally less engaged with science and math
- The implementation of College Readiness Programs to provide resources and supports to assist unduplicated students in accessing post-secondary options
- The expansion of Summer School/Credit Recovery options to ensure unduplicated student groups have opportunities for get ahead and credit recovery classes
- The expansion of a New Teacher Support Program will ensure high quality coaching and professional development for teachers new to the profession
- The implementation of Access to Supplemental Materials targeted to meet the needs of unduplicated students
- The implementation of programs and services that provide Access to Internet & Devices for unduplicated students
- The development and implementation of Enhanced Facilities Projects to support the learning experiences of unduplicated students
- The expansion of Transportation routes to include high school students and ensure unduplicated students have free access to home-to-school transportation opportunities

Of the actions described within this plan, several are services that are provided only or primarily to unduplicated students and their families. These include:

- Language Assessment Center & Translation (1.7)

Needs, Conditions, or Circumstances: During the 2018/2019 school year the district's chronic absenteeism rate for EL students was 11%. Additionally, the district's reclassification rate for English learner students in the 2019/20 school year was 9.3%. The reclassification rate for the 2020-21 school year was 8.8%. These data points demonstrate the need to provide additional support to connect English learner students and their families to school sites to increase student attendance which will lead to an increase in instructional opportunities to raise the reclassification rate.

The District's Language Assessment Center (LAC) provides translation services to support a wide range of communication efforts between the district and families. LAC staff also provide simultaneous interpretation support during meetings and directly respond to parents/guardians in their home language. The services of LAC staff are augmented by external providers when unique language needs arise or available capacity is exceeded. Additionally, the LAC coordinates the district's assessment programs for English learners and oversees the reclassification process. Access to translated information and interpretation services is a key resource for English learners and their families and increases parent input and participation in school and district functions.

The continuation of this action was determined by its past effectiveness comparing the 2017-18 school year to 2018-19 which indicated a decrease of chronic absenteeism and an increase in attendance for EL students. The chronic absenteeism rate dropped .9% for EL students. However, the effects of COVID-19 have continued to negatively affect attendance rates for students due to mandatory quarantines. Attendance rates have not increased and the reclassification rate has declined due to loss of instructional time. The 2022 CA Dashboard reports a chronic absenteeism rate of 26.7% for English Learners, while the rate for the whole district is 23.9%. While the rate of students making progress towards proficiency in English is 52.2%, the reclassification rates have declined in the 2022-2023 school year. (RFEP

Students = 70; EL students = 1698; RFEP % = 4.1%) Continued work in this area is needed.

The effectiveness of this action can be measured by increased attendance and reduced chronic absenteeism for English learner students, and an increase in the reclassification rate. The district will also include parent/guardian responses to school climate surveys that will be provided during the school year to help monitor parent engagement and connectedness and its impact on improved student attendance.

- Tiered Academic Supports for Multilingual Students & English Learner Programs (2.4 and 2.9)

Needs, Conditions, and Circumstances: During the 2018/2019 school year, the district's SBAC proficiency for all students in English was 14.9 points above standard. In contrast, English learner students were 30.9 below standard. Additionally, 2018/19 data indicate that the district's SBAC proficiency for all students in Math was 21.1 points below standard. In contrast, English learner students were 62.4 points below standard. The state assessment was not administered in the 2019-20 and 2020-21 school year, however for students in grades K-8, the STAR assessment (local assessment) was used to determine need for the 2021-2022 school year. According to the Star Reading Screener #2 assessment, 52.8.% of all students in grades 1 - 8 are estimated to score at or above the proficiency benchmark; 22.7% of EL students in grades 1 - 8 are estimated to score at or above the proficiency benchmark on the state reading test. For Star Math, 47.6% of all students and 25% of EL students in grades 1-8 are estimated to score at or above the proficiency benchmark on the state math test. The 2018/19 College/Career Indicator indicated that 54.6% of all students met the state threshold of "Prepared". In contrast, 28.3% of English learners were "Prepared." An important note: 2018/19 school year data are the most recent available on the California Dashboard due to COVID-19 and the elimination of some required testing and reporting at the state level. However, using the 2020 College/Career Measures Report the following data is available: 51.6% of all students are considered prepared; 25.8% of English learners. Additionally, the district's reclassification rate for English learner students in the 2020/21 school year was 8.8%%. These data points demonstrate the need to provide additional support to connect English learners to school sites to increase proficiency on state assessments, increase the number of students meeting "Prepared" on the CCI, and increase the reclassification rate.

According to the EL Roadmap, the diversity of ELs (Newcomers, Potential Long-Term ELs, Long-Term ELs, ELs with interrupted schools, ELs with disabilities) "necessitate pedagogy and educational support services that are differentiated and responsive." Effective and consistent processes for identifying, placing, monitoring and exiting ELs, while enhancing staff capacity, are key initiatives for improving linguistic and academic results for ELs. English learner services are primarily for unduplicated pupils and families who face language barriers. The contributions of EL program specialists, EL paraprofessionals, and other staff who deliver targeted interventions, related parent workshops, and technical assistance to schools focus on English Language Development and derive from assessments that include interviews/surveys with EL students and parents/guardians. They are tailored to the acquisition of English language proficiency and mastery of grade-level content standards, enhancing the support that students might otherwise receive in other academic interventions. Implementation of this action will lead to an increase in student's academic proficiency as measured by state assessments and in English learner reclassification rate.

The continuation of this action was determined by its past effectiveness for some of these areas. For example, when comparing the 2017-18 school year to 2018-19, the all student group saw a 4.2% increase in the CCI, however a 15.7% gain was noted for English learners.

Additionally, the reclassification rate increased from 12.7% in the 2017/18 school year to 13.4% in the 2018/19 school year, yet a decline from 2019/20 was noted. It is difficult to determine effectiveness for the 2021-2022 school year due to the residual effects of the COVID pandemic. However, a review of state assessment data for math and English, as well as more recent local assessment data, indicates additional work should be considered to strengthen proficiency for the English learner student group. Based on the 2022 CA Dashboard, English Learners in Redlands USD scored 45.8 points below standard in ELA and 94.9 points below standard in Math. While the rate of students making progress towards proficiency in English is 52.2%, the reclassification rates have declined in the 2022-2023 school year. (RFEP Students = 70; EL students = 1698; RFEP % = 4.1%). This area will receive continued focus during the 2023-2024 school year.

The effectiveness of this action can be measured by an increase in the CCI and in academic indicators for the EL student group, and an increase in the reclassification rate.

Taken together, these targeted, school-wide, and district-wide supports and interventions will increase or improve services for English Learners, Foster Youth, and low-income students in alignment with the required percentage noted above. It is a privilege to strive to close equity gaps for these students and ensure that student needs are at the center of all planning and programming throughout Redlands Unified School District.

- Additionally, the 2023-2024 LCAP includes a fourth goal which provides targeted supports and services solely to Foster Youth. (4.1, 4.2, 4.3, 4.4)

According to a study by Fisher, Gunnar, Dozier, Bruce, and Pears (2006), foster youth often experience high rates of trauma, including abuse, neglect, and multiple placements, which can have long-lasting effects on their development. The study found that exposure to trauma in early childhood can disrupt the normal functioning of the stress response system, leading to difficulties in self-regulation, emotional and behavioral problems, and impairments in cognitive functioning. These challenges can significantly impact foster youth's educational outcomes, including academic performance and attendance. By addressing the trauma, social-emotional, and behavioral needs of youth in foster care, their educational outcomes, including academic performance, can be improved. The COVID-19 pandemic has exacerbated these challenges, contributing to emotional and behavioral issues, and cognitive impairments which directly impact educational outcomes including academic performance and attendance.

Our district has been in Differentiated Assistance for Foster Youth for over three years, mandating a targeted goal for this student group. Data from the 2022 CA Dashboard highlights a chronic absenteeism rate of 27.1% for foster youth, significantly higher than the overall rate of 23.9%, and a suspension rate of 10.5% for foster youth, nearly triple the overall rate of 3.7%. These statistics underline the urgent need for actions to address chronic absenteeism and high suspension rates among foster youth.

To directly respond to these identified needs, the district will retain and train Academic Case Carrier/Foster Youth Support staff, employing trauma-informed practices. This approach is designed to improve self-regulation, emotional control, and cognitive function among foster youth, with the intended outcome of enhancing academic performance and reducing chronic absenteeism.

In addition to this, all school site staff will be provided with trauma-informed training, fostering an environment sensitive to the unique

challenges faced by foster youth. We anticipate that this action will increase the use of restorative practices, decrease suspensions, and result in a more conducive learning environment for foster youth.

Further, we will review and revise district policies related to fees, transportation, uniforms, equipment, and individual student contracts. By removing these barriers to education, we aim to ensure foster youth's full participation in the educational experience, thereby improving their sense of belonging, attendance, and engagement.

Focused groups and additional learning opportunities will be created to build community and foster a sense of belonging among foster youth. We anticipate these actions, in complement to the rest of the LCAP, will lead to improved attendance and academic performance.

Lastly, the district will implement trauma-informed discipline practices, which involve timely notification and assistance during disciplinary proceedings. This action aims to foster a fair and empathetic discipline process, thereby reducing off-campus suspensions, promoting a positive school climate, and improving attendance and reducing suspensions among foster youth.

We anticipate that the implementation of these actions will lead to improvements in chronic absenteeism and suspension rates among foster youth, which will be measurable by tracking these rates on the CA Dashboard.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

3 RUSD elementary schools have an Unduplicated Pupil Percentage (UPP) below 55%.
22 RUSD have an Unduplicated Pupil Percentage (UPP) above 55%.

The District increased or ensured continued staffing at school sites with a UPP above 55% using a methodology determined by Business Services which included a review of current staffing, student group program offerings, academic data, and school site needs. As a result of this review funds were used to ensure continued staffing of general education instructional paraprofessional positions, instructional support specialist/intervention teachers, counselors, and academic case carriers. To meet the requirement to increase the number of staff who provide direct services to students at school with an enrollment of unduplicated students that is greater than 55%, the District is implementing supports with additional personnel for Comprehensive School Counseling (Goal 1, Action 3), Intervention Support Teams (Goal 1, Action 4), promoting college and career readiness (Goal 1, Actions 9 & 10; Goal 2, Action 8), Tiered Academic Supports (Goal 2, Action 2), Tiered Academic Supports for Multilingual Learners (Goal 2, Action 4), and English Learner Programs (Goal 2, Action 9).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Elementary School Ratio 1:41 / No Secondary Schools Below 55%	Elementary School Ratio 1:38 / Secondary Schools 55.63:1
Staff-to-student ratio of certificated staff providing direct services to students	Elementary School Ratio 1:20 / No Secondary Schools Below 55%	Elementary School Ratio 1:17 / Secondary Schools 20.95:1

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$221,266,447.69	\$53,040,518.00	\$11,755,117.00	\$10,908,576.50	\$296,970,659.19	\$253,592,320.00	\$43,378,339.19

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Social Emotional Learning (SEL)	Foster Youth Low Income	\$484,000.00	\$294,378.00		\$301,491.50	\$1,079,869.50
1	1.2	Positive Behavior Supports	English Learners Foster Youth Low Income	\$1,022,925.00	\$294,378.00			\$1,317,303.00
1	1.3	Comprehensive School Counseling	English Learners Foster Youth Low Income	\$6,038,452.00				\$6,038,452.00
1	1.4	Intervention Support Teams	English Learners Foster Youth Low Income	\$310,000.00				\$310,000.00
1	1.5	Character Education	English Learners Foster Youth Low Income	\$632,760.00				\$632,760.00
1	1.6	Parent & Community Involvement	English Learners Foster Youth Low Income	\$995,119.00				\$995,119.00
1	1.7	Language Assessment Center & Translation Services	English Learners	\$397,680.00				\$397,680.00
1	1.8	Instructional Technology and Innovation	English Learners Foster Youth Low Income	\$4,677,011.00				\$4,677,011.00
1	1.9	AVID	English Learners Foster Youth	\$1,358,196.00				\$1,358,196.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
1	1.10	Career Technical Education (CTE)	English Learners Foster Youth Low Income	\$3,385,407.00	\$81,000.00		\$174,272.00	\$3,640,679.00
1	1.11	Visual & Performing Arts	English Learners Foster Youth Low Income	\$3,816,075.00				\$3,816,075.00
1	1.12	Redlands Connections League	English Learners Foster Youth Low Income	\$281,604.00				\$281,604.00
1	1.13	Restorative Practices	English Learners Foster Youth Low Income	\$2,583,648.00				\$2,583,648.00
2	2.1	Professional Development to Support Implementation of State Standards	English Learners Foster Youth Low Income	\$1,647,000.00			\$602,983.00	\$2,249,983.00
2	2.2	Tiered Academic Support Staff	English Learners Foster Youth Low Income	\$8,887,826.00			\$1,457,708.00	\$10,345,534.00
2	2.3	Tiered Academic Support Plans	English Learners Foster Youth Low Income	\$2,132,972.00			\$2,700,636.00	\$4,833,608.00
2	2.4	Tiered Academic Supports for Multilingual Students	English Learners	\$800,854.00			\$209,918.00	\$1,010,772.00
2	2.5	Targeted Special Education Supports	Students with Disabilities	\$1,804,679.00	\$40,798,351.00		\$5,461,568.00	\$48,064,598.00
2	2.6	Supplemental Online Instructional Programs	English Learners Foster Youth Low Income	\$250,000.00				\$250,000.00
2	2.7	Targeted Math and Science Supports	English Learners Foster Youth Low Income	\$407,559.00				\$407,559.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.8	College Readiness Programs	English Learners Foster Youth Low Income	\$905,967.00				\$905,967.00
2	2.9	English Learner Programs	English Learners	\$936,889.00				\$936,889.00
2	2.10	Summer School/Credit Recovery	English Learners Foster Youth Low Income	\$203,500.00				\$203,500.00
2	2.11	GATE/Advanced Learner Programs	English Learners Foster Youth Low Income	\$35,000.00				\$35,000.00
2	2.12	Extended Learning Opportunities Program	K-6 Students All		\$10,556,985.00			\$10,556,985.00
3	3.1	Fully credentialed and appropriately assigned teachers and counselors	All	\$119,083,179.00				\$119,083,179.00
3	3.2	New Teacher Support Program	English Learners Foster Youth Low Income	\$3,952,544.00				\$3,952,544.00
3	3.3	Access to Materials	All	\$674,899.69	\$1,015,426.00			\$1,690,325.69
3	3.4	Access to Supplemental Materials	English Learners Foster Youth Low Income	\$156,000.00				\$156,000.00
3	3.5	Basic Facilities Operations	All	\$10,663,064.00		\$11,755,117.00		\$22,418,181.00
3	3.6	Enhanced Facilities Projects	English Learners Foster Youth Low Income	\$1,220,320.00				\$1,220,320.00
3	3.7	School and Student Safety	All	\$5,353,264.00				\$5,353,264.00
3	3.8	Transportation	English Learners Foster Youth Low Income	\$4,887,976.00				\$4,887,976.00
3	3.9	Operational Support Services and Classified Support Personnel	All	\$24,023,979.00				\$24,023,979.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.10	Access to Internet and/or Devices	English Learners Foster Youth Low Income	\$5,075,717.00				\$5,075,717.00
3	3.11	LCAP Program Coordination & Advisory Committees	English Learners Foster Youth Low Income	\$455,846.00				\$455,846.00
4	4.1	Foster Youth Staff Retention and Training	Foster Youth	\$1,699,536.00				\$1,699,536.00
4	4.2	Staff Trauma Training	Foster Youth	\$10,000.00				\$10,000.00
4	4.3	Foster Youth Participation	Foster Youth	\$10,000.00				\$10,000.00
4	4.4	Foster Youth School Discipline	Foster Youth	\$5,000.00				\$5,000.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$210,949,215	\$48,056,341	22.78%	0.00%	22.78%	\$59,663,383.00	0.00%	28.28 %	Total:	\$59,663,383.00
								LEA-wide Total:	\$46,111,386.00
								Limited Total:	\$3,859,959.00
								Schoolwide Total:	\$9,692,038.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Social Emotional Learning (SEL)	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$484,000.00	
1	1.2	Positive Behavior Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,022,925.00	
1	1.3	Comprehensive School Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,038,452.00	
1	1.4	Intervention Support Teams	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$310,000.00	
1	1.5	Character Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$632,760.00	
1	1.6	Parent & Community Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$995,119.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Language Assessment Center & Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$397,680.00	
1	1.8	Instructional Technology and Innovation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,677,011.00	
1	1.9	AVID	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AVID Schools	\$1,358,196.00	
1	1.10	Career Technical Education (CTE)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High Schools	\$3,385,407.00	
1	1.11	Visual & Performing Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,816,075.00	
1	1.12	Redlands Connections League	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools	\$281,604.00	
1	1.13	Restorative Practices	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: School sites with higher numbers of unduplicated students	\$2,583,648.00	
2	2.1	Professional Development to Support Implementation of State Standards	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,647,000.00	
2	2.2	Tiered Academic Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,887,826.00	
2	2.3	Tiered Academic Support Plans	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,132,972.00	
2	2.4	Tiered Academic Supports for Multilingual Students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$800,854.00	
2	2.6	Supplemental Online Instructional Programs	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$250,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.7	Targeted Math and Science Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	Secondary Schools	\$407,559.00	
2	2.8	College Readiness Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	High Schools	\$905,967.00	
2	2.9	English Learner Programs	Yes	Limited to Unduplicated Student Group(s)	English Learners	Secondary Schools	\$936,889.00	
2	2.10	Summer School/Credit Recovery	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools	\$203,500.00	
2	2.11	GATE/Advanced Learner Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	Grades 3-12	\$35,000.00	
3	3.2	New Teacher Support Program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Schools with assigned teachers new to the profession	\$3,952,544.00	
3	3.4	Access to Supplemental Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$156,000.00	
3	3.6	Enhanced Facilities Projects	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Schools with high numbers of unduplicated student counts	\$1,220,320.00	
3	3.8	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,887,976.00	
3	3.10	Access to Internet and/or Devices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,075,717.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.11	LCAP Program Coordination & Advisory Committees	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$455,846.00	
4	4.1	Foster Youth Staff Retention and Training	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$1,699,536.00	
4	4.2	Staff Trauma Training	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$10,000.00	
4	4.3	Foster Youth Participation	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$10,000.00	
4	4.4	Foster Youth School Discipline	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$5,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$246,734,226.00	\$261,754,842.20

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Social Emotional Learning (SEL)	Yes	\$684,707.00	\$979,179.16
1	1.2	Positive Behavior Supports	Yes	\$1,284,707.00	\$1,191,554.24
1	1.3	Comprehensive School Counseling	Yes	\$6,720,366.00	\$7,413,239.84
1	1.4	Intervention Support Teams	Yes	\$200,000.00	\$63,148.96
1	1.5	Character Education	Yes	\$899,360.00	\$659,742.59
1	1.6	Parent & Community Involvement	Yes	\$907,021.00	\$571,315.40
1	1.7	Language Assessment Center & Translation Services	Yes	\$360,000.00	\$4,124.26
1	1.8	Instructional Technology and Innovation	Yes	\$3,533,698.00	\$3,814,687.34
1	1.9	AVID	Yes	\$1,530,000.00	\$1,297,388.50
1	1.10	Career Technical Education (CTE)	Yes	\$4,357,816.00	\$3,541,814.89

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Visual & Performing Arts	Yes	\$1,497,240.00	\$5,932,959.02
1	1.12	Redlands Connections League	Yes	\$175,000.00	\$104,672.54
1	1.13	Restorative Practices	Yes	\$2,195,000.00	\$2,318,460.67
2	2.1	Professional Development to Support Implementation of State Standards	Yes	\$2,039,294.00	\$759,972.78
2	2.2	Tiered Academic Support Staff	Yes	\$6,216,784.00	\$8,875,838.62
2	2.3	Tiered Academic Support Plans	Yes	\$5,347,367.00	\$3,844,728.13
2	2.4	Tiered Academic Supports for Multilingual Students	Yes	\$1,230,710.00	\$1,223,702.53
2	2.5	Targeted Special Education Supports	No	\$43,713,257.00	\$47,321,068.22
2	2.6	Supplemental Online Instructional Programs	Yes	\$400,000.00	\$146,769.76
2	2.7	Targeted Math and Science Supports	Yes	\$621,000.00	\$1,393,350.61
2	2.8	College Readiness Programs	Yes	\$1,635,000.00	\$735,214.33
2	2.9	English Learner Programs	Yes	\$1,010,000.00	\$729,504.72
2	2.10	Summer School/Credit Recovery	Yes	\$150,000.00	\$1,098,187.13

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.11	GATE/Advanced Learner Programs	Yes	\$51,000.00	\$20,640.74
2	2.12	Extended Learning Opportunities Program	No	\$4,487,978.00	\$1,611,186.69
3	3.1	Fully credentialed and appropriately assigned teachers and counselors	No	\$98,337,986.00	\$111,947,348.60
3	3.2	New Teacher Support Program	Yes	\$2,731,894.00	\$3,021,056.40
3	3.3	Access to Materials	No	\$1,798,320.00	\$361,184.08
3	3.4	Access to Supplemental Materials	Yes	\$439,569.00	\$1,189,476.03
3	3.5	Basic Facilities Operations	No	\$11,764,585.00	\$10,094,005.22
3	3.6	Enhanced Facilities Projects	Yes	\$1,450,000.00	\$3,691,274.68
3	3.7	School and Student Safety	No	\$1,419,084.00	\$3,276,749.30
3	3.8	Transportation	Yes	\$7,404,123.00	\$5,119,868.04
3	3.9	Operational Support Services and Classified Support Personnel	No	\$25,480,667.00	\$19,703,159.50
3	3.10	Access to Internet and/or Devices	Yes	\$4,401,399.00	\$7,264,507.51

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.11	LCAP Program Coordination & Advisory Committees	Yes	\$259,294.00	\$433,761.17

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$47,776,771.00	\$54,393,580.00	\$67,440,140.59	(\$13,046,560.59)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Social Emotional Learning (SEL)	Yes	\$535,000.00	\$979,179.16		
1	1.2	Positive Behavior Supports	Yes	\$1,135,000.00	\$1,191,554.24		
1	1.3	Comprehensive School Counseling	Yes	\$6,720,366.00	\$7,413,239.84		
1	1.4	Intervention Support Teams	Yes	\$200,000.00	\$63,148.96		
1	1.5	Character Education	Yes	\$899,360.00	\$659,742.59		
1	1.6	Parent & Community Involvement	Yes	\$905,000.00	\$571,315.40		
1	1.7	Language Assessment Center & Translation Services	Yes	\$360,000.00	\$4,124.26		
1	1.8	Instructional Technology and Innovation	Yes	\$3,533,698.00	\$3,814,687.34		
1	1.9	AVID	Yes	\$1,530,000.00	\$1,297,388.50		
1	1.10	Career Technical Education (CTE)	Yes	\$4,142,812.00	\$3,541,814.89		
1	1.11	Visual & Performing Arts	Yes	\$1,497,240.00	\$5,932,959.02		
1	1.12	Redlands Connections League	Yes	\$175,000.00	\$104,672.54		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.13	Restorative Practices	Yes	\$2,195,000.00	\$2,318,460.67		
2	2.1	Professional Development to Support Implementation of State Standards	Yes	\$1,505,707.00	\$759,972.78		
2	2.2	Tiered Academic Support Staff	Yes	\$5,500,000.00	\$8,875,838.62		
2	2.3	Tiered Academic Support Plans	Yes	\$2,132,972.00	\$3,844,728.13		
2	2.4	Tiered Academic Supports for Multilingual Students	Yes	\$1,040,000.00	\$1,223,702.53		
2	2.6	Supplemental Online Instructional Programs	Yes	\$400,000.00	\$146,769.76		
2	2.7	Targeted Math and Science Supports	Yes	\$621,000.00	\$1,393,350.61		
2	2.8	College Readiness Programs	Yes	\$1,635,000.00	\$735,214.33		
2	2.9	English Learner Programs	Yes	\$1,010,000.00	\$729,504.72		
2	2.10	Summer School/Credit Recovery	Yes	\$150,000.00	\$1,098,187.13		
2	2.11	GATE/Advanced Learner Programs	Yes	\$51,000.00	\$20,640.74		
3	3.2	New Teacher Support Program	Yes	\$2,731,894.00	\$3,021,056.40		
3	3.4	Access to Supplemental Materials	Yes	\$439,569.00	\$1,189,476.03		
3	3.6	Enhanced Facilities Projects	Yes	\$1,450,000.00	\$3,691,274.68		
3	3.8	Transportation	Yes	\$7,404,123.00	\$5,119,868.04		
3	3.10	Access to Internet and/or Devices	Yes	\$4,234,545.00	\$7,264,507.51		
3	3.11	LCAP Program Coordination & Advisory Committees	Yes	\$259,294.00	\$433,761.17		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$200,305,088.00	\$47,776,771.00	0	23.85%	\$67,440,140.59	0.00%	33.67%	\$0.00	0.00%

Instructions

[Plan Summary](#)

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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