

LCFF Budget Overview for Parents

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

CDS Code: 31 75085 0000000

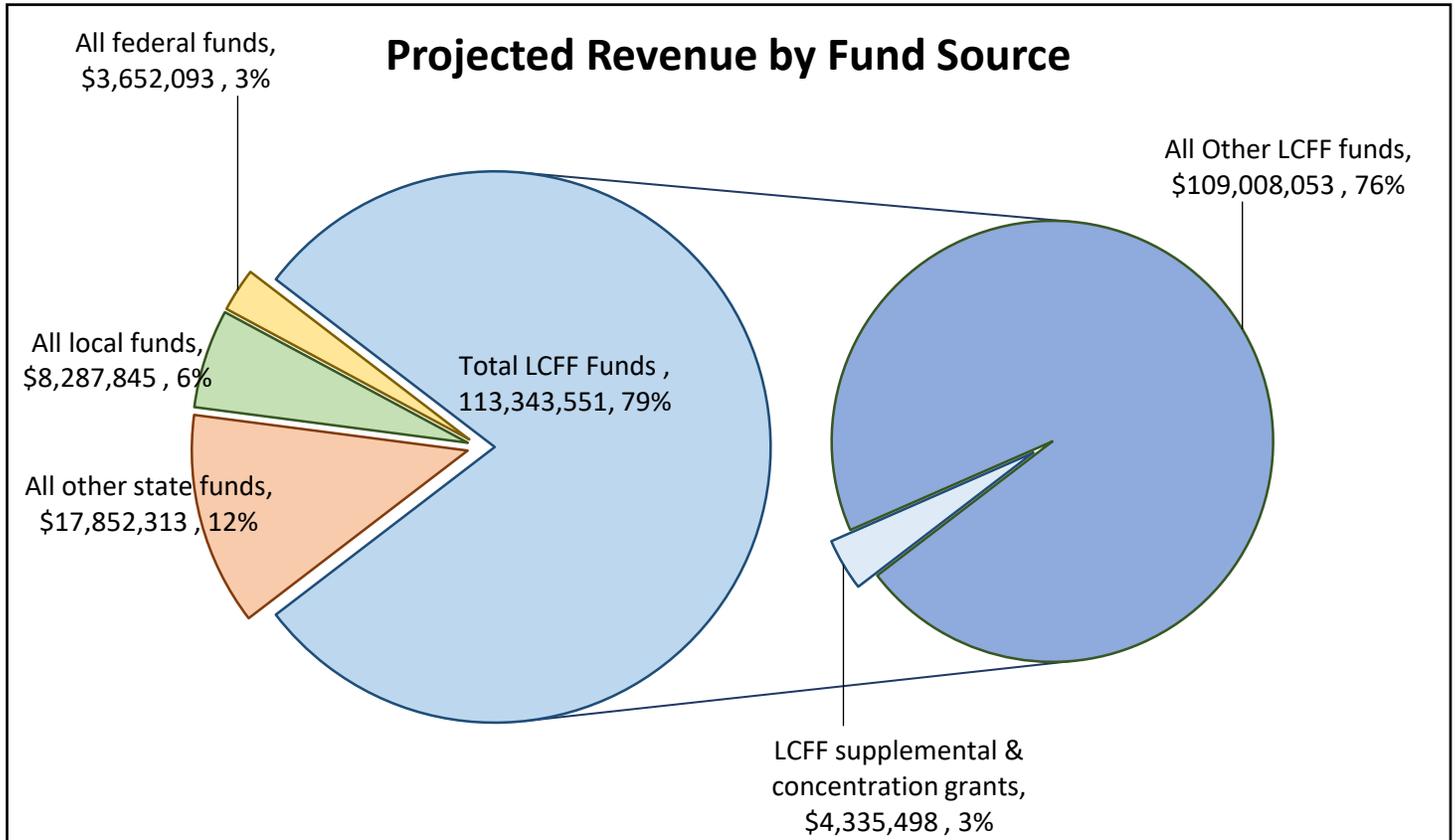
School Year: 2021 – 22

LEA contact information: Hannah Anderson, (916) 630-3306, handerson@rocklinusd.org

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 2021 – 22 School Year

Projected Revenue by Fund Source

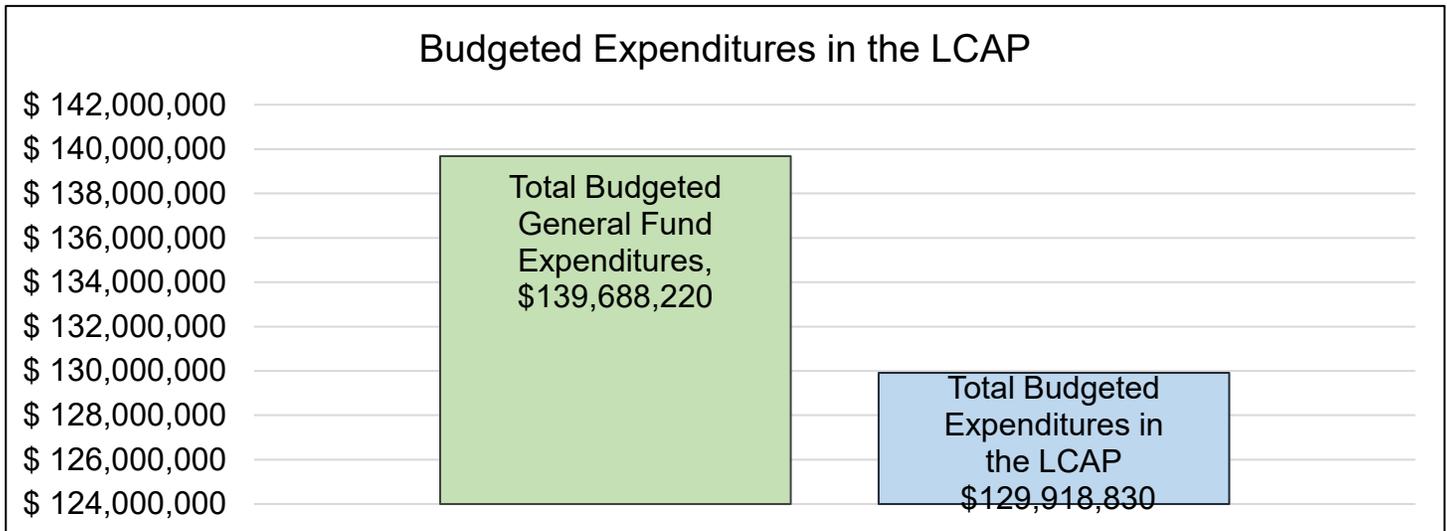


This chart shows the total general purpose revenue Rocklin Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Rocklin Unified School District is \$143,135,802.00, of which \$113,343,551.00 is Local Control Funding Formula (LCFF), \$17,852,313.00 is other state funds, \$8,287,845.00 is local funds, and \$3,652,093.00 is federal funds. Of the \$113,343,551.00 in LCFF Funds, \$4,335,498.00 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 Rocklin Unified School District plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Rocklin Unified School District plans to spend \$139,688,220.00 for the 2021 – 22 school year. Of that amount, \$129,918,830.00 is tied to actions/services in the LCAP and \$9,769,390.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

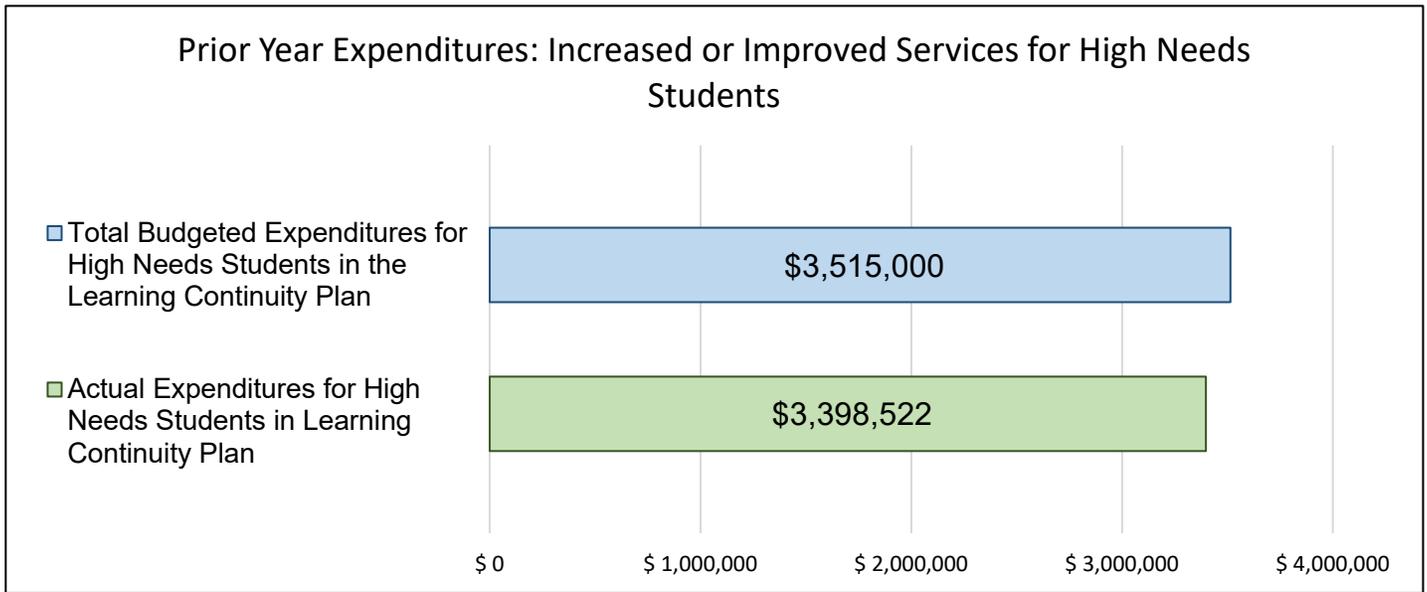
Facilities and Deferred Maintenance (\$148,000), Charter and Other Third Party Expenses (\$514,000), Other Special Education Expenses (\$171,000), STRS State Offset (\$6.9 million), Other Grant Related Expenses (\$363,000), Other Transportation (\$325,000), Other Operating Costs (\$1.4 million)

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

In 2021 – 22, Rocklin Unified School District is projecting it will receive \$4,335,498.00 based on the enrollment of foster youth, English learner, and low-income students. Rocklin Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Rocklin Unified School District plans to spend \$4,335,498.00 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 2020 – 21



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

In 2020 – 21, Rocklin Unified School District's Learning Continuity Plan budgeted \$3,515,000.00 for planned actions to increase or improve services for high needs students. Rocklin Unified School District actually spent \$3,398,522.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$116,478.00 had the following impact on Rocklin Unified School District's ability to increase or improve services for high needs students:

Actions and Services were implemented as planned and were not impacted by this difference. For example, the estimated actual cost for intervention within the school day was less than budgeted as were software programs for students in general and special education, however these intervention services were offered as planned. In addition, there was a vacancy in the 1.0 FTE data specialist position for over half of the year. Additional actions to increase and improve services were planned as a continuation of the increased and improved services within the 2019-20 LCAP. These were not all budgeted within the LCP at the time of approval.

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocklin Unified School District	Hannah Anderson Director, Innovation, School Programs, and Accountability	handerson@rocklinusd.org 916-630-3306

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

Goal 1

Rocklin Unified School District will ensure that all students will achieve to their highest potential and make continuous progress toward increasingly challenging academic goals consistent with college and career readiness standards and expectations.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: RUSD Strategic Plan

Strategy 1: We will facilitate learning experiences that ignite passion, develop enduring skills, and feature relevance, choice, and purpose for each student.

Strategy 4: We will ensure vital engagement between schools and their stakeholders, including families, community, higher education, and media to support student success.

Annual Measurable Outcomes

Expected	Actual						
<p>Metric/Indicator: Implementation of Academic Standards</p> <p>19-20: Increase the percentage of students meeting and exceeding ELA and Math standards on CAASPP Summative Assessment (Grades 3-8) for each Subgroup based on previous year data by 3%</p>	English (ELA) % of Students Meeting/Exceeding Standards:						
	Student Group	2016	2017	2018	2019	Difference	Met?
	All Students	71	69.75	70.21	71.49	+1.28	No
	Students with Disabilities	28	28.16	27.03	29.59	+2.56	No
	Economically Disadvantaged	51	48.12	52.84	53.7	+0.86	No
	English Learners	27	29.66	27.83	26.32	-1.51	No
	Black or African American	59	61.46	50.43	51.24	+0.81	No
	American Indian	48	51.43	55.17	57.69	+2.52	No
	Asian	84	82.06	84.66	83.2	-1.46	No
	Filipino	77	80	79.37	83.61	+4.24	Yes
	Pacific Islander	62	60.05	81.48	65.21	-16.27	No
	Hispanic or Latino	75	72.41	60.19	59.68	-0.51	No
	White	73	70.65	70.71	72.82	+2.11	No
	Two or More Races	72	67.63	74.70	75.11	+0.41	No
<p>2019-2020 was RUSDs third year implementing the English Language Arts curriculum adopted in 2017 in alignment with California state standards. Overall, all students showed slight growth in English Language Arts, however, did not meet the expected outcome of</p>							

increasing by 3%. 7 of 11 student groups increased in the percentage of students meeting and exceeding standards. Pacific Islander students decreased significantly.

Mathematics % of Students Meeting/Exceeding Standards:

Student Group	2016	2017	2018	2019	Difference	Met?
All Students	61	62.11	63.27	62.9	-0.37	No
Students with Disabilities	23	24.1	27.39	26.96	-0.43	No
Economically Disadvantaged	39	40.46	46.02	44.71	-1.31	No
English Learners	28	33.64	34.16	29.36	-4.8	No
Black or African American	47	46.88	39.13	44.26	+5.13	Yes
American Indian	46	37.15	55.17	61.54	+6.37	Yes
Asian	81	80.97	82.85	81.82	-1.03	No
Filipino	70	71.77	74.60	74.57	-0.03	No
Pacific Islander	48	47.61	62.97	47.82	-15.15	No
Hispanic or Latino	65	15	50.0	48.37	-1.63	No
White	62	63.09	63.94	63.76	-0.18	No
Two or More Races	66	66.41	70.53	67.57	-2.96	No

2019-2020 was RUSDs fifth year implementing the new Mathematics curriculum adoption in alignment with California state standards. Overall, all students showed a slight decline in Mathematics and did not meet the expected outcome of increasing by 3%. 2 of 11 student groups (African American and American Indian) increased in the percentage of

students meeting and exceeding standards and met the target growth of 3%. Pacific Islander students decreased significantly.

English (ELA) points away from level 3 (Met):

Student Group	2018	2019	Difference	Met?
All Students	42	44.2	+2.9	No
Students with Disabilities	-43.7	-44.8	+11.6	Yes
Economically Disadvantaged	0.8	5.0	+4.6	No
Homeless	-23.1	-35.5	-14.3	No
English Learners	-6.4	-0.8	+8.5	Yes
Black or African American	5.8	-0.1	-3.7	No
American Indian	-9.5	8.6	+18.0	Yes
Asian	84.5	82.4	-0.2	No
Filipino	65.8	68.7	+6.2	No
Pacific Islander	55.4	45.7	-9.7	No
Hispanic or Latino	19.5	15.5	-3.5	No
White	41.2	46.2	+5.5	No
Two or More Races	52.6	51.6	+0.1	No

Overall, all students maintained with an increase of 2.9 points on the ELA 5x5 grid on the California School Dashboard, however, did not meet the expected outcome of increasing at least 7 points. 3 of 12 student groups showed growth of 7 or more points. 7 of 12 student groups are in the green (high) or blue (very high) performance level. Students with Disabilities and Homeless students are the lowest performing groups in English Language Arts.

Metric/Indicator:

English Language Arts (3-8) and Mathematics (3-8)
19-20:

Show growth by increasing points away from level 3 according to the 5x5 ELA and Math Grid Placement Reports for all students and each student group by 7 or more points

Mathematics points away from level 3 (Met):

Student Group	2018	2019	Difference	Met?
All Students	26.3	25.8	+0.2	No
Students with Disabilities	-60.6	-63.8	+9.7	Yes
Economically Disadvantaged	-16.3	-17.3	-0.8	No
Homeless	-47.6	-58.5	-14.3	No
English Learners	-15.3	-10.3	+7.4	Yes
Black or African American	-23.8	-23.6	+1.1	No
American Indian	1.7	1.2	-0.5	No
Asian	81.4	84.3	+5.1	No
Filipino	47	48.1	+3.5	No
Pacific Islander	32.1	15.4	-16.8	No
Hispanic or Latino	-4.1	-10.4	-5.9	No
White	26.3	27.6	+1.8	No
Two or More Races	38	31.8	-5.0	No

Overall, all students maintained with an increase of less than 1 point from standard on the Mathematics 5x5 grid on the California School Dashboard, however, did not meet the expected outcome of increasing at least 7 points. 2 of 12 student groups showed growth. 5 of 12 student groups are in the green (high) or blue (very high) performance level. Students with Disabilities and Homeless students are the lowest performing groups in Math.

Metric/Indicator:

District Interim Assessment

19-20:

Annually, increase the percentage of students who meet or exceed their projected MAP RIT growth as measured on the Student Growth Summary Report (Aggregate by District with a comparison period from Fall to Spring) by 3%

	2017	2018	2019	Difference	Met?
ELA (Reading)	49.1	59	56.6	-2.3	No
Math	44.4	65	57.3	-7.7	No

Metric/Indicator:

A-G UC/CSU Requirements

19-20:

Increase the percentage of students meeting UC/CSU A-G requirements by subgroup by 1%

Student Group	2017	2018	2019	2020	Difference	Met?
All Students	64.0%	63.0%	60.4%	63.5%	3.1%	Yes
English Learners	0.0%	7.1%	*	*	0.0%	No
Homeless	*	*	28.0%	*	-28.0%	No
Socio-Economically Disadvantaged	46.9%	45.1%	40.7%	32.1%	-8.6%	No
Students with Disabilities	4.4%	7.2%	2.6%	10.0%	7.4%	Yes
Asian	78.5%	70.4%	69.2%	74.0%	4.8%	Yes
Black/African American	28.6%	71.4%	29.4%	54.2%	24.8%	Yes
Hispanic	52.4%	53.0%	55.4%	48.5%	-6.9%	No
White	65.5%	64.8%	60.7%	66.6%	5.9%	Yes
Two or more	71.6%	54.8%	69.3%	61.1%	-8.2%	No

	<table border="1"> <tr> <td>Races</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>* Less than 10 students represented (Source: Aeries Student Information System)</p>	Races											
Races													
<p>Metric/Indicator: CTE Completion Rates</p> <p>19-20: Increase the percentage of students who complete the capstone course in a CTE pathway by 3%</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>% of Completers</th> </tr> </thead> <tbody> <tr> <td>2015-2016 Completer</td> <td>25.6%</td> </tr> <tr> <td>2016-2017 Completers</td> <td>25.7%</td> </tr> <tr> <td>2017-2018 Completers</td> <td>33%</td> </tr> <tr> <td>2018-2019 Completers</td> <td>26.4%</td> </tr> <tr> <td>2019-2020 Completers</td> <td>31.8% (244 completers/767 total concentrators and completers)</td> </tr> </tbody> </table> <p>Met? No The percentage compares the number of completers from the total number of concentrators and completers.</p> <p>(Source: Completer students divided by concentrator and completer students calculated from CALPADS 3.14 Report)</p>	Year	% of Completers	2015-2016 Completer	25.6%	2016-2017 Completers	25.7%	2017-2018 Completers	33%	2018-2019 Completers	26.4%	2019-2020 Completers	31.8% (244 completers/767 total concentrators and completers)
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<p>Metric/Indicator: College and Career Indicator</p> <p>19-20: Show growth by increasing the status on the College and Career Indicator by 1%.</p>	<table border="1"> <thead> <tr> <th>2017</th> <th>2018</th> <th>2019</th> <th>Difference</th> <th>Met?</th> </tr> </thead> <tbody> <tr> <td>69.8</td> <td>71</td> <td>69.9</td> <td>-1.1</td> <td>No</td> </tr> </tbody> </table>	2017	2018	2019	Difference	Met?	69.8	71	69.9	-1.1	No		
2017	2018	2019	Difference	Met?									
69.8	71	69.9	-1.1	No									
<p>Metric/Indicator: AP Course Access and Passing Rates</p>	<p>% of AP students by Ethnicity/Program (Number of AP students/10-12 Enrollment)</p>												

19-20:

Increase the percentage of students enrolled in AP courses for each subgroup with a % lower than “All Students” by 2%

Increase the number of AP Tests taken for each student group with a number lower than “All Students” by 2%

Increase the percentage of students passing with a Score of 3 or above for each student group with a % lower than “All Students” by 2%

Student Group	2019	2020	Difference	Met?
All Students	32.5	31.0	-1.5	No
Economically Disadvantaged	1.9	1.5	-0.4	No
American Indian	0.1	0.1	0.0	No
Asian	6.1	6.3	0.2	No
Black/African American	0.4	0.4	0.0	No
Hispanic/Latino	3.8	3.0	-0.8	No
Pacific Islander	0.1	0.1	0.0	No
White	19.2	18.3	-0.9	No
Two or more races	2.6	2.5	-0.1	No
Intentionally Left Blank	0.2	0.3	0.1	No

American Indian and Pacific Islander students have a lower participation rate than all students. Most student groups showed a decrease in the percentage of students taking AP exams.

of AP Exams Taken:

Student Group	2017	2018	2019	Difference	Met?
All Students	1946	2040	1737	-303	No
Economically Disadvantaged	75	178	103	-75	No
American Indian	5	1	0	-1	No

Asian	373	487	456	-31	No
Black/African American	22	41	16	-25	No
Hispanic/Latino	302	269	247	-22	No
Pacific Islander	7	10	3	-7	No
White	1056	1047	857	-190	No
Two or more races	166	154	134	-20	No

*Race/Ethnicity is self reported by students

Overall, RUSD had students take 303 less AP Exams in 2019 than 2018. The number of AP Exams taken decreased in all student groups.

% of students passing with a score of 3 or higher:

Student Group	2017	2018	2019	Difference	Met?
All Students	77	76	79	+3	
Economically Disadvantaged	72	72	67	-5	No
American Indian	60	0	0	0	
Asian	76	76	83	+7	
Black/African American	59	61	56	-5	No
Hispanic/Latino	78	69	72	+3	Yes
Pacific Islander	43	70	66	-4	No
White	77	77	79	+2	

	<table border="1" data-bbox="951 99 1974 164"> <tr> <td>Two or more races</td> <td>80</td> <td>82</td> <td>84</td> <td>+2</td> <td></td> </tr> </table> <p>*Race/Ethnicity is self reported by students</p> <p>The percentage of all students passing AP Exams with a score of 3, 4, or 5 increased by 3%. All student groups except Asian, White, and two or more races have a lower percentage than All Students passing with a score of 3 or higher. The percentage increased for Hispanic/Latino students. There was a decline for socioeconomically disadvantaged, Black/African American and Pacific Islander student groups.</p>	Two or more races	80	82	84	+2	
Two or more races	80	82	84	+2			
<p>Metric/Indicator: Graduation Rate Indicator</p> <p>19-20: Maintain or increase the Graduation Rate Indicator in the High or Very High performance category and all student groups in the same level or within 1 level of All Students</p>	<p>All student groups with performance indicators are in the Orange, Yellow or Very High (Blue) category, as indicated below: Very High (Blue): Asian, Filipino, Hispanic, Two or More Races, White (Yellow): Socioeconomically Disadvantaged (Orange) Students with Disabilities, Homeless No Performance Level due to having less than 30 students: African American, American Indian, English Learners, Foster Youth, and Pacific Islander</p> <p>Met? No</p>						
<p>Metric/Indicator: English Learner Indicator</p> <p>19-20: Establish baseline data for the English Learner Progress Indicator</p>	<p>English Learner Progress Indicator Results</p> <p>% of English learners making progress towards English language proficiency:</p> <table border="1" data-bbox="951 971 1297 1138"> <thead> <tr> <th><u>RUSD</u></th> <th><u>STATE</u></th> </tr> </thead> <tbody> <tr> <td>59.4%</td> <td>48.3%</td> </tr> </tbody> </table> <p>RUSD progress is in the high range (between 55% to less than 65%) (Source: 2019 California School Dashboard)</p>	<u>RUSD</u>	<u>STATE</u>	59.4%	48.3%		
<u>RUSD</u>	<u>STATE</u>						
59.4%	48.3%						
<p>Metric/Indicator: Basics Indicator-Instructional Materials</p> <p>19-20:</p>	<p>100% of students were assigned a textbook in Reading/Language Arts, Mathematics, Science, History-Social Science, and Foreign Language</p> <p>Met? Yes</p>						

Maintain 100% access to standards -aligned instructional materials	
Metric/Indicator: Technology	
19-20: Based on observations, increase the use of technology for student learning in higher DOK levels, the 4 C's (creativity, critical thinking, collaboration, and communication), and personalization.	Walkthroughs were not conducted at the end of the 2019-20 school year due to Covid-19, however in the spring of 2020 technology was utilized at unprecedented levels by all classroom teachers to instruct students in a remote learning environment.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1.1 Implement California State Standards by providing new and replacement instructional materials, with a focus on Mathematics, English Language Arts, History/Social Science, and Science	Base (0156) - \$902,983 Restricted Lottery (6300) - \$1,406,177	Base (0156) - \$865,020 Restricted Lottery (6300) - \$246,044
1.2 Support early learning through full-day Kindergarten at all sites, Transitional Kindergarten and Kinder Camp at Title I sites, including family engagement	Supplemental (0092) - \$460,602 Title I (3010) - \$217,292	Supplemental (0092) - \$456,728 Title I (3010) - \$206,613
1.3 Leverage counseling services including Tier II outreach and support to increase successful transitioning to college and career for targeted students	Supplemental (0092) - \$306,552	Supplemental (0092) - \$312,426
1.4 Implement researched based academic and linguistic approaches to target and support the success of TK-12 English Learners	Supplemental (0092) - \$1,046,020	Supplemental (0092) - \$884,928
1.5	Supplemental (0092) - \$8,730	Supplemental (0092) - \$6,230

Continue Technology Loan Program providing devices with internet access to targeted students in need		
1.6 Strengthen CTE pathways that increase college/career readiness	CTEIG (9038) - \$0* * funds were not allocated at adopted budget	CTEIG (9038) - \$99,997
1.7 Increase the number of targeted students enrolled in and completing dual enrollment and Advanced Placement courses	\$0 (included in base program)	\$0 (included in base program)
1.8 Develop academic interventions as a college readiness support system for targeted students in grades 7-12, including Advancement Via Individual Determination (AVID) program offerings and AVID tutors	Supplemental (0092) - \$2,501 Unrestricted Lottery (1100) - \$6,000	Supplemental (0092) - \$0 Unrestricted Lottery (1100) - \$0
1.9 Provide timely and effective communication pathways between teachers, parents, and students, including communication through our online learning management system	LCFF Base (0000) - \$195,849	Base (0000) - \$183,628
1.10 Administer and utilize college admissions testing to inform classroom instruction and student course selection	LCFF Base (0015) - \$18,968	LCFF Base (0015) - \$9,270 Supplemental (0092) - \$9,486
1.11 Identify all students who are not on track for achieving college/career readiness criteria and/or graduation and eliminate system barriers	\$0 (included in base program)	\$0 (included in base program)

Goal Analysis

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

Overall, the actions and services were implemented as planned, with the exception of committee work during the spring of 2020 during the Covid-19 shutdown. Material differences occurred in the following actions for Goal 1:

Action 1.1 - Science adoption was deferred to the 2020-21 school year at the 6th grade and high school level.

Action 1.5 - During the Covid-19 shutdown, funds were shifted to purchase additional hotspots and devices for student check-out to ensure all students had access to the internet in order to participate in Distance Learning.

Action 1.10 - During fall 2019, additional carryover funds were used to universally implement PSAT tests to all 10th grade students at both comprehensive high schools.

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

The actions and services within Goal 1 were implemented as planned through March 2020. The COVID-19 pandemic, and closure of physical school sites during spring 2020, presented unprecedented challenges to the implementation of several actions/services throughout the District, including many LCAP actions. RUSD rebounded quickly, shifting almost immediately to Distance Learning and moving all stakeholder engagement and committees online. Despite these quick shifts, during spring 2020, many District activities were canceled or modified. The cancellation of state assessments in math, English Language Arts, and science, and the changes in how other data were collected impacted the reporting of student outcomes throughout the annual update.

Overall Effectiveness:

The effectiveness of the academic actions and services as implemented to achieve Goal 1 is demonstrated through the California School Dashboard. In 2019 state indicators were High (Green) and Very High (Blue) on 4 of 6 State indicators, including the English Language Arts, Mathematics, Graduation Rate, and College/Career Indicators. Areas for growth include suspension and chronic absenteeism to increase the time students spend in class receiving instruction in support of academic success.

Effectiveness and areas for growth were also demonstrated through district annual outcomes, including stakeholder perception. For example, 2018-2019 was RUSDs second year implementing the new English Language Arts curriculum adoption in alignment with state standards. Overall, all students showed slight growth in English Language Arts, however, did not meet the expected outcome of increasing by 3%. 6 of 12 students groups increased in the percentage of students meeting and exceeding standards. Students experiencing homelessness decreased significantly. 2018-2019 was RUSDs fourth year implementing the new Mathematics curriculum adoption in alignment with state standards. Overall, all students maintained in Mathematics and did not meet the expected outcome of increasing by 3%. 4 of 12 student groups increased in the percentage of students meeting and exceeding standards. Students experiencing homelessness and Pacific Islander students decreased significantly.

Finally, RUSD utilizes data specific to each action/service to determine effectiveness and inform implementation decisions. For example, data specific to the Technology Loan Program drove the decision to allow students to check out devices without internet (at the beginning of the 2019 school year) as needed which reduced the cost of internet service while meeting the needs of students throughout the district.

RUSD remains committed to refining the data used to monitor progress for all actions in addition to the annual outcomes according to the California School Dashboard.

Goal 2

Rocklin Unified School District will provide support systems for learning (during both the school day and after school) and provide safe schools with healthy climates where all students have the opportunity to achieve at high levels.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Local Priorities: RUSD Strategic Plan

Strategy 2: We will provide a system of academic and social-emotional supports in a culture of acceptance for all students to be respectful, self-aware, resilient, and high functioning individuals.

Annual Measurable Outcomes

Expected	Actual				
Metric/Indicator: Local Climate Student survey 19-20: Maintain above 95% and increase the % of students indicating	% of student indicating they feel safe at school:				
	Cohort	2017-18	2019-20	2020-21	Difference
	5th Grade	89	87	91	+4
6th Grade	N/A	N/A	89	N/A	

<p>they feel safe at school Decrease the % of students indicating they were bullied and cyber bullied at school within the last year by 3%</p>	<table border="1"> <tr> <td>7th Grade</td> <td>79</td> <td>77</td> <td>74</td> <td>-3</td> </tr> <tr> <td>9th Grade</td> <td>78</td> <td>74</td> <td>70</td> <td>-4</td> </tr> <tr> <td>11th Grade</td> <td>79</td> <td>66</td> <td>70</td> <td>+4</td> </tr> </table>	7th Grade	79	77	74	-3	9th Grade	78	74	70	-4	11th Grade	79	66	70	+4					
7th Grade	79	77	74	-3																	
9th Grade	78	74	70	-4																	
11th Grade	79	66	70	+4																	
<p>N/A-6th grade students not assessed during these years.</p>																					
<p>Metric/Indicator: Local Climate Parent/Guardian Survey</p> <p>19-20: Increase the % of parent/guardians agreeing and strongly agreeing “my student feels safe at school” on the LCAP Survey with the goal of reaching 100%</p>	<table border="1"> <thead> <tr> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>Difference</th> <th>Met?</th> </tr> </thead> <tbody> <tr> <td>89.19%</td> <td>93%</td> <td>87.59%</td> <td>89.1%</td> <td>+1.51</td> <td>No</td> </tr> </tbody> </table>	2017	2018	2019	2020	Difference	Met?	89.19%	93%	87.59%	89.1%	+1.51	No								
2017	2018	2019	2020	Difference	Met?																
89.19%	93%	87.59%	89.1%	+1.51	No																
<p>Metric/Indicator: High School and Middle School</p> <p>19-20: Maintain the Cohort Dropouts Rate below 3% and decrease 0.1% Maintain Grade 8 dropout rate at 0%</p>	<p>Annual Adjusted Grade 9-12 Dropout Rate:</p> <table border="1"> <thead> <tr> <th>2017/2018</th> <th>2018/2019</th> <th>2019/2020</th> <th>Difference</th> <th>Met?</th> </tr> </thead> <tbody> <tr> <td>0.07%</td> <td>0.05%</td> <td>0.14%</td> <td>0.09</td> <td>Yes</td> </tr> </tbody> </table> <p>Adjusted Grade 8 Dropouts:</p> <table border="1"> <thead> <tr> <th>2017/2018</th> <th>2018/2019</th> <th>2019/2020</th> <th>Difference</th> <th>Met?</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>Yes</td> </tr> </tbody> </table> <p>(Source: CalPads 1.10 report)</p>	2017/2018	2018/2019	2019/2020	Difference	Met?	0.07%	0.05%	0.14%	0.09	Yes	2017/2018	2018/2019	2019/2020	Difference	Met?	0	0	0	0	Yes
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<p>Metric/Indicator: Suspension Rate Indicator</p> <p>19-20:</p>	<table border="1"> <thead> <tr> <th>Student Group</th> <th>2018</th> <th>2019</th> <th>Change</th> <th>Decrease by 0.3%</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Student Group	2018	2019	Change	Decrease by 0.3%															
Student Group	2018	2019	Change	Decrease by 0.3%																	

Decrease by at least 0.3% with the goal of a very low suspension rate of less than 0.5% and maintain student groups at the same level as all students

All Students	3.5%	3.3%	-0.2	No
English Learners	2.7%	3.0%	+0.3	No
Foster Youth	12.5%	26.3%	+13.8	No
Homeless	11.3%	11.6%	+0.3	No
SED	6.1%	6.3%	+0.2	No
SWD	7.5%	6.2%	-1.3	Yes
African American	6.6%	5.0%	-1.6	Yes
American Indian	1.9%	7.5%	+5.6	No
Asian	1.5%	1.7%	+0.2	No
Filipino	1.0%	1.2%	+0.2	No
Hispanic	4.5%	3.2%	-1.3	Yes
Pacific Islander	4.3%	2.6%	-1.7	Yes
Two or More Races	3.7%	3.6%	-0.1	No
White	3.6%	3.5%	-0.1	No

No student groups had a suspension rate of less than 0.5%.
 *Change is the difference between 2018 and 2019
 (Source: Fall 2019 California Student Dashboard Suspension Indicator)

Metric/Indicator:
Expulsion Rates

19-20:
Decrease and maintain the expulsion rate below 0.5%

2019-2020 Expulsion Rate: 0.03%
 2018-2019 Expulsion Rate: 0.07%
 2017-2018 Expulsion Rate: 0.06%
 2016-2017 Expulsion Rate: 0.07%
 2015-2016 Expulsion Rate: 0.06%

<p>Metric/Indicator: Chronic Absenteeism</p> <p>19-20: Decrease the chronic absenteeism rate by 1% and decrease student group gaps as compared to all students</p>	2014-2015 Expulsion Rate: 0.08%																																																																														
	<table border="1"> <thead> <tr> <th data-bbox="1050 194 1354 259">Student Group</th> <th data-bbox="1354 194 1501 259">2018</th> <th data-bbox="1501 194 1648 259">2019</th> <th data-bbox="1648 194 1816 259">Change</th> <th data-bbox="1816 194 1963 259">Met?</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>5.9%</td> <td>8.0%</td> <td>+2.1</td> <td>No</td> </tr> <tr> <td>English Learners</td> <td>6.0%</td> <td>9.0%</td> <td>+3.0</td> <td>No</td> </tr> <tr> <td>Foster Youth</td> <td>11.1%</td> <td>36.4%</td> <td>+25.3</td> <td>No</td> </tr> <tr> <td>Homeless</td> <td>16.1%</td> <td>13.3%</td> <td>-2.8</td> <td>Yes</td> </tr> <tr> <td>SED</td> <td>12.2%</td> <td>15.6%</td> <td>+3.4</td> <td>No</td> </tr> <tr> <td>SWD</td> <td>10.9%</td> <td>14.7%</td> <td>+3.8</td> <td>No</td> </tr> <tr> <td>African American</td> <td>6.6%</td> <td>9.7%</td> <td>+3.1</td> <td>No</td> </tr> <tr> <td>American Indian</td> <td>6.7%</td> <td>25%</td> <td>+18.3</td> <td>No</td> </tr> <tr> <td>Asian</td> <td>3.1%</td> <td>4.6%</td> <td>+1.5</td> <td>No</td> </tr> <tr> <td>Filipino</td> <td>3.5%</td> <td>3.0%</td> <td>-0.5</td> <td>No</td> </tr> <tr> <td>Hispanic</td> <td>7.7%</td> <td>10.2%</td> <td>+2.5</td> <td>No</td> </tr> <tr> <td>Pacific Islander</td> <td>9.7%</td> <td>0</td> <td>-9.7%</td> <td>Yes</td> </tr> <tr> <td>Two or More Races</td> <td>7.2%</td> <td>8.4%</td> <td>+1.2</td> <td>No</td> </tr> <tr> <td>White</td> <td>5.7%</td> <td>8.0%</td> <td>+2.3</td> <td>No</td> </tr> </tbody> </table> <p>(Source: Fall 2019 California Student Dashboard Chronic Absenteeism Indicator)</p>					Student Group	2018	2019	Change	Met?	All Students	5.9%	8.0%	+2.1	No	English Learners	6.0%	9.0%	+3.0	No	Foster Youth	11.1%	36.4%	+25.3	No	Homeless	16.1%	13.3%	-2.8	Yes	SED	12.2%	15.6%	+3.4	No	SWD	10.9%	14.7%	+3.8	No	African American	6.6%	9.7%	+3.1	No	American Indian	6.7%	25%	+18.3	No	Asian	3.1%	4.6%	+1.5	No	Filipino	3.5%	3.0%	-0.5	No	Hispanic	7.7%	10.2%	+2.5	No	Pacific Islander	9.7%	0	-9.7%	Yes	Two or More Races	7.2%	8.4%	+1.2	No	White	5.7%	8.0%	+2.3
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<p>Metric/Indicator: Truancy Rates</p>	<p>2015-2016: 0.86%</p> <p>2014-2015: 0.67%</p>																																																																														

<p>19-20: Maintain the truancy rate below 1%</p>	<p>(Source: California Department of Education DataQuest) Data for 2016-2017, 2017-2018, and 2018-2019 is not available.</p>															
<p>Metric/Indicator: Parent Engagement Indicator</p> <p>19-20: Maintain the % of parents who strongly agree or agree to the statement, “I attend events at my school including but not limited to Back to School Night, performances, informational events, conferences, athletics, and activities” above 90%</p>	<p>% of parents who strongly agree or agree they attend events at school:</p> <table border="1" data-bbox="1054 367 1974 501"> <thead> <tr> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>Difference</th> <th>Met?</th> </tr> </thead> <tbody> <tr> <td>91.6</td> <td>91</td> <td>91.1</td> <td>92.6</td> <td>+1.5</td> <td>Yes</td> </tr> </tbody> </table>	2017	2018	2019	2020	Difference	Met?	91.6	91	91.1	92.6	+1.5	Yes			
2017	2018	2019	2020	Difference	Met?											
91.6	91	91.1	92.6	+1.5	Yes											
<p>Metric/Indicator: Basics Indicator-Facilities</p> <p>19-20: Maintain all facilities in good or exemplary repair according to the Facilities Inspection Tool</p>	<p>All facilities are in good or exemplary repair according to the July 2019 Facilities Inspection Tool.</p>															
<p>Metric/Indicator: Student Engagement</p> <p>19-20: Increase the % of students who indicate they are very connected to school on the LCAP student forum survey by 3%. Increase the % of parents/guardians who agree and strongly agree “My student is engaged at school as evidenced by participation in extracurricular activities” on the LCAP parent/guardian survey by 3%</p>	<p>The format of the student forums changed beginning in 2018 and did not include the ability to determine the % of students indicating their connection to school, however the LCAP student survey and the California Healthy Kids Survey asked students to indicate the extent they feel like they are part of their school.</p> <p>% of students indicating they feel like they are part of their school:</p> <table border="1" data-bbox="1054 1248 1974 1446"> <thead> <tr> <th>Cohort</th> <th>2017-18</th> <th>2019-20</th> <th>2020-21</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>5th Grade</td> <td>48</td> <td>80</td> <td>81</td> <td>+1</td> </tr> <tr> <td>6th Grade</td> <td>N/A</td> <td>N/A</td> <td>79</td> <td>N/A</td> </tr> </tbody> </table>	Cohort	2017-18	2019-20	2020-21	Difference	5th Grade	48	80	81	+1	6th Grade	N/A	N/A	79	N/A
Cohort	2017-18	2019-20	2020-21	Difference												
5th Grade	48	80	81	+1												
6th Grade	N/A	N/A	79	N/A												

	7th Grade	37	76	70	-6											
	9th Grade	29	70	61	-9											
	11th Grade	24	65	59	-6											
	<p>In 2019, 65-80% of students indicated they feel part of the school compared to 61-81% of students in 2020, a +1 to -9% decrease overall. The percentage of students who indicated they feel part of the school decreases as grade level increases.</p> <p>Met? No</p> <p>% of parents/guardians who agree and strongly agree “My student is engaged at school...”</p> <table border="1"> <thead> <tr> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>Difference</th> <th>Met?</th> </tr> </thead> <tbody> <tr> <td>79.68</td> <td>87</td> <td>84.75</td> <td>88.69</td> <td>+3.94</td> <td>Yes</td> </tr> </tbody> </table>					2017	2018	2019	2020	Difference	Met?	79.68	87	84.75	88.69	+3.94
2017	2018	2019	2020	Difference	Met?											
79.68	87	84.75	88.69	+3.94	Yes											

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>2.1</p> <p>Utilize instructional aides to provide opportunities for smaller and intensive instructional settings and provide behavioral training to support students.</p>	<p>Supplemental (0395) - \$268,997</p>	<p>Supplemental (0395) - \$246,170</p>
<p>2.2</p> <p>Fully implement Multi-Tiered System of Supports (MTSS) with a focus on strong implementation of Tier I (basic core instruction) and Universal Design for Learning strategies, as well as Tier II</p>	<p>Supplemental (0025) - \$23,999 Supplemental (0092) - \$51,194</p>	<p>Supplemental (0025) - \$5,226 Supplemental (0092) - \$17,100</p>

(strategic) and Tier III (intensive) interventions in reading and mathematics.		
2.3 Continue to support the development of the learning center model to increase learning outcomes for targeted students.	Supplemental (0092) - \$37,435	Supplemental (0092) - \$31,909
2.4 Refine and continue the high school Mid-Year Intervention Program	Supplemental (0025) - \$24,782	Supplemental (0025) - \$37,474
2.5 Support student achievement through elementary summer school, including STEM and literacy support and transportation provided to targeted students. Continue and refine credit recovery courses for high school students.	Supplemental (0025) - \$132,475 Supplemental (0091) - \$25,076 Title I (3010) - \$23,265	Supplemental (0025) - \$76,280 Supplemental (0091) - \$15,843 Title I (3010) - \$15,882
2.6 Provide family engagement and education to increase student resilience, mental health, and wellness.	Supplemental (0092) - \$3,000	Supplemental (0092) - \$0
2.7 Support English learners at the elementary and secondary level through the Family Tutoring Center (RE, CS), myON Literacy program, and family engagement	Title III (4203) - \$45,374	Title III (4203) - \$43,349
2.8 Ensure success of foster youth through case management that includes the implementation of Individualized Success Plans to meet academic, social, emotional, and behavioral needs, continued District Foster Youth Task Force, and foster family engagement.	Supplemental (0092) - \$17,595	Supplemental (0092) - \$974
2.9 Provide safe and efficient transportation for students	LCFF Base (0230) - \$1,153,432	LCFF Base (0230) - \$952,153
2.10 Continue providing free, safe and efficient transportation for targeted students.	Supplemental (0092) - \$426,660	Supplemental (0092) - \$354,033

2.11 Continue partnerships with Rocklin Police, Rocklin Fire and other EMS personnel to support safety across the district	LCFF Base (0405) - \$203,381 Supplemental (0092) - \$27,000	LCFF Base (0405) - \$197,309 Supplemental (0092) - \$27,000
2.12 Implement to fidelity Positive Behavior Intervention & Supports (PBIS) at elementary and middle schools throughout the district and provide behavior training and support to decrease referrals and suspensions	Supplemental (0092) - \$181,005	Supplemental (0092) - \$99,616
2.13 Identify, implement, and progress monitor an action plan to reduce suspensions district wide.	Supplemental (0092) - \$10,000	Supplemental (0092) - \$306
2.14 Implement the PBIS Bully Prevention curriculum at all elementary schools to fidelity; ensure secondary schools have identified, trained and implemented comparable age-appropriate bully prevention practice.	Included in action 3.1	Included in action 3.1
2.15 Provide School Based Therapy for struggling students at all sites and social skill interventions at elementary sites with priority given to targeted student groups	Supplemental (0092) - \$219,295	Supplemental (0092) - \$224,118 LCFF Base - \$26,767
2.16 Support implementation of LCAP goals through provision of administrative/operational services and stakeholder engagement (including indirect cost allocation)	Supplemental (0092) - \$281,953	Supplemental (0092) - \$259,521
2.17 Continue providing safe, well maintained facilities and explore additional school facility safety enhancements and upgrades.	LCFF Base (0000) - \$8,309,443	LCFF Base (0000) - \$7,883,599
2.18 Address IEP needs for students with disabilities.	LCFF Base (6500) - \$20,631,581	LCFF Base (6500) - \$21,059,664
2.19	Included in action 3.1	Included in action 3.1

Establish an inclusive culture where diversity and individual differences are valued and celebrated by identifying a program of staff development and strategies for positive social interactions.		
2.20 Implement and monitor progress on a multi-tiered system of support for substance abuse prevention at all schools.	Supplemental (0092) - \$2,500	Supplemental (0092) - \$70
2.21 Implement and monitor a multi-tiered system of support for attendance.	\$0 (included in base program)	\$0 (included in base program)

Goal Analysis

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

Most actions and services were implemented as planned from August 2018-February 2019. Due to Covid-19, professional development and the extra time to implement MTSS was altered and much of this work took place during employees' contracted time. There was additional savings within transportation, due to the school closures. Personnel was shifted to meet the needs of students and staff during school closures. For example, Assistant Principals and Counselors at the high school level served students mental health needs and/or connected families with services at a higher rate than during typical in-person instruction. This did not result in increased cost to the District, but increased the availability of supports for students. Additionally, Coronavirus Relief funds were utilized to supplement needs aligned to the above actions. Material differences occurred in the following actions for Goal 2:

Action 2.1 and 2.2 - Vacancies within instructional aide positions. Additionally, funds for MTSS training originally expended in Supplemental were transferred to Title II as included in Action 3.1.

Action 2.5 - Summer school programs were moved to fully-virtual environments, resulting in less staff and operational costs.

Action 2.6 - Resources to provide family engagement were included in Base funding. Family outreach included training in new History Social-Studies curriculum, providing access to online family resources, and an "Ask RUSD" series during distance learning

Action 2.8 - Case management was included within Action 2.16. Only 2 foster youth participated in tutoring services during the 2019-20 school year.

Action 2.9 and 2.10 - Transportation costs decreased during the Covid-19 school site shutdown.

2.12 and 2.13 - Behavior support training planned for spring 2020 did not take place as planned. Actions were moved to 2020-21.

2.17 - Maintenance projects were deferred.

2.18 The expenditures to implement IEPs for all students increased significantly for a variety of reasons. Expenses include an increased number of students and an increase in the type and cost of services provided.

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

Covid-19 brought challenges and opportunities to find unique ways to meet the needs of students and families. As stated in Goal 1, RUSD rebounded quickly, shifting within days to Distance Learning and moving all stakeholder engagement and committees online. Despite these quick shifts, during spring 2020, many District activities were canceled or modified in order to allow the focus to be on meeting students' basic, academic, and social-emotional needs.

Prior to school site closures, RUSD elementary and middle schools were implementing Positive Behavior Interventions and Supports to fidelity, supported by internal coaching. Additionally, mental health therapists were available to students on all campuses. Students, staff and families reported safe learning environments and five sites participated in equity and inclusivity training.

With the quick shift to distance learning, RUSD staff was trained for 2 days in the use of technology tools to deliver first instruction. This shift allows for significant growth in technology implementation. Due to existing multi-tiered systems of support on campus, RUSD had structures in place at every school to continue meeting the academic and social-emotional needs of students during Distance Learning. Social-emotional Learning (SEL) was also embedded into weekly lessons. Distance learning also required a major shift in service delivery in Special Education, Support Services, and Nutrition Services. Major challenges included communication with families to provide information about distance learning as well as important updates and guidance regarding COVID-19. Maintaining a sense of community and establishing meaningful connection between school and home became more challenging and more urgent than ever. Families indicated that the major impacts to student learning during this time were parent's work schedules, levels of independence for their students (mainly children who were young and needed parent assistance), and motivation of the students to participate in distance learning.

Overall Effectiveness:

These actions and services have been effective as indicated in the California School Dashboard in the area of Academic Performance with very high (blue) and high (green) performance levels overall. In addition, the LCAP actual outcomes indicate that students continue to feel safe at school and parents continue to agree or strongly agree that students are safe at school. All facilities are in good condition. On the California School Dashboard in the area of Academic Engagement, RUSD moved into the low (orange) performance level for Chronic Absenteeism. In the area of Conditions and Climate, RUSD moved from low (orange) to medium (yellow). Areas of focus for the future will continue to be around decreasing suspensions and chronic absenteeism for specific schools and student groups throughout the District. In addition, student achievement academically, behaviorally, and social-emotionally will continue to be supported through the deepened implementation of our multi-tiered system of supports.

Goal 3

Rocklin Unified School District will ensure that staff continually build capacity through professional learning and growth opportunities to support student achievement and success.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Local Priorities:

RUSD Strategic Plan

Strategy 3: We will focus as well as amplify individual and system capacity to promote organizational transformation

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator: Professional Learning Pre/Post Surveys</p> <p>19-20: Increase/maintain participants' perception of relevance, opportunities to take risks, impact on student learning, opportunities to acquire information/skills, and opportunities to apply learning to 3.5 or above on a 4 point scale</p>	<p>Professional Learning goals were streamlined on the PD surveys during the 2019-20 school year. The average teacher perceptions about trainings collected from surveys resulting from District non student PD Days and District grade level/content area trainings for the 2019-20 school year are as follows:</p> <p>Deepen core practices 3.28/4.0 Acquire strategies to support student needs 3.03/4.0 Acquire strategies to utilize data 2.8/4.0 Impact on student outcomes 3.34/4.0 Overall knowledge growth 2.52/4.0</p> <p>Note: Professional development results above do not represent all of the professional development during the 2019-20 school year. During</p>

	the beginning of the Covid-19 pandemic, data was not collected, therefore two days of PD just before Distance Learning and one day of PD during Distance Learning are not captured.
<p>Metric/Indicator: Classroom Observational Data Post-Professional Learning 19-20: Maintain the number of site/district walks and next levels of work established targeting site/district instructional “problems of practice” by elementary and secondary leadership groups.</p>	Instructional Rounds were not implemented during the 2019-2020 school year as a tool for understanding the nature and depth of implementation as it relates to larger District initiatives.
<p>Metric/Indicator: Basics Indicator-Teachers 19-20: Maintain 99% or higher Highly Qualified Staff Maintain 100% fully credentialed teachers placed in the appropriately assignments</p>	<p>According the 2019-2020 School Accountability Report Cards published during the 2020-2021 school year the following information indicates the degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching:</p> <ul style="list-style-type: none"> • Teachers with full credentials: 563 • Teachers without full credentials: 8 • 2019-20% of fully credentialed teachers: 99% • Teachers teaching outside of subject area competence: 0 <p>Note: Highly Qualified Staff criteria are no longer used.</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>3.1 Ensure the development, effectiveness and retention of highly qualified staff, through a comprehensive program of professional development, support, and compensation. Including an additional 0.5 FTE Math teacher at VHS the need for which was identified during the planning process for CSI.</p>	<p>Base (0000) - \$78,903,765 Title II (4035) - \$187,480 Classified Grant (7311) - \$34,533 Supplemental (0092) - \$47,602</p>	<p>Base (0000) - \$77,559,358 Title II (4035) - \$138,529 Classified Grant (7311) - \$11,682 Supplemental (0092) - \$0 CSI - \$38,464</p>

3.2 Provide professional learning supported by Instructional Coaches in alignment with the RUSD PD Plan.	Supplemental (0092) - \$803,995	Supplemental (0092) - \$839,859
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Goal Analysis

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

The majority of goal 3 is budgeted within salaries and benefits. These funds were expensed as planned, although individuals may have been reallocated to meet the needs of students during the Covid-19 school closures. Professional development funds were reallocated to summer 2020, in order to align the District around reopening efforts, including Professional Development Toolkits to support staff in meeting their students' academic and social-emotional needs. Funds were also shifted to allow for site leadership teams to meet and plan for reopening schools in fall 2020.

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

Actions within Goal 3 were implemented as planned. Due to the leadership of instructional coaches, RUSD moved forward with year 2 of the Professional Development plan and was able to make a quick shift to distance learning in March 2020.

Successful professional development led by Education Services staff and instructional coaches during 2019-20 included:

- Training and support for new teachers and teachers new to RUSD
- ELA writing/grammar workgroup focused on deepening understanding of writing and grammar standards within the California Standards, aligning research around best practices, and creation of common agreements
- Training for site-based data specialists
- Training for site teams in Improvement Science
- Site support for curriculum implementation, data analysis, and intervention curriculum
- Special Education core curriculum training and support
- English Language Development training for teachers with concentrated numbers of EL students
- Training site teams in responding to students with high needs behaviors

Pandemic related professional development implemented by instructional coaches and support staff, included:

- Pandemic preparation including: creation of Choice Boards for each grade level, creation of ELD Choice Boards to provide

- academic support for EL students, creation of Resource Hyperdocs outlining online learning and curriculum resources
- Curation of best practices for online learning
- Synchronous and asynchronous training in the areas of: Flipgrid, Google Classroom, Crisis Learning Support, SeeSaw, Google Meet, Class Culture, Interactive Whiteboards & PDFs, Demonstration of Learning in a Virtual Classroom, Google Suite, Video Creation, Universal Design for Learning, Shifting Toward Online Teaching, Digital Curriculum, EdPuzzle, Schoology, SEL - Self Care, Special Education Curriculum, Best Practices for Special Education Teachers, Compliance during Distance Learning, and Telehealth for Psychologists.
- Drop-in training support for online programs
- Weekly communication regarding Digital Tips & Tools

Communicating with families and students presented a unique challenge. Instructional coaches addressed this challenge by creating student/family support documents and resources, including:

- Student “At-a-Glance” digital log-in information
- Sample family communication for teachers
- Sample daily schedules for families balancing synchronous and asynchronous learning
- Online parent resource website including academic, social-emotional and behavior resources for RUSD families

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Increase support staff hours to assist with enforcing health and safety protocols (ie, health office personnel, instructional aide/discipline tech lunch supervision personnel)	\$275,000	\$338,550	N

Acquire and implement Tier II and Tier III Academic Interventions at all grade levels (ie., Leveled Literacy Intervention for TK-6 students)	\$300,000	\$88,193	Y
Acquisition of Health and Safety materials and supplies (ie, Personal Protective Equipment, sneeze guards, MERV-13 filters, floor decals, exterior directional markings, signage, hand sanitizer dispensers, etc.) and increased cleaning	\$460,000	\$594,590	N
Provide small group in-person instruction to targeted student groups to address learning loss	\$150,000	\$297,538	Y
Administer in-person assessments (ie, one-on-one assessments with English Learners)	\$700,000	\$822,889	Y
Provide an additional 10 days of paid sick leave in the case of a documented COVID-19 health-related absence as detailed in the Memorandum of Understanding with RTPA & CSEA	\$840,000	\$776,407	N

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

Overall, the actions and services were implemented as planned and in some cases resulted in additional expenditures to provide for the health and safety of students and staff and mitigate learning loss. Rocklin Unified School District returned to in-person instruction for targeted students on September 14, 2020, followed by a full return for all students and families who wished to return on September 21, 2020.

Material differences occurred in the following action:

Acquire and implement Tier II and Tier III Academic Interventions at all grade levels (ie., Leveled Literacy Intervention for TK-6 students) - Intervention teachers and instructional aides utilized intervention materials readily available on campus in addition to the Leveled Literacy Intervention kits, resulting in lower expenditures than anticipated. Additional intervention materials will be purchased as part of the Expanded Learning Opportunities Grant plan.

Analysis of In-Person Instructional Offerings

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

RUSD returned to in-person instruction within six weeks of the start of the school year, due to strong leadership, committed teachers and staff, and partnerships with labor unions. The following section details the strengths and challenges faced this year related to in-person instruction.

Strengths:

During the summer of 2020, RUSD prepared to return to in-person instruction as soon as it was allowable by the California Department of Health. Full implementation of the health and safety guidelines, required by the state of California and Placer County, were in place and students returned to campus on September 21, 2020 in a partial, in-person, hybrid model of schooling. In the hybrid model, students in TK-12 attended their schools on an A/B schedule where they were in-person on one day and at home in distance learning on the following day. This model allowed for appropriate social distancing and health and safety protocols to be met while providing continuity in learning for our students and families. TK-1st grade students attended school on an AM/PM schedule, coming every morning or afternoon five days weekly. This model allowed TK-1st to attend school regularly and have opportunities to interact with teachers and peers to build social-emotional skills and school readiness. This also allowed for students in this age group to forego lengthy amounts of time on technology to complete distance learning. Students in grades 2-12 attended school every other day from September to January. On their at-home instructional day, students were expected to complete assignments or other asynchronous learning activities equivalent to their regular instructional day. In order to improve on the instruction during the at-home learning day, an asynchronous workgroup was formed during fall 2020. In January 2021, the hybrid schedule was adjusted to allow for increased continuity in learning. All TK-12 grade students, who were able to attend in-person, participated daily, similar to the initial TK-1st grade schedule. On April 6, 2021 schools returned to full-day, in-person instruction, with all students on campus. All California Department of Health guidelines were met.

In all of the in-person instructional modes, modified systems of academic, social-emotional and behavioral supports have been in place to meet the needs of students. In elementary schools, intervention teachers were provided to each school with one time funding to support students who were struggling with academics and/or engagement. Students were selected to participate in small group instructions and attended additional in-person instruction with the intervention teachers based on academic, attendance, and engagement data. This was largely successful and helpful in re-engaging and supporting roughly 300 students across the District. Additionally, many teachers reported that small class size allowed them to run effective interventions during the hybrid models. At secondary levels, intervention periods were still in place within student schedules.

Foster youth and students living in homelessness were given priority access to check-out chromebooks and hot spots. Additional contact with these families during the year included communication about available distance learning and hybrid learning tools, academic interventions, nutrition services, social-emotional supports, and social services supports. Families were surveyed to ensure they had necessary supplies and were provided direct contact information in order to communicate needs. Principals and support staff were also provided this information and were able to refer students and families needing support. Available resources for homeless and foster youth include: tutoring, gift cards for basic needs, counseling, social-worker access, community organization referrals, and

connection to the Placer County System of Care. Through this network, families can access a variety of basic services, including housing, transportation, and behavioral support services.

English learners (EL) were provided Designated English Language Development (ELD) during uninterrupted blocks and Integrated ELD with content support throughout the school day. In addition to daily instruction, EL students had access to qualified EL support staff during asynchronous instruction time, up until April 6, 2021, when this support was built into the school day. The use of at-home time to provide designated ELD allowed for students to remain in class for core instruction. EL students, who scored in the “novice/beginning” stage of English proficiency, had additional language support through virtual platforms.

Challenges:

RUSD worked to have a continuous improvement mindset and adjusted throughout the year to meet the ever changing needs of students and requirements of health and safety guidelines. Reopening in distance learning, the subsequent hybrid instructional models, and health and safety guidelines from CDPH, including cohorting and physical distancing of students, did impact the efficacy of existing MTSS models. For example, elementary school-wide intervention models were unable to function as they had previously with the mixing of students at one or multiple grade levels. Instead, teachers were largely responsible for their own academic interventions. Secondary sites also had a difficult time implementing traditional supports during the pandemic, however teachers continued to adjust and found ways to support their students during the changing models, including through the use of intervention periods and increased school to home communication.

Having students attend every other day from September to January presented unique challenges, especially with the consistency of at-home learning. Ultimately, this led to an adjustment in the model to increase continuity and consistency for students in January 2021. Switching hybrid models mid-year created continuity for students, but also presented challenges for families and staff who had to adjust schedules, restructure lessons, and alter the type of asynchronous instruction offered to students.

Connecting families experiencing homelessness with available academic interventions, specifically tutoring, was a challenge. Tutoring programs were available, but barriers to student identification and timing for families were persistent. RUSD is implementing a web-based virtual program paired with internet connectivity moving forward, to increase student access.

Quarantining students and subsequent instructional loss was a challenge. In many quarantine scenarios, teachers were responsible for meeting the needs of their in-person students while also providing asynchronous support to students at home. Students faced multiple barriers, including limited access to classroom teachers for support and missed assessments.

Despite challenges, RUSD is proud of the in-person instructional models offered during the 2020-21 school year and looks forward to continued full day, all students on campus, in-person instruction during the 2021-22 school year.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Increased access to the internet through the purchase of Hotspots to distribute to students in need	\$65,000	\$62,658	Y
Increased access to devices through the purchase of Chromebooks to distribute to all students without access to a reliable device to participate in Distance Learning	\$900,000	\$1,035,807	Y
Start-up and implementation of Rocklin Virtual Campus to provide long-term distance learning for students unable to return to school (ie, purchase of curriculum, professional development, support positions, etc.)	\$1,400,000	\$1,053,224	N
Increased access to reliable devices through the purchase of Laptops to distribute to all teachers	\$650,000	\$883,429	N
Acquisition and implementation of software programs and tools to ensure consistency of distance learning content (ie, SeeSaw, Kami, Screencastify)	\$310,000	\$84,818	Y
Updated network infrastructure, data tools and devices to support access to on-premise and off-premise tools for teachers, staff, and students	\$350,000	\$387,496	N
Reorganized Computer Support Services to better serve distance learning and hybrid learning	\$230,000	\$293,699	N
Increased access to software, equipment, and curriculum specific to students in special education (ie, webcams)	\$68,000	\$68,227	N
Provide Professional Development for teachers and staff (ie, training on software programs, summer workgroup extra time for content development, training for special education staff to develop Individual Distance Learning Plans for each special education student to address individual needs, goals, supports, and services)	\$160,000	\$129,502	Y

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

Overall, the actions and services were implemented as planned. Rocklin Unified School District returned to in-person instruction for targeted students on September 14, 2020, followed by a full return for all students and families who wished to return on September 21, 2020. A full-time distance learning option, Rocklin Virtual Campus, continued throughout the school year for students/families needing an online instructional option.

Material differences occurred in the following action:

Start-up and implementation of Rocklin Virtual Campus to provide long-term distance learning for students unable to return to school (ie, purchase of curriculum, professional development, support positions, etc.) - Estimates for this program were greater than actual expenditures. Funds were aligned to other actions in order to best serve RUSD students in in-person instruction.

Analysis of the Distance Learning Program

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

RUSD opened in distance learning for the first six weeks of the school year. A full-time distance learning option, Rocklin Virtual Campus (RVC), continued for the rest of the school year. The overarching success was to limit the time spent in distance learning this year, except for those students/families requiring a distance learning option.

Highlighted successes in the area of distance learning include:

- Providing 1700 TK-12 students with a year-long distance learning option
- Providing flexibility for RUSD families as the district shifted instructional models and gradually opened up to in-person instruction
- Providing devices (Chromebooks, hotspots, headphones, etc) for any student who requested or expressed a need
- Providing 60 staff members with alternate teaching environment, avoiding numerous possible leaves
- Providing numerous trainings for staff members to shift to virtual curriculum and adjust teaching practices
- Providing additional curriculum support and strong PLC model for grade-level teachers to collaborate and communicate
- Providing targeted support for students and families struggling with attendance and engagement, through a document reengagement process, classroom interventions, and parent meetings
- Providing targeted support for staff regarding assessment and the development of individualized learning plans
- Providing staff with additional curriculum, instruction, and assessment support through the addition of 1 elementary and 1 special education instructional coach
- Providing families with additional communication, training, and technology support in utilizing distance learning tools
- Providing distance learning plans for special education students

Distance learning challenges include:

- Meeting the needs of students virtually, especially when families of young students weren't able to be physically present or engage in learning regularly
- Keeping students engaged and participating in learning
- Utilization of a new virtual curriculum which differed from the in-person instructional model
- Limited face-to-face instruction time left students to rely on office hours, tutoring, or family support. Despite every effort to connect families with devices, some students still faced challenging technology issues (weak internet, poor sound or video quality)
- Meeting the needs of students during quarantine/isolation, specifically at secondary while often the teacher was instructing in-person

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Implement individualized software programs to mitigate learning loss and address learning gaps in elementary schools (ie, Freckle ELA and math)	\$100,000	\$75,000	Y
Expand use of online assessment tools to assess learning loss of all students	\$110,000	\$102,370	Y
Expand service delivery options for recovery services based on progress monitoring of students in special education	\$400,000	\$305,495	N
Provide home access to Career Technical Education (CTE) tools and software for students in need (ie, hardware, cloud-based access, and licenses for in-home installation)	\$30,000	\$61,703	N
Expand tutoring to address learning loss for English Learners, Foster Youth, and students living in homelessness	\$50,000	\$12,275	Y

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

Overall, the actions and services were implemented as planned. Rocklin Unified School District returned to in-person instruction for targeted students on September 14, 2020, followed by a full return for all students and families who wished to return on September 21, 2020.

Material differences occurred in the following action:

- Expand service delivery options for recovery services based on progress monitoring of students in special education - Estimates for contracted services were greater than actual expenditures. Funds were aligned to other actions in order to best serve RUSD students and staff, including hiring an instructional coach to support teachers new to the profession.
- Expand tutoring to address learning loss for English Learners, Foster Youth, and students living in homelessness - Expanded tutoring was not implemented as planned outside of the school day. Foster youth tutoring did occur for four students outside of the school day. The funds were moved to provide during the day intervention opportunities, including extending the learning day for unduplicated students during hybrid models. Tutoring will continue to be a focus during the 2021-22 school year.

Analysis of Pupil Learning Loss

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

RUSD was prepared to assess and address pupil learning loss as a result of Covid-19 school closures, distance learning and hybrid learning schedules. RUSD anticipated learning loss would be exaggerated for specific groups, including foster youth, students with disabilities, and English learners. RUSD utilized a combination of assessment tools, resources, and activities over the first several weeks of school to understand student achievement levels in English-Language Arts (ELA) and mathematics. Assessment tools included ESGI, running records, curricular assessments, MAP and IXL. Additionally, elementary grade level teams and secondary departments worked together at the end of the 2019-20 school year to identify key standards that were not taught and articulated these standards to the grade level above them, where appropriate.

Successes in the area of pupil learning loss, include:

- Offering in-person instruction beginning in September for all students (with the exception of the 14% of students who selected a fully virtual option)
- Use of universal screener assessments in elementary schools at the beginning of the year and at benchmark intervals throughout the year
- Use of MAP assessment in 3rd-8th grade to see year over year growth in grades 3-8
- Use of formative assessment tools at the secondary level

- Use of IXL to assess and monitor progress of students with disabilities
- Intervention programs at elementary utilizing intervention teachers
- Intervention periods in secondary schools on alternating A/B days
- Increased in-person instruction for targeted students, including English learners, foster youth and students experiencing homelessness, based on assessment results
- Extended synchronous instructional time for English learners by offering English Language Development (ELD) outside of their in-person school day. Support services provided, both in-person and virtually, depending on the instructional model at the time

Challenges in the area of pupil learning loss, include:

- Maintaining continuity of learning with four different instructional models (Distance learning, hybrid alternating A/B days, hybrid AM/PM, full in-person) and quarantining/isolation protocols
- Assessing high school students on common assessment measures aligned to standards
- In-person intervention in AM/PM model for secondary students
- Balancing time needed for assessment versus instruction in a hybrid model
- Assessing students in virtual instruction or those in isolation/quarantine
- Familiarizing teachers and staff with multiple new technologies and tools due to many competing professional development needs

Overall Effectiveness:

At the elementary level, ELA MAP assessment data results showed students cohorts have met or exceeded growth targets at Fall and Winter benchmarks. However, other than the 3rd to 4th grade cohort, growth targets were not met in mathematics, including the 4th to 5th and 5th to 6th grade cohorts. During hybrid learning, intervention teachers were provided to each school with one time funding to support students who were struggling with academics and/or engagement. Students were selected to participate in small group instruction and attended additional in-person instruction with the intervention teachers based on academic, attendance, and engagement data. Additionally, many teachers reported that small class size allowed them to run effective interventions during the hybrid models. At secondary levels, intervention periods were still in place within student schedules. Additional credit recovery sections were offered within and outside of the school day to ensure students had multiple opportunities to retake courses and fill skill gaps.

Analysis of Mental Health and Social and Emotional Well-Being

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

Social-emotional supports were in great demand and all sites made the health and well-being of their students a top priority this year.

RUSD was prepared for the increased need and was able to provide supports during the 2020-21 school year to students. Moving forward, RUSD will expand upon the available services at sites to address some of the challenges faced during this year.

Successes in the area of mental health and social and emotional well-being, include:

- Classroom social-emotional lessons (SEL) taught by RUSD teachers and Wellness Together mental health specialists
- Small social-skill groups for students needing additional instruction/support
- SEL Toolkit resources developed over the Summer of 2020 for staff and educators to use while creating a positive and safe learning environment (virtually and in-person)
- Increased hours at elementary sites for mental health services provided by Wellness Together to meet the increased demand for anxiety and sadness related referrals.
- Counselors and mental health therapists at all secondary schools
- Continuation of the Employee Assistance Program and Wellness Program to support all staff members
- Tier III mental health and behavior supports provided to students based on referral or IEP need
- Tier III social-emotional and wrap-around supports provided to families in-need

Challenges in the area of mental health and social and emotional well-being, include:

- Lack of a universal TK-12 curriculum for SEL lessons
- Limited access to screening tools to ensure students were being appropriately referred for support
- Limited availability of staff to meet the increasing social-emotional needs of students
- Reducing/limiting stress for students and staff in a constantly changing Covid-19 educational environment

Analysis of Pupil and Family Engagement and Outreach

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

RUSD continued to engage students and families throughout the 2020-21 school year, in order to keep strong school to home connections and maintain strong communication. The section below describes successes in family outreach as well and successes and challenges with implementing tiered re-engagement related to distance learning.

Successes in the area of family engagement and outreach, include:

- Monthly/bi-monthly Covid-19 updates at Board of Trustees meetings and regular District communication regarding Covid-19 guidelines
- Targeted outreach to English learners through ELD support staff or District translators
- Targeted outreach to foster youth and students experiencing homelessness by site-based liaisons
- Maintenance of a distance learning website to provide families with tools at home August-September 2020

- Advisory committee participation in multiple District and School-based advisory groups (LCAP Parent/Guardian Advisory Committee, Staff Advisory Committee, District English Learner Advisory Committee, Equity and Inclusivity Steering Committee, GATE Parent Advisory Committee, Parent Teacher Clubs, School Site Councils)
- Student forums held at six schools, three student panels, and student representation at Board meetings
- Eliciting input via multiple surveys to parents/guardians, students and staff
- Board of Trustees PTC and student input sessions
- Ongoing, regular communication from school sites and teachers to parents
- Use of a tiered approach to re-engage families participating in distance learning, including implementation of interventions

Successes in the area of student engagement and tiered re-engagement:

- Clear re-engagement process for schools and teachers to follow, including RVC specific engagement expectations and tiered support for students and families participating in a fully virtual program
- Clear data system to track disengaged students and provide supports to re-engage them
- Distributed devices, hot spots, and on-going technical support for families who were unable to participate due to limited internet at home and access to online platform
- Ongoing parent and student support from teachers and technology helpline on virtual platforms
- Regular check-ins from site staff with families of English learners and students experiencing homelessness
- Ongoing weekly communication with RVC students and families
- Targeted small group or 1 on 1 support for disengaged students
- Professional development provided to RVC teachers, targeting increase in student engagement
- Targeted “Check-in, Check-Out” process for students showing disengagement

Challenges in the area of student engagement and tiered re-engagement:

- Monitoring student engagement in the hybrid alternating days A/B schedule
- Providing students on quarantine additional academic support while teachers were instructing in-person
- Ensuring all staff were uniformly following the tiered re-engagement process
- Greatest barriers to engagement included communication, health concerns, schedule challenges, lack of transportation to in-person instruction, limited quality of technology, and varied available of home support for students in RVC or isolated/quarantined students

Analysis of School Nutrition

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

Nutrition Services provided lunch (and breakfast at qualifying sites) to all interested students participating in distance learning and

in-person instruction. Meals were offered free of charge to all students, regardless of eligibility for the Free and Reduced Meal Program. Below details the success and challenges faced during the 2020-21 school year.

School Nutrition Successes:

- Dedicated staff willing to work extra hours to meet the demands of serving meals to students during the pandemic
- Maximizing state and federal reimbursements by offering breakfast at the non-traditional breakfast sites
- Partnering with site staff to ensure logistics are in place to offer meal service

School Nutrition Challenges:

- Offering meals to students participating in distance learning at the same time as offering meals to students attending school in-person
- Ensuring continuity of meal service across 4 different instructional models (distance learning, hybrid A/B alternating days, hybrid AM/PM, full in-person instruction)
- Reducing/limiting stress, while continuing to motivate staff amid multiple instructional model changes
- Staying up-to-date with California Public Department of Health (CDPH) guideline updates and communicating changes to staff

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
In-Person, Distance Learning	Provide professional learning supported by Instructional Coaches and teacher leaders in alignment with the RUSD Professional Development plan and the Professional Learning plans outlined in the Learning Continuity Plan	\$335,000	\$364,888	Y
Mental Health and Social and Emotional Well-Being	Increase access to school-based therapy and social skills groups to address social-emotional needs	\$260,000	\$262,197	Y
School Nutrition	Expand access to meal service by having pick-up service at all schools during Distance Learning	\$75,000	\$60,387	Y

In-Person, Distance Learning	Provide timely, ongoing communication with RUSD's staff and community (ie, Ask RUSD, live streaming, infographics, etc.)	\$30,000	\$128,560	N
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A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The actions and services listed within the Additional Actions and Plan Requirements section were implemented as planned.

Overall Analysis

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

The development of the 2021-24 LCAP included an in-depth analysis of student assessment data, survey/perception data, and student forum responses to develop a needs assessment. Experiences from the 2020-21 school year, including student academic, social-emotional, and behavior needs were part of the analysis included in the needs assessment. From this needs assessment, stakeholders including parents/guardians, teachers, staff, administrators, and Trustees developed three goal areas and aligned goals, actions, and services for the next three years. The advisory committees paid specific attention to increasing and improving services for target pupils, including socioeconomically disadvantaged students, students experiencing homelessness, foster youth, and English learners.

Rocklin Unified School District was able to bring back 9,500 students for in-person instruction in September 2020. About 1,700 students remained in distance learning through the remainder of the 2020-21 school year. RUSD recognizes that in-person instruction is the most effective instructional model for the majority of students. Additionally, students need high-quality first instruction, paired with intervention supports in academic, behavioral and social-emotional domains.

RUSD wrote two (2) new goals into the LCAP for the 2021-24 school year and created a maintenance goal to continue existing services and supports. The two new goals will align the District around improving math outcomes for students and increase social-emotional and behavioral supports. Math was shown to be the greatest area of learning loss over the pandemic period and has been a sustained area of need for targeted student groups. RUSD will offer increased math supports next year including math instructional coaches, targeted tutoring, and Learning Recovery Teachers and instructional aides at all sites. Social-emotional needs increased throughout the past year. In addition to the majority of RUSD students returning to school next year, RUSD will offer a robust system of supports for students including aligned TK-12 social-emotional curriculum, social-emotional screeners to ensure students receive necessary services and interventions, increased access to mental health therapists, and access to social-workers.

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

RUSD uses Measures of Academic Progress (MAP) in grades 2-8 to monitor student progress three times a year in math and English Language Arts. Students in grades TK-6 also receive local grade level assessments (referred to as universal screener assessments), to identify progress towards meeting grade level standards. Teachers in elementary schools use MAP, universal screener assessments, and teacher observation to place students into small groups for instruction within the classroom and in intervention groups. During the 2021-22 school year, additional Learning Recovery Teachers will be placed at each elementary school to help instruct students in small groups and accelerate learning. Additionally, instructional coaches, instructional assistants, mental health therapists, and behaviorists will be utilized to support students.

Students in grades 7-12 will be monitored using IXL diagnostic assessments and local subject area assessments. During the 2021-22 school year, two additional Learning Recovery Teachers will be placed at each middle and high school to help instruct students in English Language Arts and math to fill gaps and accelerate learning. Students will be placed in these support courses based on their diagnostic assessment results, overall performance in current courses, and teacher recommendations. Additionally, all secondary schools work under the “Master Learning” concept. Student grades consist of “A”, “B”, “C” or “Incomplete/No Mark”. Any student who earns an “Incomplete” on an essential skill/concept/question is provided intervention time. Once the student is prepared, the student is able to complete a “retake” of the essential item to show proficiency in order to earn a passing grade.

Students at all grade levels participating in Rocklin Virtual Campus will receive the same assessments listed above and will also receive screeners and diagnostic assessments through Edgenuity (Pathblazer or MyPath). The results of this assessment will place students in an individualized learning path where they will receive instruction and practice at their independent level.

Foster youth and students living in homelessness will be assessed in the methods detailed above. Additionally, these students will have their progress monitored by certificated site-based homeless and foster youth liaisons. These liaisons are a point of connection for the student and family. Students will be referred for additional support and intervention during the day and are also eligible for tutoring services, if their progress or performance warrants this intervention. The site-based liaisons can also assist in referring students to the District Homeless and Foster Youth Liaison who can connect the student with broader county-wide services.

RUSD English learners will be monitored utilizing the methods described above as well as formative and summative language assessment data. EL teachers will administer summative assessments that address the students’ English proficiency in writing, listening and speaking. EL students also have access to all interventions described above and can work to improve their English proficiency through our ELD digital platforms that will be monitored on a weekly basis by our EL support staff. Students who score ‘novice’ or ‘intermediate’ will be placed in appropriate designated ELD small groups and students who score IFEP will not need EL services.

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

The majority of actions included in the Local Continuity and Attendance Plan to increase or improve services for students were implemented as planned, with the exception of English learner parent education series and tutoring for foster youth and students experiencing homelessness. The English learner education series was altered to be a regular connection between the English learner support staff and the parent. This enabled each family to ask questions and get information directly from a teacher connected to their child's school. Tutoring took place throughout the District by providing asynchronous instructional support during hybrid learning, however connecting students in need with one on one tutors continued to be a challenge. A program change has been made for next year to offer virtual tutoring to students to increase the number of students able to participate 1 on 1. Additional information regarding this service is included in the 2021-24 LCAP.

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

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

Rocklin Unified School District has worked with stakeholders during the 2019-20 and 2020-21 school year to analyze the 2019-20 Local Control and Accountability Plan (LCAP) and 2020-21 Learning Continuity Plan (LCP). This analysis, along with the input of stakeholder groups and student engagement and outcome data, has led to the development of the 2021-24 LCAP.

RUSD found that regular school attendance is imperative to student success in both the academic and social-emotional domains. RUSD is proud to have brought students back to school for in-person instruction beginning in September 2020 and plans to continue full in-person instruction for the 2021-22 school year. RUSD's new LCAP identifies multiple actions to be continued, in order to prepare students for college and career. The actions to be continued are listed within Goal 3. RUSD plans to focus efforts around two main goal areas in the new LCAP. These areas will be critical as we move forward and serve students throughout the next three years. These include:

- Math improvement - Results from student local and state assessments emphasized the need for a focus in the area of mathematics achievement. Stakeholders recognized the comparatively high results of students in RUSD, while also identifying persistent needs in this area related to lack of growth and gaps between all students and student groups (including socioeconomically disadvantaged students, students experiencing homelessness, African American and Hispanic students, and students with disabilities). These gaps were heightened due to Covid-19 related learning loss. Recommendations include fully understanding the mathematics performance of students, prior to moving to full scale solutions, through the use of improvement

science. Related recommendations include moving forward with assessment measures to allow for a full systems investigation to take place, targeted interventions and tutoring for foster youth and students experiencing homelessness, and professional development focusing on linguistic-based approaches to mathematics to impact the outcomes of our English learner students.

- Social-emotional well-being and behavioral supports - Analysis of prior year's implementation mirrored the most prominent, overarching theme amongst stakeholder groups, which was the need for increased and streamlined social-emotional and behavioral supports and services for students. This includes reference to communicating the available resources to students and families and a robust referral system to ensure students receive the services they need. Related feedback includes the need to further identify students needing social-emotional supports, through the use of a universal screener assessment, and the need to provide professional development to staff to implement curriculum, assessments, and interventions. Feedback regarding social-emotional well-being, based on an analysis of California Healthy Kids Survey data, specifically identifies the need for instruction for all students in social-emotional skills, interventions for students requiring additional help, and more access to mental health professionals. In the behavioral domain, a wide range of stakeholders shared the need for continued behavior services for students and professional development for staff. A focus on teaching behavior skills and tools was highlighted by all stakeholder groups. Restorative practices and trauma-informed approaches were also a focus of stakeholder discussion and feedback. Specific examples include the need to continue building tiered behavior supports through Positive Behavior Interventions and Supports (PBIS) and communicate with families so skills can be reinforced outside of the school setting. Additionally, staff feedback focuses on expanding behavior interventions and continuing to provide support for students with high needs behaviors.

Additional information, including an in-depth analysis of the needs, trends and development of each goal are described in the 2021-24 LCAP.

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

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

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

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

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

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

California Department of Education
January 2021

Local Control 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
Rocklin Unified School District	Hannah Anderson Director, Innovation, School Programs, and Accountability	handerson@rocklinusd.org 916-630-3306

Plan Summary [2021-22]

General Information

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

Our District...

The Rocklin Unified School District is located in historic Placer County where the community is family oriented and semi-rural. Rocklin grew as a town because of an extensive granite quarrying industry and was a division point on the Southern Pacific Railroad. Situated in a region of gently rolling low ridges and oak dotted valleys, it was a winter setting for Indian camps as well as the permanent Chinese colony plus the Finnish, Spanish, and English settlers. In the days between 1864 and 1908, approximately 50% of the population was of Finnish origin. Early newspaper accounts pinpoint the Rocklin School District being formed in August 1866. The first school was located on the Ray Johnson Ranch in the area of Fourth Street near what is now the ballpark. By 1881, there were 132 pupils enrolled with a staff of two teachers. In April 1885, a new school was built when the old school burned. The new school had four rooms, three teachers, and 180 students. By 1899, the teaching staff had grown to four. Just fifty some years later, in 1952, there were 2,000 residents in the community with a school enrollment of 370 students, nine teachers and one principal/teacher. The District was 11.5 square miles. Thirty-four years later, in 1986, there were three schools in the elementary district. High school students attended Del Oro High School in Placer Union High School District and Roseville High School in the Roseville Joint Union High School District. On April 8, 1986, a unification election was held in the community. This election was successful, and on July 1, 1987, the unification was effective. Since that time, there has been rapid change and growth in the community and in the District. The District is now approximately 19 square miles. In 1991, Cobblestone Elementary School was opened. One year later, Antelope Creek School began operations and Breen Elementary commenced mid-year in March 1995. School year 1993-94 was a special year for the Rocklin Unified School District as Rocklin High School opened its doors to a freshman class, the future class of 1997. Each year thereafter, one grade level was added. In spring 1997, Rocklin Unified School District graduated the first Senior Class of Rocklin High School. In 1996-97, the District opened a Continuation High School. In 1999: Twin Oaks Elementary School opened its doors to 500 students and Granite Oaks Middle School opened. The winter of 2000 brought a new campus and home for the Rocklin Alternative Education Center. In the fall of 2000 Spring View Middle School opened after extensive modernization and build-out. In the fall of 2001, Valley View Elementary and Sierra Elementary schools opened and in the fall of 2002, Rock Creek Elementary opened. The district's second high school, Whitney High, and the district's tenth elementary school, Ruhkala Elementary opened in the fall of 2005. The

district's eleventh elementary school, Sunset Ranch, opened in the fall of 2010. In 2013 the District's Independent Study Program was converted into a dependent charter school "Rocklin Independent Charter Academy" (RICA).

Rocklin Unified School District is recognized for its commitment to the optimum development of each learner and to the belief that all students can learn. Students acquire basic skills and develop their own special capabilities. The District provides a strong and balanced instructional program with a major emphasis on academics.

The elected Board of Trustees has a clear vision as to the attributes of quality education and is committed to continuous dialogue with parents, staff, and the community to ensure that continuous improvement is a reality in Rocklin Unified. These Trustees individually and collectively are open and responsive to the needs of all students. Meaningful involvement of employees and parents is highly valued by the District. Advisory committees are encouraged and active at all levels of the operation.

Our Students...

The Rocklin Unified School district serves approximately 11,821 students from Transitional Kindergarten through twelfth grade. As displayed on the California School Dashboard in fall of 2020, 18.6% are socioeconomically disadvantaged, 3.9% are English Learners, and 0.1% are Foster Youth. Through our stakeholder engagement process and strategic planning throughout the district, actions and services have been implemented and monitored in order to meet and exceed the needs of all student groups academically, behaviorally, socially, and emotionally. With the three LCAP goals focusing efforts on academic excellence, support, safety, and adult professional capacity, students in Rocklin graduate college and career ready.

Our Staff...

The Rocklin Unified School District is served by a five member Board of Trustees and led by a Superintendent and a cabinet consisting of one Deputy Superintendent of Business and Operations, an Associate Superintendent of Elementary Education and Education Services, an Associate Superintendent of Secondary Education and Education Services, an Associate Superintendent of Human Resources, a Senior Director of Facilities, Maintenance and Operations, a Chief Technology Officer, a Director of Special Education and Support Programs, and a Chief of Communications and Community Engagement. Each elementary school has a principal. Both middle schools have a principal and assistant principal. Both high schools have a principal and three assistant principals. Victory High School has a principal who also serves as administrator to the Rocklin Alternative Education Center.

The teaching staff in Rocklin Unified is one of the finest in the state. The instructional staff has developed a challenging, innovative, and integrated curriculum which reflects the most advanced educational ideas. It is dedicated to addressing the unique needs of the District's students in order to prepare them for the twenty-first century. In addition to the classroom instructor, there is the complement of support staff that includes resource specialists, counselors, psychologists, behavior specialists, a mental health specialist, behaviorists, secretaries, clerks, a librarian, library aides, nutrition services personnel, bus drivers, maintenance staff, custodians, a district nurse, licensed vocational nurses, health aides, interpreters, instructional assistants, behavior aides, noon duties, crossing guards, and computer technicians.

Reflections: Successes

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

Based on a review of performance on the state indicators published on the California State Dashboard in December 2019, RUSD is most proud of the following:

RUSD student performance was High (Green) and Very High (Blue) on 4 of 6 State indicators, including the English Language Arts, Mathematics, Graduation Rate, and College/Career Indicators.

English Learners (including current and reclassified students), increased by 7 or more points in English Language Arts (ELA) and were High (Green) in both areas. Socioeconomically disadvantaged students increased by 3 points in ELA were High (Green).

RUSD stakeholders, including students, families, and staff, identified the following as areas of greatest success:

- Teachers and staff are highly effective.
- Student, parent, and staff perception of safety at school is high.
- Students and families have access to materials and technology.
- Parents/guardians report students are connected to school.
- Students are taught to treat others with respect and that bullying is not allowed.
- Students believe staff will respond to behavioral incidents.
- Schools encourage active partnerships with parents in education and parents are highly involved in their students' education.
- Facilities are in good repair.

Greatest progress as identified by 2019-20 LCAP outcomes are as follows:

- Academics and College and Career Readiness (2019-20 LCAP Goal 1) - RUSD met or exceeded expected outcomes by increasing the % of students meeting/exceeding Math standards by 3% for 2 of 11 student groups, increasing the percentage of all students who met growth projections on the Measures of Academic Progress assessment, increasing the % of students meeting UC/CSU entrance requirements for 7 of 12 student groups, increasing the percentage of students who completed a CTE pathway, increasing the percent of students passing the AP exams with a score of 3 or higher for all students and 4 of 8 student groups, and maintaining access to standards-aligned instructional materials.
- Support and Safe Schools (2019-20 LCAP Goal 2) - RUSD met or exceeded expected outcomes by maintaining the 9-12 dropout rates below 3%, maintaining the percentage of parents indicating they attend events at school, and maintaining all facilities in good or exemplary repair.
- Staff Professional Learning and Capacity (2019-20 LCAP Goal 3) - For 2 of the 3 prior years, RUSD met or exceeded expected outcomes through successful implementation of professional learning as measured by participant exit surveys. Professional learning goals were streamlined during the 2019-20 school year. Professional development outcomes missed the benchmark, but remained high overall. RUSD also maintained 99% of teachers fully credentialed and placed in appropriate assignments. In addition, RUSD continued to prioritize the retention of highly-qualified staff.

RUSD will build upon this success by continuing actions related to these Dashboard and local indicators within a maintenance of effort goal (Goal 3). This will allow RUSD to continue progress made in these areas, align resources to meet students' needs, and monitor effectiveness over time.

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.

Based on a review of performance on the state indicators published on the California State Dashboard in December 2019, RUSD has identified the following areas of need:

On the Fall 2019 California School Dashboard, the Suspension Rate indicator was Yellow, decreasing from the previous year by 0.2% to 3.3% overall. Although this is within the Yellow (Medium) level, it is still an actionable level for RUSD. Additionally, RUSD moved into Orange (Medium) for chronic absenteeism with a 2.2% increase and a status of 8% chronically absent overall. Socioeconomically disadvantaged students, students with disabilities and American Indian students were in the Red (Very High) range.

Performance Gaps:

The state indicators for which performance for any student group was two or more performance levels below the “all student” performance include Academic (ELA and math), Suspension Rate, Graduation, and the College/Career indicators. Performance gaps of two or more levels did not exist for Chronic Absenteeism

In English Language Arts and math, students experiencing homelessness were Orange (Low) and two performance levels below “all students” who performed in the Green (High) level.

For Suspension Rate, socioeconomically disadvantaged students and students experiencing homelessness were Red (Very High) and two performance levels below “all students” who performed in the Orange (Medium) level.

For the College/Career indicator, socioeconomically disadvantaged students and students experiencing homelessness were Orange (Medium) and two performance levels below “all students” who performed in the Green (High) level.

To address these gaps in performance, RUSD will re-align the LCAP and refine implementation of previous LCAP actions to meet students’ needs. Specifically, Goal 1 was established to thoroughly analyze the math program in RUSD and set actions after completing a systems investigation in order to improve outcomes for unduplicated student groups. The multi-tiered system of supports for English Language Arts, including Tier 1 (base) instruction, Tier 2 (small group intervention), and Tier 3 (individualized supports) has moved to Goal 3, however individualized supports and services have increased for unduplicated students to close performance gaps. One example of these supports is targeted tutoring services. Goal 2 has been written to focus the District around building a K-12 system of social-emotional and behavior supports, including actions to reduce suspensions. In addition, RUSD will increase access and completion of dual enrollment courses and CTE pathways as well as academic support for completion of CSU/UC college entrance courses. Finally, in alignment with the RUSD Strategic Plan and LCAP Action 2.12 strategic efforts to address inequities for specific student groups are underway through the direction of our Equity and Inclusivity Steering Committee.

RUSD identified the following needs and next steps as a result of the California School Dashboard, LCAP Outcomes, and Stakeholder Perception analysis by 2021-22 LCAP Goal:

Goal 1 (Mathematics)

- Improve Math outcomes for all students and decrease gaps for students with disabilities, English learners, foster youth, African American students, Pacific Islander students, and Hispanic/Latino students.
- Continue and improve targeted intervention/extensions and choice, with specific focus on mathematics.
- Improve and increase direct services and supports for students experiencing homelessness, foster youth and English learners.

To address the identified needs for Goal 1, RUSD will:

- Complete a systems investigation with an aligned focus goal, aim statement(s), metrics, and change/action steps by the end of the 2021-22 school year.
- Develop a baseline for math proficiency for each grade level course (TK-8) and each math course (Integrated I-III) based on universal screener and/or common formative assessment.
- Implement targeted tutoring services for students experiencing homelessness, foster youth and English learners.

Goal 2 (Social-emotional and Behavioral Supports)

- Decrease suspension and chronic absenteeism rates for all student groups.
- Increase student safety, connectedness, engagement, and responsiveness to negative peer interactions.
- Continue and increase behavior support, prevention and response to negative peer interactions, mental health, connectedness, substance abuse prevention, equity, and parent education/information.
- Increase measurement of students' social-emotional well-being.

To address the identified needs for Goal 2, RUSD will:

- Implement specific actions or cycles of improvement to decrease suspension rates and substance abuse incidence as a result of continuous improvement efforts.
- Increase personnel and resources (including curriculum and assessment tools) at sites to implement behavioral and social-emotional multi-tiered system of supports.
- Implement a family education series to increase partnerships and communication between school and home related to social-emotional and behavioral topics.

Goal 3 (Maintenance of District Priorities):

- Improve ELA and College/Career outcomes for all students and decrease gaps for students with disabilities, socioeconomically disadvantaged students, English learners, foster youth, African American students, Pacific Islander students, and Hispanic/Latino students.
- Continue to provide high quality relevant professional learning opportunities and meaningful collaboration for all staff with a focus on behavior support, trauma, social-emotional learning, mental health, mathematics, and equity/inclusion for all.
- Continue and enhance credit recovery options for students.
- Increase students meeting UC/CSU entrance requirements and passing AP exams.
- Maintain access to technology for unduplicated student groups.

To address the identified needs for Goal 3, RUSD will:

- Continue investing in high quality professional learning opportunities aligned to the District's Professional Development plan.
- Continue implementation of a multi-tiered system of support in English Language Arts.
- Continue implementation of English Language Development and increase connections between school and home through implementation of liaisons for English learner families.

LCAP Highlights

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

The LCAP (highlighted on the graphic below) represents the District's vision for the next three years to align our focus around strengthening a multi-tiered system of supports for students in mathematics, behavior and social-emotional wellbeing, while maintaining a commitment to excellence in education for all students. The 3 actions within the LCAP focus on the following:

- Goal 1: Mathematics
- Goal 2: Social-emotional and behavioral supports
- Goal 3: Maintain, monitor and enhance District programs

LCAP infographics and communication tools are attached in Appendix 2.

Goal	Examples of Actions & Services	Examples of Metrics
<p>Goal 1: RUSD will promote the mathematics achievement of all students, with a particular focus on socioeconomically disadvantaged students, students with disabilities, English learner students, foster youth and student experiencing homelessness, by working collaboratively with students, parents/guardians, teachers, administrators, and community partners during the 2021-22 school year to conduct a systems investigation for the purpose of developing a comprehensive plan to increase mathematics proficiency.</p>	<ul style="list-style-type: none"> • Multi-Tiered System of Supports (MTSS) in Mathematics • Common diagnostic assessment TK-12 • Professional development on a district-wide data analytics tool • Targeted tutoring services for unduplicated students • Professional development on specific linguistic-based approaches to target and support the success of English Learners and Students 	<ul style="list-style-type: none"> • Increase the percentage of students meeting and exceeding math standards on the CAASPP Summative Assessment • Increase the percentage of students who meet or exceed their projected MAP RIT growth • Increase the percentage of students passing Integrated I, II and III
<p>Goal 2: RUSD will provide a system of social-emotional and behavioral supports within a culture of acceptance for all students, in order to develop healthy, respectful, self-aware, resilient, and high functioning individuals.</p>	<ul style="list-style-type: none"> • Positive Behavior Interventions and Supports (PBIS) TK-8 • Counseling services 7-12 • Common social-emotional learning curriculum TK-12 • Social-emotional universal screener assessments • Family engagement and education • Social workers for case management • Substance Abuse Prevention 	<ul style="list-style-type: none"> • Decrease the % of students who indicate they have experienced chronic sadness/hopelessness • Decrease suspensions • Decrease chronic absenteeism • Increase the % of students who indicate they are very connected to school
<p>Goal 3: RUSD will maintain, monitor and enhance existing programs that support district and state priorities.</p>	<ul style="list-style-type: none"> • Retain highly qualified staff and provide high quality professional development • Standards and aligned instructional materials • Multi-Tiered System of Supports (MTSS) in English Language Arts (ELA) • Full day Kindergarten • English language development • Technology loan program • Credit recovery and supper school • CTE Pathways • Attendance Improvement • Communication with Stakeholders 	<ul style="list-style-type: none"> • Increase the percentage of students meeting and exceeding ELA standards on the CAASPP Summative Assessment • Increase the percentage of students who meet or exceed their projected MAP RIT growth in ELA • Increase the percentage of students meeting UC/CSU A-G requirements by subgroup by 5%. • Maintain or increase the Graduation Rate Indicator in the High or Very High

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.

Victory High School (VHS) qualified for Comprehensive Support and Improvement (CSI) for the 2020-21 school year with all red and orange performance levels on the California School Dashboard. These results were based on performance in the 2018-2019 school year. Due to the Covid-19 pandemic and the elimination of the state indicators on the California School Dashboard, VHS qualified for CSI again for the 2021-2022 school year and was notified in January 2021. A similar support process will take place for the upcoming 2021-22 school year.

Support for Identified Schools

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

In partnership with Rocklin Unified School District, representatives from all stakeholder groups were involved in the development of the Victory High School SPSA for 2020-2021, that included a school-level needs assessment and evidence-based interventions. From the review of district at school-level budgets, including state and federal allocations, no resource inequities were identified, however, based upon identified needs, RUSD has continued to staff Victory High School at a formula above that of our comprehensive high schools.

During the spring of 2019, a task force comprised of a number of stakeholders including teachers, students, Board members, parents, and other District, County Office, and Rocklin personnel met on the following dates:

March 5, March 20, April 10, and April 24 2019. During these meetings, the team:

Conducted a needs assessment by looking deeply at data for Suspension, College and Career and Academic Achievement

Engaged in a root cause analysis, including learning about other evidence based models and best practices for ideas on how to address career readiness, academic interventions and behavioral issues including substance abuse

Introduced and selected of change ideas/drivers as they apply to goals/action and a plan; Selected data to monitor progress; Drafted plan including consideration of resources

Merged this work with other work/needs in alternative education and finalize plan/budget

The plan included goals, strategies, expected outcomes, and proposed expenditures, was presented to the School Site Council on May 29, 2019 for approval. Finally, the plan was presented to the Rocklin Unified School District Board of Trustees on June 12, 2019 as an informational agenda item and then presented for approval on June 26, 2019.

On June 9 and 10, 2020, the needs assessment was revisited and updated by the VHS CSI team, including general education and special education teachers, counselors, administrators, classified staff and District Office staff. The team reviewed outcome data from the 2019-20 CSI plan, conducted a Data Equity Walk and identified any new needs for the 2020-21 school year. The Data Equity Walk looked at data for Suspension, College and Career and Academic Achievement. Additionally, the team reviewed absenteeism rates, California Healthy Kids survey data, student qualitative responses from the student forum. This needs assessment and review of outcome data aided the team in identifying priority areas for the 2020-21 school year. Evidence-based interventions were either continued from the 2019-20 school year or selected for the 2020-21 school year. The 2019-20 interventions that were continued include implementation of the following: Positive Behavior Interventions and Supports (PBIS), Restorative Practices (RP), 1 full time employee (FTE) in mathematics, transportation to and from school, and instructional coaching. New evidence-based interventions were determined based on the emergence of new needs in the area of social-emotional wellness and college/career readiness. Within the interventions continued from the 2019-20 school year, additional areas of focus were identified and evidence-based interventions and practices were put in place to further develop and implement the intervention. In order to implement PBIS, RP, and social-emotional wellness, a 20% FTE was contracted through Placer County Office of Education to provide direct service to students, coach staff, and build systems that will allow the intervention to be scaled more quickly. An additional temporary science teacher (0.17 FTE) was hired for one section and the temporary math teacher continued. Both of these educators will work with our instructional coaches to track student progress and implement interventions in their classrooms. Data was

collected throughout the year to track the effectiveness of these evidence-based interventions and practices. A similar support process will take place for the upcoming 2021-22 school year.

Similar to the summer of 2020, during June 2021 year 3 of the Comprehensive Support and Improvement Plan will be drafted and will likely include continuations of the interventions listed above. This plan will be a revised version of the plan approved and implemented during the 2019-20 and 2020-21 school years. The 2021-22 plan will be reviewed and revised by the School Site Council, inclusive of parents/guardians and students, during fall 2021. The School Site Council plans to vote on the plan in early fall 2021. The District will support Victory High School through the 2021-22 school year to ensure the team is making progress towards their implementation of this plan.

Monitoring and Evaluating Effectiveness

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

RUSD will support, monitor, and evaluate the implementation and effectiveness of the CSI plan for VHS by continuing to meet with VHS staff as well as re-convening the task force to progress with outcome data as included in the School Plan for Student Achievement.

Outcome and implementation data that will be collected to monitor progress in alignment with the VHS School Plan for Student Achievement includes the following:

- Reduce the % of students suspended as measured on the California School Dashboard Suspension Indicator
- Increase % of Positive Behavior Intervention and Supports (PBIS) implementation as measured by the Tiered Fidelity Inventory
- Increase the % of students prepared for college/career upon graduation as measured on the California School Dashboard College/Career Indicator
- Increase the % of students meeting/exceeding standards in Mathematics on the CAASPP Summative Assessment and increase the points from standard as measured on the California School Dashboard Academic Indicator in Math
- Increase the % of students who believe they have school connectedness on the California Healthy Kids Survey

Stakeholder Engagement

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

Engaging stakeholders is an integral part of the RUSD LCAP development process. Throughout the COVID-19 pandemic, Rocklin Unified School District has continued to gather valued input from key stakeholder groups. The process for soliciting stakeholder input was varied to include meetings (in-person and virtual depending on current restrictions), online surveys, public feedback via phone, email, and School Board meeting comments. Feedback has been used to develop programs and meet the needs of our students throughout the COVID-19 pandemic up to and including the drafting of the Local Control and Accountability Plan, which will keep RUSD the leader of educational excellence and guide RUSD's efforts to mitigate learning loss over the next year. RUSD consulted with the following stakeholder groups as part of the planning process in the development of the 2021-2022 LCAP (Note: some dates and times span a 2-year period, including relevant pre-pandemic stakeholder engagement):

- School Site Councils (Various dates between November 2019 and January 2020 and again between January 2021 and March 2021): Site principals presented and gathered input via survey.
- Site Faculty (Various dates between October 2019 and February 2020): The Educational Services Team presented at faculty meetings and gathered input.
- California Healthy Kids Survey: Grades 5, 6, 7, 9, and 11 completed the survey. There were 792 student responses in grades 5 and 6 and 2653 responses in grades 7, 9, and 11.
- Student Forums (Various dates between December 2019 and January 2021): Superintendent, Directors, Principals, and Teachers engaged with students around school connectedness, learning, and fairness at select elementary (5), middle (2), and high school sites (3).
- Parent/Guardian Survey (January 2021): District survey via email with 1372 responses.
- Staff Survey (January 2021): District survey via email with 275 responses.
- Foster and Homeless Youth Advisory Committee (December 2020, February 2021): Consultation and discussion.
- District Equity and Inclusivity Steering Committee (September 2020, December 2020, February 2021 and April 2021): Consultation and discussion.
- District English Learner Advisory Committee (September 2020, February 2021, and May 2021): Consultation and discussion.
- District Leadership Team (Various dates throughout the 2020-21 school year): Consultation, discussion, and survey.
- LCAP Parent/Guardian Advisory Committee (Including representatives from RTPA/CSEA) (January, March and May 2021): Consultation, discussion, and survey.
- LCAP Staff Committee (Including representatives from RTPA/CSEA) (January, March and May 2021): Consultation, discussion, and survey.
- Selpa (May 2021): Consultation and discussion.
- Board of Trustees (Various dates throughout the 2020-21 school year): Presentation, discussion, and approval.
- The LCAP was presented for Public Hearing at the regularly scheduled Board of Trustees meeting on June 9, 2021. Superintendent Roger Stock responded to public comments and questions in writing before the LCAP was presented to the Board of Trustees for approval on June 17, 2021.

A summary of the feedback provided by specific stakeholder groups.

Stakeholder feedback was gathered and analyzed to uncover ideas and overarching trends. The goals, actions, services, expenditures, and metrics within the LCAP are informed by the input of students, families, staff, and community members. The needs below highlight a synopsis of the input.

Parents/Guardians expressed the following needs:

- continued high expectations in all areas in RUSD (academics, standards-aligned instruction, climate and culture, safety, facilities, enrichment opportunities)
- increased social-emotional support for students
- return to student collaboration and choice in learning
- rigorous college and career readiness, including equitable access to honors, AP, CTE, dual enrollment courses
- increase opportunities for family engagement, including a parent/guardian education series
- access to academic, social-emotional and behavior interventions, especially for target student groups

Staff expressed the following needs:

- ongoing collaboration across grade levels and departments
- ongoing professional development focused on District Professional Development plan
- increased access to social-emotional and behavioral supports for students
- district-wide focus and cohesion between sites and grade spans
- access to academic, social-emotional and behavior interventions, especially for target student groups
- increased communication regarding district-wide programs, opportunities, and events

Parents/Guardians and staff representative of our unduplicated student groups (English Learners, Foster Youth, Socioeconomically Disadvantaged) expressed the following needs:

- ongoing communication between school and home
- ongoing access to basic education related services, including internet and student devices
- increased access to targeted support for students (ie, tutoring, English Language Development)
- increased access to student social-emotional supports
- increased professional development for staff on trauma-informed and equity-based practices

Overarching Themes:

Mathematics achievement and growth

Feedback across stakeholder groups identified and emphasized the need for a focus in the area of mathematics achievement. Stakeholders recognized the comparatively high results of students in RUSD, while also identifying persistent needs in this area related to lack of growth and gaps between all students and student groups (including socioeconomically disadvantaged students, students experiencing homelessness, African American and Hispanic students, and students with disabilities). Recommendations included fully understanding the mathematics performance of students, prior to moving to full scale solutions, through the use of improvement science. Related recommendations included moving forward with assessment measures to allow for a full systems investigation to take place.

Social-emotional supports and services

The most prominent overarching theme amongst stakeholder groups was the need for increased and streamlined social-emotional supports and services for students. This included consistent reference to communicating the available resources to students and families and a robust referral system to ensure students receive the services they need. Feedback specifically identified the need for instruction for all students in social-emotional skills, interventions for students requiring additional help, and more access to mental health professionals. Related feedback included the need to further identify students needing social-emotional supports through the use of a universal screener assessment and the need to provide professional development to staff to implement curriculum, assessments, and interventions.

Behavioral supports and services

A wide range of stakeholders share the need for continued behavior services for students and professional development for staff. A focus on teaching behavior skills and tools was highlighted by all stakeholder groups. Restorative practices and trauma-informed approaches were also a focus of stakeholder discussion and feedback. Specific examples included the need to continue building tiered behavior supports through Positive Behavior Interventions and Supports (PBIS) and communicate with families so skills can be reinforced outside of the school setting. Additionally, staff feedback focused on expanding behavior interventions and continuing to provide support for students with high needs behaviors.

Focus and cohesion through clear communication, capacity building and accountability

Focusing the District and building cohesion across programs and sites was a theme that emerged in many stakeholder sessions. Stakeholders connected this theme to the need for (1) increased communication to families and staff about District programs, (2) focused staff professional development to ensure programs are implemented with fidelity, and (3) accountability to making progress and evaluating results of interventions. Related feedback included the need to measure Tk-12 District programs and build in more efficient and effective measures of assessing student learning and growth, especially at the secondary level.

Equity and inclusivity

All stakeholder groups, including students, identified the need to make continued progress in the area of equity and inclusivity. Stakeholders identified the need to address learning gaps, disproportionate suspension rates, and gaps in students' experience at schools. Feedback included support for continuing the Equity and Inclusivity Steering Committee, culturally-responsive and trauma-informed training for staff, and parent/guardian outreach and education. Additionally, stakeholders reiterated the importance of students building appreciation for everyone, including individuals who are not like them and/or do not have the same experiences as them.

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

RUSD remains committed to including stakeholders in the development of the LCAP. This year, during a 3-year planning process, stakeholder input influenced the LCAP significantly, from the decision about goal areas to the decision about specific services.

LCAP Goals:

Goal 1: Stakeholders identified math improvement early in the planning process, but were clear about the need to fully analyze the issues prior to jumping to solutions. Due to the complexities presented by Covid-19, a decision was made to write a one-year goal, with the intent to

re-write this goal, and subsequent actions, services, and metrics in the fall of 2021. Suggestions made by stakeholders have influenced the planning process for the improvement team, including the decision to implement a diagnostic assessment to all 2nd-12th grade students this spring. Additionally, professional development for teachers with clusters of English learners will receive specialized professional development in linguistic approaches to teaching math. Finally, specialized and targeted tutoring will be provided to all foster youth and students experiencing homelessness who need Tier 2 or 3 intervention, in addition to the instruction and intervention they receive during the school day.

Goal 2: The goal is a direct result of stakeholder input identifying the need for increased behavior and social-emotional supports for students. The actions in this goal build off the successful programs built in RUSD, but expand on these programs, by ensuring each school will have a robust system of social-emotional and behavioral support services available for students at the Tier 1 level (services and instruction for all students), Tier 2 level (intervention or small group services), and Tier 3 level (individualized services). Stakeholder feedback was clear that continuing the status quo in this area was not an option and that students, especially during and after Covid-19, need additional social-emotional instruction and support services. Staff also identified a need for increased training in this area in order to support the wide-range of needs presented to them by students.

Goal 3: In order to continue previously successful LCAP actions across a variety of state and district priorities, while also maintaining a commitment to focus and cohesion, stakeholders embraced the concept of a maintenance goal for Goal 3. This enabled the continuation of successful services listed below.

Continuing LCAP Actions

As a result of stakeholder engagement in consideration of student outcomes from the California School Dashboard and other local measures it is evident many of the 2019-20 LCAP actions address the identified needs. Continued implementation and revision to increase positive outcomes for students is planned for 2020-21. Examples of continuing actions that are specifically affirmed by stakeholders include:

- Professional development (PD) for staff based on comprehensive PD plan
- Full day Kindergarten at sites (including aide time, physical education and visual and performing arts)
- English Language Development
- Technology loan program (chromebooks and hotspots)
- English Language Arts (ELA) interventions, including instructional aide support to provide small group instruction, acquiring intervention curriculum and software, 9th grade ELA class size reduction, and SVMS academy teacher to create a support academy for target student
- Credit recovery and summer school options including options within and outside of the normal school day, secondary summer school, and 8th grade jumpstart program
- Behavior support assistant positions for high-needs students
- Transportation services for students in need (socioeconomically disadvantaged students, students experiencing homelessness, and foster youth)
- Ongoing outreach to elicit feedback from students, staff, families, and community partners

Expanding LCAP Actions

As a result of stakeholder feedback, including parent/guardian and staff survey results, the following services, previously identified in the 2019-20 LCAP will be expanded or enhanced:

- Multi-Tiered System of Supports (MTSS) - Feedback indicated the work previously done in this area should be maintained and the focus should shift to building tiered academic instruction and support in the area of math.
- Positive Behavioral Interventions and Supports (PBIS) - Stakeholders identified the need to continue PBIS, but continue to shift the focus towards embedding equity and trauma-informed approaches.
- Counseling support - Feedback included the need for continuing to support counseling positions at all secondary schools using supplemental funds, but shift the focus of some of their time toward unduplicated student groups (socioeconomically disadvantaged students including students experiencing homelessness, English learners, and foster youth) and their needs.
- Implementation of a parent/guardian education series
- Parent/guardian outreach to English Learner families through family liaisons
- Utilizing the College & Career Specialist to identify and eliminate barriers for target students
- Data system to progress monitor programs - Feedback consistently across all domains emphasized the need for clearer data systems to identify successes and gaps, inequities, and measure progress.

Metrics

Stakeholder feedback emphasized the need to include metrics disaggregated by student growth to increase transparency regarding gaps in student achievement and survey data. Subsequently, metrics in all goal areas will continue to be disaggregated to the greatest extent possible. Student groups include socioeconomically disadvantaged students, English learners, foster youth, youth experiencing homelessness, Additionally, some stakeholder groups requested growth measures for academic achievement be included to more accurately capture the change in student performance year to year.

Goals and Actions

Goal

Goal #	Description
1	RUSD will promote the mathematics achievement of all students, with a particular focus on socio-economically disadvantaged students, students with disabilities, English learner students, foster youth and student experiencing homelessness, by working collaboratively with students, parents/guardians, teachers, administrators, and community partners during the 2021-22 school year to conduct a systems investigation for the purpose of developing a comprehensive plan to increase mathematics proficiency.

An explanation of why the LEA has developed this goal.

Analysis of student data from the past three year's California Assessment of Student Performance and Progress (CAASPP) scores indicate high overall results for all students in math, however little to no student growth. Performance gaps for student groups exist, specifically for socioeconomically disadvantaged students, students experiencing homelessness, students with disabilities, current English learners, African American students, Hispanic students, American Indian students and Pacific Islander students. Local indicators, including the Measure of Academic Progress (MAP) assessment also showed students missing yearly growth targets.

LCAP survey results from parents/guardians and staff also indicated a need for additional interventions and supports in the area of mathematics. Stakeholders participating in the LCAP advisory committees voiced similar needs. Key input included the following:

- 20% of all respondents on the LCAP staff survey stated they “strongly disagree/disagree” their “school/department has a well-functioning MTSS for students in mathematics” and 29% of staff stated “unknown.”
- 23% of all respondents on the LCAP parent/guardian survey stated they “strongly disagree/disagree” their “student is progressing academically, as indicated by school progress reporting, state test scores, and/or college readiness assessments” and 5% of parents/guardians stated “unknown.”
- Input across all LCAP stakeholder groups identified math and math supports as an overarching theme (see Stakeholder Engagement section above).

This goal is written as a broad goal with the intention of raising student achievement of all students and closing performance gaps. This goal also identifies a continuous improvement process RUSD will engage in during the 2021-22 school year. This improvement process will engage a team of representative individuals in a root cause analysis by reviewing student achievement and perception data, research, and district processes. Once root causes are identified the team will determine areas of greatest influence to impact the root causes and determine new action steps and metrics for the District to implement. The improvement team will include students, parents/guardians, teachers, administrators, and community partners. This improvement process will ultimately lead to a revised focus goal to be shared publicly prior to December 31, 2021 and included in the 2022-23 LCAP.

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), SED (Socioeconomically Disadvantaged students), SWD (Students with Disabilities), AA (African American students), AI (American Indian students), A (Asian students), F (Filipino students), H/L (Hispanic/Latino students), PI (Pacific Islander students), W (White students), and TOM (Students of two or more races).

Additionally, all results in the section below are attached in Appendix 1.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Complete a systems investigation with an aligned focus goal, aim statement(s), metrics, and change/action steps by the end of the 2021-22 school year.	Baseline will be determined during the 2021-22 school year				Desired outcome will be determined during the 2021-22 school year
Develop a focus goal in the area of mathematics based on systems investigation by December 2021.	Baseline will be determined during the 2021-22 school year				Desired outcome will be determined during the 2021-22 school year
Increase the percentage of students meeting and exceeding math standards on the CAASPP Summative	Spring 2019 results: ALL - 62.9% SWD - 27.0% SED - 44.7% EL - 29.4% AA - 44.3%				ALL - 68.9% SWD - 39.0% SED - 56.7% EL - 41.4% AA - 50.3% PI - 47.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Assessment (Grades 3-8) for each student group based on previous year data by data by 2% each year and 4% each year for students in targeted student groups (English learners, students with disabilities, socioeconomically disadvantaged, homeless, and foster youth).</p> <p>Source: DataQuest</p>	<p>PI - 47.8% H/L - 48.4%</p>				H/L - 48.4%
<p>Annually, increase the percentage of students who meet or exceed their projected MAP RIT growth in math (Grades 2-8) as measured on the Student Growth Summary Report with the goal of all students meeting their projected growth target.</p> <p>PG = Projected Growth</p>	<p>Winter 2020-Winter 2021: 4th to 5th Grade - PG 10.5/OG 7.7 5th to 6th Grade - PG 9.4/OG 7.5 6th to 7th Grade - PG 4.4/OG 1.5 7th to 8th Grade - PG 4.8/OG 3</p>				100% of all students meeting or exceeding their MAP growth target

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
OG = Observed/Actual Growth Source: Local Interim Assessment					
Increase the percentage of students passing Integrated I, II and III by 3% each year in grades 7-12. Source: Aeries Gradebook	2019-20 Integrated 1: ALL - 85.4% EL - 54.5% SED - 68.4% SWD - 71.3% 2019-20 Integrated 2: ALL - 90.8% SED - 81.4% SWD - 77.3% 2019-20 Integrated 3: ALL - 94.3% SED - 90.3% SWD - 88.5%				Integrated 1: ALL - 94.4% EL - 63.5% SED - 77.4% SWD - 80.3% Integrated 2: ALL - 99.8% SED - 90.4% SWD - 86.3% Integrated 3: ALL - 103.3% SED - 99.3% SWD - 97.5%
Develop a baseline for math proficiency for each grade level course (TK-8) and each math course (Integrated I-III) based on universal screener and/or common formative assessment.	Baseline will be determined during the 2021-22 school year				Desired outcome will be determined during the 2021-22 school year
Increase the percentage of staff agreeing and strongly	January 2021 LCAP Survey: 51.4%				66.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>agreeing “my school/department has a well-functioning MTSS in mathematics” on the LCAP Survey by 5% each year.</p> <p>Source: Staff LCAP Survey</p>					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Academic Supports in Mathematics	Fully implement Multi-Tiered System of Supports (MTSS) with a focus on strong implementation of Tier I (basic core instruction) and Universal Design for Learning strategies, as well as Tier II (strategic) and Tier III (intensive) interventions in mathematics. Priority access to Tier II and Tier III interventions will be given to unduplicated students.	\$186,395.00	Yes
2	Program Specialists	Provide professional learning supported by Program Specialists in alignment with the RUSD Professional Development Plan to support teachers in providing access to curriculum for unduplicated students (socioeconomically disadvantaged students, English learners, and foster youth).	\$166,203.00	Yes
3	Common Assessments	Identify and implement common diagnostic assessment TK-12, grade specific assessments (TK-6), and course specific assessments (7-12) and associated professional development. Assessment data will be used by site teams to close performance gaps for unduplicated students.	\$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Data Analysis	Implement and provide professional development on a district-wide data analytics tool which allows for classroom level, site level and district level data analysis, in order to target interventions and supports for unduplicated students.	\$128,676.00	Yes
5	Continuous Improvement (Math Team)	Collaborate with stakeholders to conduct a systems investigation, including an aligned focus goal, aim statement(s), metrics, and change/action steps by the end of the 2021-22 school year. Systems investigation will look for inequities and performance gaps and aims/action steps will be focused on closing achievement gaps for unduplicated students.	\$29,999.00	Yes
6	Targeted Tutoring	Implement targeted tutoring services for unduplicated students identified for Tier II and Tier III support.	\$80,000.00	Yes
7	Linguistic Math Supports	Implement specific linguistic-based approaches and associated professional development to target and support the success of English Learners and Students with Disabilities in breaking down math problems and utilizing academic vocabulary.	\$25,000.00	Yes

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
2	RUSD will provide a system of social-emotional and behavioral supports within a culture of acceptance for all students, in order to develop healthy, respectful, self-aware, resilient, and high functioning individuals.

An explanation of why the LEA has developed this goal.

Analysis of student data from the California Healthy Kids Survey (CHKS) indicates actionable levels of chronic sadness, students who have considered suicide and students who do not feel connected to school, specifically at the secondary level. Rates have not changed significantly over the last two years. Key findings included:

- 13% to 14% of 5th and 6th graders indicate they have experienced frequent sadness.
- 24% to 36% of 7th, 9th and 11th graders indicate they have experienced social-emotional distress. This percentage increases to 40% for students at Victory High School.
- 29% to 44% of 7th, 9th and 11th graders indicate they have experienced chronic sadness/hopelessness in the past 12 months. The percentage of Hispanic/Latino students is between 4% to 11% higher than “All Students.” This percentage increases to 59% for students at Victory High School.
- 14% to 17% of 7th, 9th and 11th graders indicate they have considered suicide within the past 12 months. This percentage increases to 42% for students at Victory High School.

LCAP survey results from parents/guardians and staff also indicated a need for additional instruction, resources and interventions in the area of social-emotional wellbeing and behavior. Stakeholders participating in the LCAP advisory committees voiced similar needs. Key input included the following:

- 12% of all respondents on the LCAP staff survey stated they “strongly disagree/disagree” their “school/department has a well-functioning MTSS for students in behavior” and 17% of staff stated “unknown.”
- 10% of all respondents on the LCAP staff survey stated they “strongly disagree/disagree” their “school/department has a well-functioning MTSS for students in social-emotional/wellness” and 14% of staff stated “unknown.”
- 34% of all respondents on the LCAP parent/guardian survey stated they “strongly disagree/disagree” their “student feels connected to school” and 1.9% of parents/guardians stated “unknown.”
- Input across all LCAP stakeholder groups identified social-emotional and behavioral supports as overarching themes (see Stakeholder Engagement section above).

This goal is written as a broad goal with specific growth targets identified across a wide range of metrics. The choice to include a broad goal was made to allow for growth across multiple social-emotional and behavioral domains. Metrics include:

- decrease in chronic sadness
- increase in self-awareness

- increase in safety as reported by parents and students
- decrease in suspensions
- increase in interventions and support services
- decrease in chronic absenteeism
- increase in school connectedness

Note:

In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include ALL (All Students), EL (English Learners), FY (Foster Youth), HY (Homeless Youth), SED (Socioeconomically Disadvantaged students), SWD (Students with Disabilities), AA (African American students), AI (American Indian students), A (Asian students), F (Filipino students), H/L (Hispanic/Latino students), PI (Pacific Islander students), W (White students), and TOM (Students of two or more races).

Additionally, all results in the section below are attached in Appendix 1.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease the % of students who indicate they have experienced chronic sadness/hopelessness in the past 12 months on the California Healthy Kids Survey by 2% each year. Source: CHKS	December 2020 results: 5th - 13% 6th - 14% 7th - 29% 9th - 39% 11th - 44% NT - 59%				5th - 7% 6th - 8% 7th - 23% 9th - 33% 11th - 38% NT - 53%
Increase the % of students by 2% each year who select "pretty much true" or	December 2020 results: 7th - 73% 9th - 66%				7th - 79% 9th - 72% 11th - 71% NT - 68%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>"very much true" when asked 3 questions related to self-awareness on the California Healthy Kids Survey. Questions include: 1) There is purpose to my life, 2) I understand my moods and feelings, and 3) I understand why I do what I do.</p> <p>Source: CHKS</p>	<p>11th - 65% NT - 62%</p>				
<p>Increase the % of parent/guardians agreeing and strongly agreeing "my student feels safe at school" on the LCAP Survey with the goal of reaching 100%.</p> <p>Source: LCAP Parent/Guardian Survey</p>	<p>January 2021 results: 86.1%</p>				<p>>86.1% with ultimate goal of 100% of parents/guardians reporting their student feels safe at school</p>
<p>Decrease by at least 0.3% with the goal of a very low suspension rate of less than 0.5% and maintain student groups at the same</p>	<p>2019-20 School Year Suspension Rate: ALL - 3.3% EL - 3.0% FY - 26.3% HY - 11.6%</p>				<p>Suspension Rate: ALL - 2.4% EL - 2.1% FY - 25.4% HY - 10.7% SED - 5.4%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>level as all students. Decrease and maintain the expulsion rate below 0.5%.</p> <p>Source: CA Dashboard (Suspension Rate Indicator)</p>	<p>SED - 6.3% SWD - 6.2% AA - 5.0% AI - 7.5% A - 1.7% F - 1.2% H/L - 3.2% PI - 2.6% TOM - 3.6% W - 3.5%</p> <p>2019-20 Expulsion Rate: 0.03%</p>				<p>SWD - 5.3% AA - 4.1% AI - 6.6% A - 0.8% F - 0.3% H/L - 2.3% PI - 1.7% TOM - 2.7% W - 2.6%</p> <p>Expulsion Rate: <0.05%</p>
<p>Increase the percentage of staff agreeing and strongly agreeing “my school/department has a well-functioning MTSS in the area of Behavior” on the LCAP Survey with the goal of reaching 100%.</p> <p>Source: LCAP Staff Survey</p>	<p>January 2021 results: 70.5%</p>				<p>>70.5% with ultimate goal of 100% of staff reporting a well-functioning MTSS in the area of behavior</p>
<p>Increase the percentage of staff agreeing and strongly agreeing “my school/department</p>	<p>January 2021 results: 76.5%</p>				<p>>76.5% with ultimate goal of 100% of staff reporting a well-functioning MTSS in</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
has a well-functioning MTSS in the area of social-emotional/wellness” on the LCAP Survey with the goal of reaching 100%. Source: LCAP Staff Survey					the area of social-emotional/wellness
Decrease the chronic absenteeism rate by 1% and decrease student group gaps as compared to all students. Source: CALPADS 14.1/14.2 Reports	2019-20 results: All - 7.3% EL - 7.2% SED - 13.0%				All - 4.3% EL - 4.2% SED - 10.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Secondary Counselors	Target counseling services for unduplicated students, including Tier II outreach and support to increase successful transition to college and career.	\$325,131.00	Yes
2	SEL Curriculum & Professional Development	Identify and implement common social-emotional learning curriculum and associated professional development as a component of tiered interventions and support services for all students with priority access given to unduplicated students.	\$120,001.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	SEL Coordination	Provide centralized coordination of TK-12 Tier II and Tier III social-emotional learning and behavior supports, including PBIS coaching and SEL professional development, in order to increase/improve academic, social-emotional, and behavioral outcomes. (Note: Budget is included in Action 3.1)		No
4	Universal Screener	Identify and implement social-emotional universal screener assessments in grades 4-12 and associated professional development in order to target interventions for students, with priority access given to unduplicated students. (Note: Budget is included in Action 2.2)		No
5	Family Series	Provide family engagement and education to increase student resilience, mental health, and wellness	\$20,000.00	Yes
6	Case Management	Provide case management support to students and families needing Tier III supports (Foster Youth, Homeless Youth, Low-Income, Attendance Concerns, etc.) through social workers. Case management of foster youth and students experiencing homelessness will include the implementation of Individualized Success Plans to meet academic, social, emotional, and behavioral needs. Continue the District Foster and Homeless Youth Advisory Committee.	\$155,520.00	No
7	Positive Behavior Interventions & Supports (PBIS)	Implement to fidelity Positive Behavior Intervention & Supports (PBIS) at elementary and middle schools throughout the district. Provide behavior training and support (including trauma-informed training and bully prevention strategies) to decrease referrals and suspensions, specifically for unduplicated pupils who have a disproportionate number of suspensions and referrals district-wide.	\$197,749.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	High School Behavior Supports	Implement and progress monitor an action plan to reduce suspensions at the high school level, including training staff in trauma-informed approaches, restorative practices, and bully prevention to decrease referrals and suspensions, specifically for unduplicated pupils who have a disproportionate number of suspensions and referrals district-wide.	\$75,000.00	Yes
9	School-based Therapy	Provide school-based therapy for struggling students at all sites and social skill interventions at elementary sites. Increase school-based therapy at high-needs sites.	\$334,670.00	Yes
10	Substance Abuse Prevention	Implement and monitor progress on a multi-tiered system of support for substance abuse prevention at all schools.	\$5,000.00	Yes
11	Staff SEL Professional Development	Investigate and implement strategies and associated professional development to increase teacher, staff, and administrator capacity to teach social-emotional competencies and promote student social-emotional wellbeing.	\$10,001.00	Yes
12	Equity & Inclusivity	Continue building an inclusive culture where diversity and individual differences are valued and celebrated by providing a program of staff development and strategies for positive social interactions. (Note: Budget is included in Action 3.1)		No
13	VHS Supports	Implement and monitor progress on a multi-tiered system of social-emotional and wellbeing supports for Victory High School students including implementing social emotional learning and mental wellness curriculum through individual and small group sessions.	\$27,000.00	No

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
3	RUSD will maintain, monitor and enhance existing programs that support district and state priorities.

An explanation of why the LEA has developed this goal.

Analysis of state and local data indicates readiness to move a number of previous actions into a maintenance of progress goal. This allows RUSD to maintain actions and monitor progress while focusing implementation efforts on the actions covered by goal 1 and 2. Key findings indicating readiness to move to a maintenance of progress goal included:

- Student data from the California Assessment of Student Performance and Progress (CAASPP) scores indicate high overall results for all students in English Language Arts, with improved progress for many student groups. Performance gaps for student groups exist, specifically for socioeconomically disadvantaged students, students experiencing homelessness, students with disabilities, current English learners, African American students, and Hispanic students. Interventions will continue to be targeted to meet these students' needs with additional interventions and supports for unduplicated pupils, including 1:1 tutoring in the subjects of need. Local indicators, including the Measure of Academic Progress (MAP) assessment also showed students are close to meeting yearly growth targets.
- UC/CSU entrance requirements shows the percentage of students meeting A-G readiness is growing for all students and 7 of 12 student groups increased.
- The percentage of students who completed a CTE pathway is increasing yearly.
- The percentage of students passing AP exams with a score of 3 or higher is increasing yearly for all students and student groups.
- 100% of students have access to standards aligned materials.

LCAP survey results from parents/guardians and staff also indicated strengths in the area of basic services and a need to continue providing interventions and services to support students in English Language Arts. Stakeholders participating in the LCAP advisory committees voiced similar needs. Key input included the following:

- "93% of all respondents on the LCAP parent/guardian survey stated they "strongly agree/agree" to the statement, "I am involved in my student's education."
- 70-80% of all respondents on the LCAP staff and parent/guardian survey stated their "school has clean and well-maintained facilities and property."
- 63%% of all respondents on the LCAP staff survey stated they "strongly agree/agree" their "school/department has a well-functioning MTSS for students in English Language Arts" and 25% of staff stated "unknown." Participants in the staff advisory group indicated systems exist for students in need throughout the District and need to be more well communicated to all stakeholders.

This goal is written as a maintenance goal with specific growth targets identified across a wide range of metrics. The choice to include a

maintenance goal was made to allow for monitoring progress across multiple district and state priorities. As a continuous improvement district, many metrics continue to focus on improving student outcomes, while maintaining high quality programs. Metrics include:

- increase the percentage of students meeting and exceeding ELA standards
- increase percentage of students meeting UC/CSU A-G requirements
- increase percentage of students completing CTE pathways
- maintain graduation rates
- maintain standards-aligned curriculum
- maintain facilities in good or exemplary condition
- maintain parent/guardian involvement

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), SED (Socioeconomically Disadvantaged students), SWD (Students with Disabilities), AA (African American students), AI (American Indian students), A (Asian students), F (Filipino students), H/L (Hispanic/Latino students), PI (Pacific Islander students), W (White students), and TOM (Students of two or more races).

Additionally, all results in the section below are attached in Appendix 1.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percentage of students meeting and exceeding ELA standards on the CAASPP Summative Assessment (Grades 3-8) for each student group based on previous year data by data by 2% each year and 4% each year for students in targeted student groups	Spring 2019 results: ALL - 71.5% SWD - 29.6% SED - 53.7% EL - 26.3% AA - 51.2% AI - 57.7% PI - 65.2% H/L - 59.7%				ALL - 77.5% SWD - 41.6% SED - 65.7% EL - 38.3% AA - 57.2% AI - 63.7% PI - 71.2% H/L - 89.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(English learners, students with disabilities, socioeconomically disadvantaged, homeless, and foster youth). Source: DataQuest					
Annually, increase the percentage of students who meet or exceed their projected MAP RIT growth in ELA (Grades 2-8) as measured on the Student Growth Summary Report with the goal of all students meeting their projected growth target. PG = Projected Growth OG = Observed/Actual Growth Source: District Interim Assessment	Winter 2020-Winter 2021: 3rd to 4th Grade - PG 11.8/OG 19.4 4th to 5th Grade - PG 8/OG 7.8 5th to 6th Grade - PG 6.4/OG 5.7 6th to 7th Grade - PG 4.4/OG 1.2 7th to 8th Grade - PG 4.9/OG 2.5				100% of all students meeting or exceeding their MAP growth target
Increase the percentage of	2019-20 results: ALL - 63.5%				ALL - 68.5% SED - 50.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students meeting UC/CSU A-G requirements for all students and each student group by 5%, with a minimum of 50% meeting requirements.	SED - 32.1% HY - 0.0% EL - 0.0% SWD - 10.0% H/L - 48.5% A - 74.0% AA - 54.2% W - 66.6% TOM - 61.1%				HY - 50.0% EL - 50.0% SWD - 50.0% H/L - 53.5% A - 79.0% AA - 59.2% W - 71.6% TOM - 66.1%
Increase the percentage of students who complete a CTE pathway by 3% each year. Source: CALPADS 3.14 Report	2019-20 results 31.8% (244 completers/767 total concentrators and completers)				40.8%
Show growth by increasing the status on the College and Career Indicator by 1% each year. Source: CA Dashboard (College and Career Indicator)	2019 results: 69.9%				
Increase the percentage of students enrolled in AP courses for each student group with a	2019-20 results: ALL - 31.0 SED - 1.5 A - 6.3 AA - 0.4				SED - 7.5 A - 12.3 AA - 6.4 H/L - 9.0 W - 24.3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>% lower than “All Students” by 2% each year.</p> <p>Source: AP Course Access and Passing Rates</p>	<p>H/L - 3.0 W - 18.3 TOM - 2.5</p>				TOM - 8.5
<p>Increase the number of AP Tests taken for each student group with a number lower than “All Students” by 2% each year.</p> <p>Source: AP Course Access and Passing Rates</p>	<p>2019-20 results: ALL - 1627 SED - 69 A - 474 AA - 14 H/L - 229 W - 747 TOM - 141</p>				<p>SED - 73 A - 502 AA - 15 H/L - 243 W - 792 TOM - 149</p>
<p>Increase the percentage of students passing with a Score of 3 or above for each student group with a % lower than “All Students” by 2% each year.</p> <p>Source: AP Course Access and Passing Rates</p>	<p>2019-20 results: ALL - 78 SED - 74 H/L - 73 W - 74 TOM - 76</p>				<p>SED - 80 H/L - 79 W - 80 TOM - 82</p>
<p>Maintain or increase the Graduation Rate Indicator in the High</p>	<p>2019 results: ALL - 95.6% (Very High)</p>				All students and all student groups in the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>or Very High performance category and all student groups in the same level or within 1 level of All Students.</p> <p>Source: CA Dashboard (Graduation Rate Indicator)</p>	<p>EL - 86.4% (No Performance Color) SED - 90.7% (Medium) SWD - 82.8% (Low) HY - 84.2% (Low) AA - 88.2% (No Performance Color) A - 96.4% (Very High) F - 97.7% (Very High) H/L - 95.1% (Very High) W - 95.9% (Very High) TOM - 96.8% (Very High)</p>				High or Very High performance category
<p>Maintain or increase the English Learner Progress Indicator in the High or Very High performance category.</p> <p>Source: CA Dashboard (English Learner Indicator)</p>	<p>RUSD - 59.4% RUSD progress is in the high range</p>				High or Very High performance category
<p>Maintain 100% access to standards -aligned instructional materials.</p> <p>Source: School Accountability Report Card</p>	<p>100% standards aligned materials</p>				100% standards aligned materials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Increase the % of parents/guardians who strongly agree or agree to the statement, “My school encourages me to be an active partner with the school in educating my child” by 2% each year.</p> <p>Source: Parent/Guardian LCAP Survey</p>	<p>2021 results: 78.1%</p>				<p>Greater than or equal to 84.1%</p>
<p>Maintain the % of parents/guardians who strongly agree or agree to the statement, “I am involved in my student's education” above 90%.</p> <p>Source: Parent/Guardian LCAP Survey</p>	<p>2021 results: 92.7%</p>				<p>Greater than 90%</p>
<p>Increase or maintain all facilities in good or exemplary repair according to the Facilities Inspection Tool (FIT).</p>	<p>1 school identified as ""fair," due to roof leaks, which were repaired after FIT was completed. All other district facilities have</p>				<p>All facilities in good or exemplary repair</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: Facilities Inspection Tool	an overall rating of “good” or “exemplary.”				
On the California Healthy Kids Survey, (students in grades 5, 6, 7, 9, and 11) maintain above 95% and increase the % of students indicating they feel safe at school. Source: CHKS	2020-21 results: 5th grade - 91% 6th Grade - 89% 7th Grade - 74% 9th Grade - 70% 11th Grade - 70%				At or above 95%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Retain Highly Qualified Staff/High Quality Professional Development	Ensure the development, effectiveness and retention of highly qualified staff, through a comprehensive program of professional development, support, and compensation, including 0.5 FTE Mathematics teacher and 0.17 FTE Science teacher for VHS identified during the CSI planning process.	\$80,858,817.00	No
2	Implement Standards and Aligned Instructional Materials	Implement California State Standards by providing new and replacement instructional materials, with a continued focus on Mathematics, English Language Arts, History Social Studies/Science, and Science.	\$2,324,937.00	No
3	Kindergarten, TK & Kinder Camp	Support early learning through full-day Kindergarten at all sites, Transitional Kindergarten, and Kinder Camp at Title I sites to close	\$635,922.00	Yes

Action #	Title	Description	Total Funds	Contributing
		achievement gaps between unduplicated students and their peers by providing a solid foundation of learning to all young children.		
4	English Learner Services	Implement researched based academic and linguistic approaches to target and support the success of TK-12 English Learners across all subject areas, including implementation of EL focused data talks for EL cohort teachers.	\$867,269.00	Yes
5	EL Family Engagement	Support English learners at the elementary and secondary level through targeted family engagement, including implementing a parent education series and family liaisons.	\$10,001.00	Yes
6	Technology Loan Program	Continue Technology Loan Program providing devices with internet access to targeted students in need, specifically unduplicated students to ensure connectivity and access.	\$31,660.00	Yes
7	Academic Supports in English Language Arts (MTSS)	Maintain full implementation of Multi-Tiered System of Supports (MTSS) at elementary sites with a focus on strong implementation of Tier I (basic core instruction) and Universal Design for Learning strategies, as well as Tier II (strategic) and Tier III (intensive) interventions in English Language Arts. Develop academic interventions as a college readiness support system for unduplicated students in grades 7-12. Continue to support the development of interventions at Spring View Middle School to increase learning outcomes for unduplicated students. Utilize instructional aides and targeted curriculum to provide opportunities for smaller and intensive instructional settings and training to support students.	\$642,652.00	Yes
8	Increased Course Access	Increase the number of unduplicated students enrolled in and completing dual enrollment and Advanced Placement courses through counselor outreach.		Yes

Action #	Title	Description	Total Funds	Contributing
9	Credit Recovery and Summer School	Continue and refine summer school, credit recovery courses, and mid-year intervention programs for high school students, specifically to improve learning outcomes for unduplicated pupils.	\$183,511.00	Yes
10	College and Career Service Specialist	Identify all students who are not on track for achieving college/career readiness criteria and/or graduation and eliminate system barriers. (Note: Budget is included in Action 3.1)		No
11	Strengthen CTE Pathways	Strengthen CTE pathways that increase college/career readiness.	\$368,864.00	No
12	Special Education Plans	Address Individual Education Plan needs for students with disabilities.	\$28,035,753.00	No
13	Safety Partnerships	Continue partnerships with Rocklin Police, Rocklin Fire and other EMS personnel to support safety across the district.	\$151,938.00	No
14	Transportation	Provide safe and efficient transportation for all students.	\$986,119.00	No
15	Transportation for Target Students	Continue providing safe and efficient transportation for unduplicated students.	\$414,740.00	Yes
16	Facilities	Continue providing safe, well maintained facilities and explore additional school facility safety enhancements and upgrades.	\$12,069,397.00	No
17	Attendance Improvement	Implement and monitor a multi-tiered system of support for attendance.	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
18	LCAP Administration	Support implementation of LCAP goals through provision of administrative/operational services and stakeholder engagement (including indirect cost allocation).	\$398,905.00	Yes
19	Monitoring and Communication	Develop a system to regularly monitor and communicate progress of existing programs and move actions needing more focus to focus/broad goals, as necessary. Monitoring will focus first on actions serving only unduplicated students (i.e., Action 3.4 - English Learner Services) to measure effectiveness. Monitoring may be broadened to measure other actions (i.e., Action 3.9 - Credit Recovery and Summer School), specifically to identify if and where disproportionate outcomes exist and determine plans to close performance gaps.	\$20,000.00	Yes

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

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Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
4.06%%	\$4,335,498

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

Required Descriptions

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

While many of the services and approaches to educating RUSD students are provided to all students, District staff recognizes that those students needing the most support are our socioeconomically disadvantaged students, including students experiencing homelessness, English learners and foster youth. In order to specifically support these students, administrators, teachers and support staff will receive ongoing professional development and coaching support to address students' needs. RUSD utilizes highly-qualified support teachers for English learners to provide both student, staff and parent/guardian support. When addressing the specific needs of our unduplicated student groups, Rocklin Unified has and plans to continue to utilize the following process:

- Provide professional development for staff regarding how to identify and address learning needs
- Identify learning needs through the use of common and diagnostic assessments and universal screeners for students
- Provide student data for teachers and site staff and ensure collaboration time for staff to develop learning plans for students
- Provide high quality first instruction for all students with scaffolds and small group instruction as needed
- Monitor student progress throughout instruction
- Continue to develop and adjust learning plans as needed based on ongoing data collection and analysis
- Provide tier II/tier III interventions, as needed
- Maintain open lines of communication between teachers, support staff and parents/guardians

The programs and positions funded with supplemental funding (and detailed above in the 2021-22 Local Control and Accountability Plan) will help unduplicated students and other students, both school-wide and district-wide. For specific actions which are for all students, the following descriptions provide information on how these services are principally directed towards, and are effective in, meeting RUSD's unduplicated pupils in the state and any local priority areas.

Action related to full-day and transitional kindergarten (Goal 3, Action 3)

After assessing the needs of RUSD's low-income, foster youth and English learners, District staff in conjunction with stakeholders have determined that these students need continued access to high quality early-learning programs. RUSD will address this need by extending the instructional day and providing students a robust early education with strong emphasis on literacy and numeracy development. RUSD is committed to full day kindergarten programs to close achievement gaps between young children from minority and low-income families and their peers and by providing a solid foundation of learning to children from all backgrounds to increase all students' academic, social, and emotional success. Likewise, the District's support of resources for Transitional Kindergarten ensures all children are better prepared to succeed academically and emotionally in later grades, so they are less likely to be placed in special education or held back in later grades (National Education Association, 2006). These services are being provided to all students on a school-wide basis at each elementary school. RUSD anticipates that unduplicated pupils will benefit significantly more than their peers, therefore increasing academic, social, and emotional outcomes and decreasing performance gaps in later grades.

Actions related to family engagement/education and administrative and operational service (Goal 2, Action 5 and Goal 3, Action 18)

After assessing the needs of RUSD's low-income, foster youth and English learners, District staff in conjunction with stakeholders have determined that these students need stronger home-to-school partnerships in order to close achievement gaps. RUSD will address this need by providing district structures and systems supporting highly engaged families in meaningful and two-way communication. RUSD has intentionally designed both district and school level parent engagement structures and practices, to be inclusive of parent voice, sensitive to parents' backgrounds and experiences, utilizing a strength based approach to their partnership. RUSD makes it a priority to include parents on advisory committees and to provide them with multiple opportunities to be involved with their children's education, as this engagement practice is linked to overall positive student outcomes in school (Timar & Maxell-Jolly, 2012). These services are being provided to all students and families on a district-wide basis. RUSD anticipates that unduplicated pupils will benefit significantly more than their peers due to the targeted outreach and education series focused on needs presented by the unduplicated student group, therefore increasing academic outcomes and decreasing performance gaps.

Actions related to professional development, data analysis, and continuous improvement (Goal 1, Actions 2, 3, 4, and 5 and Goal 3, Action 19)

After assessing the needs of RUSD's low-income, foster youth and English learners, District staff in conjunction with stakeholders has determined that these students have achievement gaps in comparison to the All Student group. RUSD will address this need by ensuring RUSD employs highly qualified and trained teachers, administrators, and support staff who can effectively integrate and implement twenty-first century teaching and learning through a well-defined system of professional learning. RUSD's instructional delivery system is built on quality classrooms and powerful teaching and learning for each student. It is RUSD's priority to provide high-quality professional learning and coaching to help ensure our teachers fully and effectively implement state and district initiatives and continue to transform their practice. Our system of professional development, coaching support and learning, including time for evaluation and reflection, ensures that all staff is involved in a cycle of continuous improvement. This structure of adult learning and support is linked to high levels of student achievement (Hammond, L., 2005; Leaning Forward, 2014). These services are being provided on a district-wide basis. RUSD anticipates that unduplicated pupils will benefit significantly more than their peers based on the target approaches presented to staff, therefore increasing academic outcomes and decreasing performance gaps.

Actions relating to interventions and supports (Goal 1, Action 1; Goal 2, Actions 2, 4, 7, 8, 9, 10, and 11; and Goal 3, Actions 7, 9, and 17) After assessing the needs of RUSD's low-income, foster youth and English learners, District staff in conjunction with stakeholders has determined that these students have achievement gaps in comparison to the All Student group. RUSD will address this need by providing multiple tiers of intervention focusing on literacy, numeracy and social emotional support. Well taught, systematic, differentiated instruction for all underperforming students improves student achievement (Tomlinson, 2001). In addition, early academic intervention has led to improved learning outcomes as measured on state assessments (Brennan, 2015). The District's plan for both academic and socioemotional interventions leads to student gains in social-emotional skills, improved attitudes about self, others, and school, positive classroom behavior, and increased performance standardized achievement tests (Elias, 2014). These services are being provided on a district-wide basis to all students. Because unduplicated students are given priority access to interventions, RUSD anticipates that unduplicated pupils will benefit significantly more than their peers, therefore increasing academic, social, and emotional outcomes and decreasing performance gaps.

Therefore, LCFF Supplemental funds were allocated school-wide or district wide for all students, which were identified among the alternatives available, as the most effective use of funds to meet RUSD goals for unduplicated pupils in the state and local priority areas.

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

According to the minimum proportionality percentage calculation of 4.06%, services provided in RUSD for foster youth, English learners, and low-income students (including students experiencing homelessness) have been increased and improved as compared to services provided to all students accordingly and are described below:

- Priority access to academic interventions and support courses during the school day for targeted students. Students will be identified by site teams through the use of data tools and analysis of common assessments, supported by the District data, assessment and evaluation specialist. (Goal 1, Actions 1, 3, 4 and Goal 3, Action 7) \$987,723
- Refined and improved services to English learners through increased school-to-home communication and Targeted and Integrated English Language Development supported by highly-qualified support teachers to improve students' access to core instruction in all content areas. (Goal 3, Actions 4 and 5) \$825,539
- Professional development in specific linguistic-based approaches to increase achievement of English learners in mathematics. (Goal 1, Action 7) \$25,000
- Individualized support for foster youth, English learners and students experiencing homelessness through targeted tutoring to address academic needs. (Goal 1, Action 6) \$80,000
- Provide professional development, materials, and improved intervention programs to ensure unduplicated students receive behavioral and social emotional supports (Tier I) and priority access to interventions (Tier II) and individualized supports (Tier III) that result in increased/improved academic, social-emotional, behavioral, and attendance outcomes. (Goal 2, Actions 2, 4, 7, 8, 9, 10, 11, and Goal 3, Action 17) \$565,074
- Provide free transportation removing the barriers to attendance for unduplicated students. (Goal 3, Action 15) \$414,740
- Refined and increased counseling support for unduplicated students at the secondary levels to increase successful transitioning and college/career goals (Goal 2, Action 1) \$325,131

- Increased technology and internet access for targeted students in need. (Goal 3, Action 6) \$31,660
- Provide full day kindergarten and instructional aide support to kindergarten and transitional kindergarten programs to close achievement gaps between young children from low-income families and their peers by providing a solid foundation of learning (Goal 3, Action 3) \$401,300
- Increased and improved credit recovery programs with priority access for unduplicated students (Goal 3, Action 9) \$44,224
- Refine and improve progress monitoring tools and professional development focusing on continuous improvement provided by our Program Specialists to ensure targeted students receive effective first instruction (Tier I) and priority intervention services (Tier II) that results in increased/improved academic outcomes for target students. (Goal 1, Action 2 and 5, and Goal 3, Action 19) \$216,202
- Provide meaningful and relevant parent/guardian education with priority access for families of targeted students. Provide oversight, administrative, and operational support of LCAP goals implemented to increase/improve services for unduplicated students. (Goal 2, Action 5 and Goal 3, Action 18) \$418,905

These specific actions and services quantitatively and qualitatively exceed the minimum proportionality rate to improve the educational program for targeted students.

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 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 .

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$90,633,783.00	\$35,530,699.00		\$3,754,348.00	\$129,918,830.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$111,866,740.00	\$18,052,090.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Academic Supports in Mathematics	\$186,395.00				\$186,395.00
1	2	English Learners Foster Youth Low Income	Program Specialists	\$166,203.00				\$166,203.00
1	3	English Learners Foster Youth Low Income	Common Assessments	\$30,000.00				\$30,000.00
1	4	English Learners Foster Youth Low Income	Data Analysis	\$128,676.00				\$128,676.00
1	5	English Learners Foster Youth Low Income	Continuous Improvement (Math Team)	\$29,999.00				\$29,999.00
1	6	English Learners Foster Youth Low Income	Targeted Tutoring	\$80,000.00				\$80,000.00
1	7	English Learners	Linguistic Math Supports	\$25,000.00				\$25,000.00
2	1	English Learners Foster Youth Low Income	Secondary Counselors	\$325,131.00				\$325,131.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2	English Learners Foster Youth Low Income	SEL Curriculum & Professional Development	\$40,001.00	\$80,000.00			\$120,001.00
2	3	All	SEL Coordination					
2	4	All	Universal Screener					
2	5	English Learners Foster Youth Low Income	Family Series	\$20,000.00				\$20,000.00
2	6	English Learners, Foster Youth, Low Income, Chronically Absent Students	Case Management		\$155,520.00			\$155,520.00
2	7	English Learners Foster Youth Low Income	Positive Behavior Interventions & Supports (PBIS)	\$197,749.00				\$197,749.00
2	8	English Learners Foster Youth Low Income	High School Behavior Supports	\$75,000.00				\$75,000.00
2	9	English Learners Foster Youth Low Income	School-based Therapy	\$235,323.00	\$61,744.00		\$37,603.00	\$334,670.00
2	10	English Learners Foster Youth Low Income	Substance Abuse Prevention	\$5,000.00				\$5,000.00
2	11	English Learners Foster Youth Low Income	Staff SEL Professional Development	\$10,001.00				\$10,001.00
2	12	All	Equity & Inclusivity					
2	13	All	VHS Supports				\$27,000.00	\$27,000.00
3	1	All	Retain Highly Qualified Staff/High Quality Professional Development	\$73,090,831.00	\$6,607,105.00		\$1,160,881.00	\$80,858,817.00
3	2	All	Implement Standards and Aligned Instructional Materials		\$2,265,819.00		\$59,118.00	\$2,324,937.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	English Learners Foster Youth Low Income	Kindergarten, TK & Kinder Camp	\$401,300.00			\$234,622.00	\$635,922.00
3	4	English Learners	English Learner Services	\$815,538.00			\$51,731.00	\$867,269.00
3	5	English Learners	EL Family Engagement	\$10,001.00				\$10,001.00
3	6	English Learners Foster Youth Low Income	Technology Loan Program	\$31,660.00				\$31,660.00
3	7	English Learners Foster Youth Low Income	Academic Supports in English Language Arts (MTSS)	\$642,652.00				\$642,652.00
3	8	English Learners Foster Youth Low Income	Increased Course Access					
3	9	English Learners Foster Youth Low Income	Credit Recovery and Summer School	\$44,224.00	\$139,287.00			\$183,511.00
3	10	All	College and Career Service Specialist					
3	11	All	Strengthen CTE Pathways		\$368,864.00			\$368,864.00
3	12	Students with Disabilities	Special Education Plans		\$25,852,360.00		\$2,183,393.00	\$28,035,753.00
3	13	All	Safety Partnerships	\$151,938.00				\$151,938.00
3	14	All	Transportation	\$986,119.00				\$986,119.00
3	15	English Learners Foster Youth Low Income	Transportation for Target Students	\$414,740.00				\$414,740.00
3	16	All	Facilities	\$12,069,397.00				\$12,069,397.00
3	17	English Learners Foster Youth Low Income	Attendance Improvement	\$2,000.00				\$2,000.00
3	18	English Learners Foster Youth Low Income	LCAP Administration	\$398,905.00				\$398,905.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	19	English Learners Foster Youth Low Income	Monitoring and Communication	\$20,000.00				\$20,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$4,335,498.00	\$4,940,485.00
LEA-wide Total:	\$1,938,155.00	\$2,117,502.00
Limited Total:	\$1,677,070.00	\$1,728,801.00
Schoolwide Total:	\$720,273.00	\$1,094,182.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Academic Supports in Mathematics	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$186,395.00	\$186,395.00
1	2	Program Specialists	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$166,203.00	\$166,203.00
1	3	Common Assessments	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	\$30,000.00
1	4	Data Analysis	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$128,676.00	\$128,676.00
1	5	Continuous Improvement (Math Team)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$29,999.00	\$29,999.00
1	6	Targeted Tutoring	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$80,000.00	\$80,000.00
1	7	Linguistic Math Supports	LEA-wide	English Learners	All Schools	\$25,000.00	\$25,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	1	Secondary Counselors	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: GOMS, SVMS, RHS, WHS, VHS 7-12	\$325,131.00	\$325,131.00
2	2	SEL Curriculum & Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,001.00	\$120,001.00
2	5	Family Series	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$20,000.00
2	7	Positive Behavior Interventions & Supports (PBIS)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AC, BR, CS, GOMS, PW, RE, RU, RC, SE, SVMS, SR, TO, VV TK-8	\$197,749.00	\$197,749.00
2	8	High School Behavior Supports	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RHS, WHS, VHS	\$75,000.00	\$75,000.00
2	9	School-based Therapy	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$235,323.00	\$334,670.00
2	10	Substance Abuse Prevention	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
2	11	Staff SEL Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,001.00	\$10,001.00
3	3	Kindergarten, TK & Kinder Camp	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AC, BR, CS, PW, RC, RE, RU, SE, SR, TO, VV TK-K	\$401,300.00	\$635,922.00
3	4	English Learner Services	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$815,538.00	\$867,269.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	5	EL Family Engagement	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$10,001.00	\$10,001.00
3	6	Technology Loan Program	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$31,660.00	\$31,660.00
3	7	Academic Supports in English Language Arts (MTSS)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$642,652.00	\$642,652.00
3	8	Increased Course Access	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RHS, WHS 9-12		
3	9	Credit Recovery and Summer School	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RHS, WHS, VHS 9-12	\$44,224.00	\$183,511.00
3	15	Transportation for Target Students	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$414,740.00	\$414,740.00
3	17	Attendance Improvement	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	\$2,000.00
3	18	LCAP Administration	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$398,905.00	\$398,905.00
3	19	Monitoring and Communication	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$20,000.00

Instructions

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[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- f) 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.
- g) 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.

- h) 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.
- i) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- j) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 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 .

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Appendix 2 - LCAP Infographics and Communication Tools

The next 6 pages provide an overview of each of the LCAP actions and metrics aligned to each goal. These will be updated and linked on the District website with progress updates throughout the year.

Note: The LCAP specifically identifies how contributing actions are increasing or improving services for unduplicated students. These information tools do not go into detail about the targeted services for unduplicated students. Progress updates to these infographics will provide this information.

Appendix 1 - Addendum to Measuring and Reporting Results Sections

Local Control and Accountability Plan (LCAP)
Metrics At-a-Glance

The results below are also reported in the Measuring and Reporting Results sections of the LCAP. Abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), SED (Socioeconomically Disadvantaged students), SWD (Students with Disabilities), AA (African American students), AI (American Indian students), A (Asian students), F (Filipino students), H/L (Hispanic/Latino students), PI (Pacific Islander students), W (White students), and TOM (Students of two or more races).

Goal 1

RUSD will promote the mathematics achievement of all students, with a particular focus on socioeconomically disadvantaged students, students with disabilities, English learner students, foster youth and student experiencing homelessness, by working collaboratively with students, parents/guardians, teachers, administrators, and community partners during the 2021-22 school year to conduct a systems investigation for the purpose of developing a comprehensive plan to increase mathematics proficiency.

Metric/Indicator	Data					
Increase the percentage of students meeting and exceeding math standards on the CAASPP Summative Assessment (Grades 3-8) for each student group based on previous year data by data by 2% each year and 4% each year for students in targeted student groups (English learners, students with disabilities, socioeconomically disadvantaged, homeless, and foster youth). Source: CAASPP Math Scores	Student Group	Baseline Spring 2019	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ALL	62.9%				68.9%
	SWD	27.0%				39.0%
	SED	44.7%				56.7%
	EL	29.4%				41.4%

Appendix 1 - Addendum to Measuring and Reporting Results Sections

	AA	44.3%				50.3%
	PI	47.8%				53.8%
	H/L	48.4%				54.4%

Metric/Indicator	Data					
<p>Annually, increase the percentage of students who meet or exceed their projected MAP RIT growth in math (Grades 2-8) as measured on the Student Growth Summary Report with the goal of all students meeting their projected growth target.</p> <p>Source: Local Interim Assessment</p> <p>Projected Growth = PG Actual Growth = AG</p>	Student Group	Baseline Winter 2020- Winter 2021	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	4th-5th Grade	PG 10.5 AG 7.7				100% Met PG
	5th-6th Grade	PG 9.4 AG 7.5				100% Met PG
	6th-7th Grade	PG 4.4 AG 1.5				100% Met PG
	7th-8th Grade	PG 4.8 AG 3				100% Met PG

Appendix 1 - Addendum to Measuring and Reporting Results Sections

Metric/Indicator	Data																																			
<p>Increase the percentage of students passing Integrated I, II and III by 3% each year in grades 7-12.</p> <p>Source: Aeries Gradebook</p> <p>Integrated 1 = I - 1 Integrated 2 = I - 2 Integrated 3 = I - 3</p> <p>* Sample Size less than 10</p>	<table border="1"> <thead> <tr> <th>Student Group</th> <th>Baseline 2019-20</th> <th>Year 1 Outcome</th> <th>Year 2 Outcome</th> <th>Year 3 Outcome</th> <th>Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>I - 1 85.4% I - 2 90.8% I - 3 94.3%</td> <td></td> <td></td> <td></td> <td>I - 1 94.4% I - 2 99.8% I - 3 100%</td> </tr> <tr> <td>EL</td> <td>I - 1 54.5% I - 2 * I - 3 *</td> <td></td> <td></td> <td></td> <td>I - 1 63.5% I - 2 * I - 3 *</td> </tr> <tr> <td>SED</td> <td>I - 1 68.4% I - 2 81.4% I - 3 90.3%</td> <td></td> <td></td> <td></td> <td>I - 1 77.4% I - 2 90.4% I - 3 99.3%</td> </tr> <tr> <td>SWD</td> <td>I - 1 71.3% I - 2 77.3% I - 3 88.5%</td> <td></td> <td></td> <td></td> <td>I - 1 80.3% I - 2 86.3% I - 3 97.5%</td> </tr> </tbody> </table>	Student Group	Baseline 2019-20	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24	ALL	I - 1 85.4% I - 2 90.8% I - 3 94.3%				I - 1 94.4% I - 2 99.8% I - 3 100%	EL	I - 1 54.5% I - 2 * I - 3 *				I - 1 63.5% I - 2 * I - 3 *	SED	I - 1 68.4% I - 2 81.4% I - 3 90.3%				I - 1 77.4% I - 2 90.4% I - 3 99.3%	SWD	I - 1 71.3% I - 2 77.3% I - 3 88.5%				I - 1 80.3% I - 2 86.3% I - 3 97.5%					
Student Group	Baseline 2019-20	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24																															
ALL	I - 1 85.4% I - 2 90.8% I - 3 94.3%				I - 1 94.4% I - 2 99.8% I - 3 100%																															
EL	I - 1 54.5% I - 2 * I - 3 *				I - 1 63.5% I - 2 * I - 3 *																															
SED	I - 1 68.4% I - 2 81.4% I - 3 90.3%				I - 1 77.4% I - 2 90.4% I - 3 99.3%																															
SWD	I - 1 71.3% I - 2 77.3% I - 3 88.5%				I - 1 80.3% I - 2 86.3% I - 3 97.5%																															
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Appendix 1 - Addendum to Measuring and Reporting Results Sections

Metric/Indicator	Data				
<p>Increase the percentage of staff agreeing and strongly agreeing “my school/department has a well-functioning MTSS in mathematics” on the LCAP Survey by 5% each year.</p> <p>Source: LCAP Parent/Guardian Survey</p>	Baseline 2020-21	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	51.4%				66.4%

Goal 2

RUSD will provide a system of social-emotional and behavioral supports within a culture of acceptance for all students, in order to develop healthy, respectful, self-aware, resilient, and high functioning individuals.

Metric/Indicator	Data					
<p>Decrease the % of students who indicate they have experienced chronic sadness/hopelessness in the past 12 months on the California Healthy Kids Survey by 2% each year.</p> <p>Source: CHKS (Students in grades 5,6,7,9,and 11)</p>	Student Group	Baseline 2020-21	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	5th	13%				7%
	6th	14%				8%
	7th	29%				23%
	9th	39%				33%
	11th	44%				38%
	NT	59%				53%

Appendix 1 - Addendum to Measuring and Reporting Results Sections

Metric/Indicator	Data					
<p>Increase the % of students by 2% each year who select "pretty much true" or "very much true" when asked 3 questions related to self-awareness on the California Healthy Kids Survey. Questions include: 1) There is purpose to my life, 2) I understand my moods and feelings, and 3) I understand why I do what I do.</p> <p>Source: CHKS (Students in grades 7, 9, and 11)</p>	Student Group	Baseline 2020-21	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	7th	73%				79%
	9th	66%				72%
	11th	65%				71%
	NT	62%				68%

Metric/Indicator	Data				
<p>Increase the % of parent/guardians agreeing and strongly agreeing "my student feels safe at school" on the LCAP Survey with the goal of reaching 100%</p> <p>Source: LCAP Parent/Guardian Survey</p>	Baseline 2020-21	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	86.1%				100%

Appendix 1 - Addendum to Measuring and Reporting Results Sections

Metric/Indicator	Data					
<p>Decrease by at least 0.3% each year with the goal of a very low suspension rate of less than 0.5% and maintain student groups at the same level as all students.</p> <p>Decrease and maintain the expulsion rate below 0.5%</p> <p>Source: CA Dashboard (Suspension Rate Indicator)</p>	Student Group	Baseline 2019	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ALL	3.3%				2.4%
	EL	3.0%				2.1%
	FY	26.3%				25.4%
	HY	11.6%				10.7%
	SED	6.3%				5.4%
	SWD	6.2%				5.3%
	AA	5.0%				4.1%
	AI	7.5%				6.6%
	A	1.7%				0.8%
	F	1.2%				0.3%
	H/L	3.2%				2.3%
	PI	2.6%				1.7%
	TOM	3.6%				2.7%
	W	3.5%				2.6%

Appendix 1 - Addendum to Measuring and Reporting Results Sections

	Baseline 2019	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	0.03%				0.05%

Metric/Indicator	Data				
Increase the percentage of staff agreeing and strongly agreeing “my school/department has a well-functioning MTSS in the area of Behavior” on the LCAP Survey with the goal of reaching 100% Source: LCAP Parent/Guardian Survey	Baseline 2020-21	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	70.5%				100%

Metric/Indicator	Data				
Increase the percentage of staff agreeing and strongly agreeing “my school/department has a well-functioning MTSS in the area of Social-Emotional/Wellness” on the LCAP Survey with the goal of reaching 100% Source: LCAP Parent/Guardian Survey	Baseline 2020-21	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	76.5%				100%

Appendix 1 - Addendum to Measuring and Reporting Results Sections

Metric/Indicator	Data					
Decrease the chronic absenteeism rate by 1% each year and decrease student group gaps as compared to all students Source: CALPADS 14.1/14.2 reports	Student Group	Baseline 2019-20	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ALL	7.3%				4.3%
	EL	7.2%				4.2%
	SED	13.0%				10.0%

Goal 3

RUSD will maintain, monitor and enhance existing programs that support district and state priorities.

Metric/Indicator	Data					
Increase the percentage of students meeting and exceeding ELA standards on the CAASPP Summative Assessment (Grades 3-8) for each student group based on previous year data by data by 2% each year and 4% each year for students in targeted student groups (English learners, students with disabilities, socioeconomically disadvantaged, homeless, and foster youth) Source: DataQuest	Student Group	Baseline 2018-19	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ALL	71.5%				77.5%
	SWD	29.6%				41.6%
	SED	53.7%				65.7%
	EL	26.3%				38.3%

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	AA	51.2%				57.2%
	AI	57.7%				63.7%
	PI	65.2%				71.2%
	H/L	59.7%				65.7%

Metric/Indicator	Data					
<p>Annually, increase the percentage of students who meet or exceed their projected MAP RIT growth in ELA (Grades 2-8) as measured on the Student Growth Summary Report (Aggregate by District with a comparison period from Winter to Winter) by 3% each year</p> <p>Source: Local Interim Assessment</p> <p>Projected Growth = PG Actual Growth = AG</p>	Student Group	Baseline 2020-21	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	3rd-4th Grade	PG 11.8 AG 19.4				100% Met PG
	4th-5th Grade	PG 8.0 AG 7.8				100% Met PG
	5th-6th Grade	PG 6.4 AG 5.7				100% Met PG
	6th-7th Grade	PG 4.4 AG 1.2				100% Met PG
	7th-8th Grade	PG 4.9 AG 2.5				100% Met PG

Appendix 1 - Addendum to Measuring and Reporting Results Sections

Metric/Indicator	Data					
<p>Increase the percentage of students meeting UC/CSU A-G requirements for all students and each student group by 5%, with a minimum of 50% meeting requirements.</p> <p>Source: Aeries Student Information System</p>	Student Group	Baseline 2019-20	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ALL	63.5%				68.5%
	SED	32.1%				50.0%
	HY	0.0%				50.0%
	EL	0.0%				50.0%
	SWD	10.0%				50.0%
	H/L	48.5%				53.5%
	A	74.0%				79.0%
	AA	54.2%				59.2%
	W	66.6%				71.6%
	TOM	61.1%				66.1%

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Metric/Indicator	Data				
<p>Increase the percentage of students who complete a CTE pathway by 3% each year.</p> <p>Source: CALPADS 3.14 Report</p>	Baseline 2019-20	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	31.8%				39.8%

Metric/Indicator	Data				
<p>19-20: Show growth by increasing the status on the College and Career Indicator by 1% each year.</p> <p>Source: CA Dashboard College and Career Indicator</p>	Baseline 2019-20	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	69.9%				72.9%

Metric/Indicator	Data					
<p>Increase the percentage of students enrolled in AP courses for each student group with a % lower than “All Students” by 2% each year.</p> <p>Increase the number of AP Tests taken for each student group with a number lower than “All Students” by 2% each year.</p> <p>Increase the percentage of students passing with a Score of 3 or above for each student group with a % lower than “All Students” by 2%</p>	Student Group	Baseline 2019-20	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ALL	31.0%				--

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each year.

Source: AP Course Access and Passing Rates

SED	1.5%				7.5%
A	6.3%				12.3%
AA	0.4%				6.4%
H/L	3.0%				9.0%
W	18.3%				24.3%
TOM	2.5%				8.5%

Student Group	Baseline 2019-20	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
ALL	1627				--
SED	69				73
A	474				502
AA	14				15
H/L	229				243
W	747				792
TOM	141				149

Appendix 1 - Addendum to Measuring and Reporting Results Sections

Student Group	Baseline 2019-20	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
ALL	78%				--
SED	74%				80%
H/L	73%				79%
W	74%				80%
TOM	76%				82%

Metric/Indicator	Data																								
<p>Maintain or increase the Graduation Rate Indicator in the High or Very High performance category and all student groups in the same level or within 1 level of All Students</p> <p>Source: CA Dashboard Graduation Rate Indicator</p> <p>VH = Very High H = High M = Medium L = Low NC = No Color</p>	<table border="1"> <thead> <tr> <th>Student Group</th> <th>Baseline 2019-20</th> <th>Year 1 Outcome</th> <th>Year 2 Outcome</th> <th>Year 3 Outcome</th> <th>Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>95.6% VH</td> <td></td> <td></td> <td></td> <td>H/VH</td> </tr> <tr> <td>EL</td> <td>86.4% NC</td> <td></td> <td></td> <td></td> <td>H/VH</td> </tr> <tr> <td>SED</td> <td>90.7% M</td> <td></td> <td></td> <td></td> <td>H/VH</td> </tr> </tbody> </table>	Student Group	Baseline 2019-20	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24	ALL	95.6% VH				H/VH	EL	86.4% NC				H/VH	SED	90.7% M				H/VH
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EL	86.4% NC				H/VH																				
SED	90.7% M				H/VH																				

Appendix 1 - Addendum to Measuring and Reporting Results Sections

	SWD	82.8% L				H/VH
	AA	88.2% NC				H/VH
	A	96.4% VH				H/VH
	F	97.7% VH				H/VH
	H/L	95.1% VH				H/VH
	W	95.9% VH				H/VH
	TOM	96.8% VH				H/VH

Metric/Indicator	Data				
Maintain or increase the English Learner Progress Indicator in the High or Very High performance category Source: CA Dashboard English Learner Indicator VH = Very High H = High	Baseline 2019	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	59.4% H				VH/H

Appendix 1 - Addendum to Measuring and Reporting Results Sections

Metric/Indicator	Data				
Maintain 100% access to standards-aligned instructional materials Source: School Accountability Report Card	Baseline 2021	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	100%				100%

Metric/Indicator	Data				
Increase the % of parents/guardians who strongly agree or agree to the statement, “My school encourages me to be an active partner with the school in educating my child” by 2% each year. Source: Parent/Guardian LCAP Survey	Baseline 2021	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	78.1%				84.1%

Appendix 1 - Addendum to Measuring and Reporting Results Sections

Metric/Indicator	Data				
Maintain the % of parents/guardians who strongly agree or agree to the statement, "I am involved in my student's education" above 90%. Source: Parent/Guardian LCAP Survey	Baseline 2021	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	92.7%				>90.0%

Metric/Indicator	Data				
Maintain all facilities in good or exemplary repair according to the Facilities Inspection Tool Source: Facilities Inspection Tool	Baseline 2021	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	1 facility in fair repair / all others in good or exemplary				Met

Metric/Indicator	Data				

Appendix 1 - Addendum to Measuring and Reporting Results Sections

On the California Healthy Kids Survey (Students in grades 5, 6, 7, 9, and 11) maintain above 95% and increase the % of students indicating they feel safe at school

Source: CHKS

Student Group	Baseline 2020-21	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
5th Grade	91%				≥95%
6th Grade	89%				≥95%
7th Grade	74%				≥95%
9th Grade	70%				≥95%
11th Grade	70%				≥95%



Rocklin Unified School District Local Control and Accountability Plan 2021-2024

GOAL 1:

RUSD will promote the mathematics achievement of all students, with a particular focus on socioeconomically disadvantaged students, students with disabilities, English learner students, foster youth and student experiencing homelessness, by working collaboratively with students, parents/guardians, teachers, administrators, and community partners during the 2021-22 school year to conduct a systems investigation for the purpose of developing a comprehensive plan to increase mathematics proficiency.

ACTIONS:

Action 1.1 - Academic Supports in Mathematics/MTSS

Fully implement Multi-Tiered System of Supports (MTSS):

- Tier I (basic core instruction)
- Tier II (strategic) and Tier III (intensive) interventions

Action 1.2 - Program Specialists

Provide professional learning in alignment with the RUSD Professional Development Plan

Action 1.3 - Common Assessments

Identify and implement:

- Diagnostic assessments (TK-12)
- Grade specific assessments (TK-6)
- Course specific assessments (7-12)

Action 1.4 - Data Analysis

Professional development on a district-wide data analytics tool:

- Classroom level, site level and district level data analysis
- Target interventions and supports for unduplicated students

Action 1.5 - Continuous Improvement

Systems investigation by December 2021, including:

- Focus goal, aim statement(s), metrics, and actions

Action 1.6 - Targeted Tutoring

Tutoring for unduplicated students identified for Tier II and Tier III support

Action 1.7 - Linguistic Math Supports for English Learners

Implement specific linguistic-based approaches to math and associated professional development

KEY METRICS:



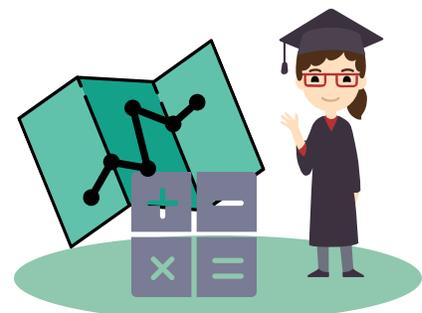
Increase % of students meeting or exceeding math standards



Increase accessibility of academic supports

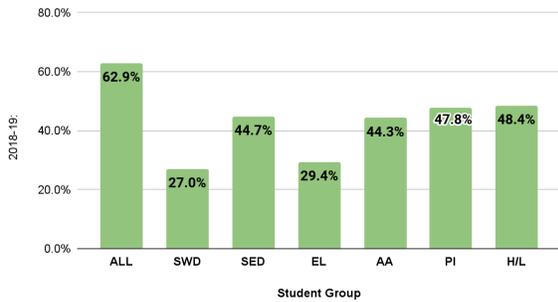


Increase % of students meeting growth goals



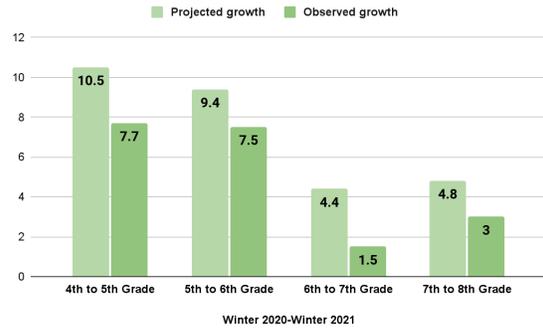
Goal 1 Highlighted Metrics

% of Students meeting and exceeding Math standards on the CAASPP Summative Assessment in School Year 2018-2019 (Grades 3-8)



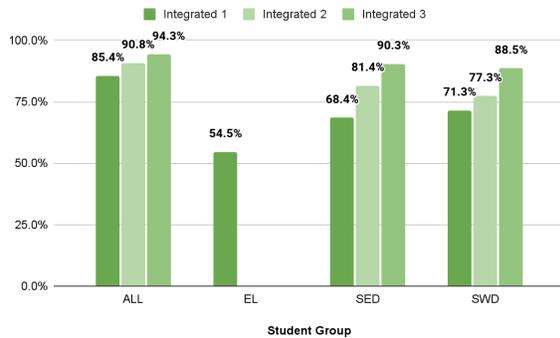
Source: DataQuest

Increase the number of Students who meet or exceed their projected MAP RIT growth in Math Winter 2020-Winter 2021



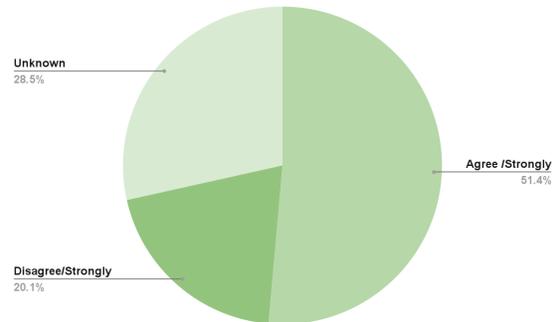
Source: Local Interim Assessment

% of Students passing Integrated 1,2 and 3 in 2019-2020 School Year (Grades 7-12)



Source: Aeries Gradebook

% of Staff Agreeing/Strongly Agreeing "my school/department has a well-functioning MTSS in Mathematics"



Source: Staff LCAP Survey



Rocklin Unified School District Local Control and Accountability Plan 2021-2024

GOAL 2:

RUSD will provide a system of social-emotional and behavioral supports within a culture of acceptance for all students, in order to develop healthy, respectful, self-aware, resilient, and high functioning individuals.

ACTIONS:

Action 2.1 - Secondary Counselors

Target counseling services for unduplicated students, including:

- Tier II outreach and support for transition to college/career

Action 2.2 - SEL Curriculum/Professional Development (PD)

Implement a common social-emotional learning curriculum

Action 2.3 - SEL Coordination

Provide centralized coordination and PD, including:

- TK-12 social-emotional learning and behavior interventions
- PBIS coaching

Action 2.4 - Universal Screener

Implement social-emotional screener assessment in grades 4-12

Action 2.5 - Family Education Series

Provide family education to increase student resilience, mental health, and wellness

Action 2.6 - Case Management

Social workers to support students and families with Tier III needs

Action 2.7 - Positive Behavior Interventions & Supports (PBIS) / Action 2.8 - High School Behavior Supports

- Implement to fidelity PBIS at elementary and middle schools
- Behavior training, including trauma-informed, restorative practices and bully prevention strategies

Action 2.9 - School-based Therapy

Implement school-based therapy for struggling students

Action 2.10 - Substance Abuse Prevention

Implement substance abuse prevention interventions

Action 2.11 - Staff SEL

Implement strategies and PD to increase teacher, staff, and administrator capacity to teach social-emotional competencies.

Action 2.12 - Equity & Inclusivity

Continue building an inclusive culture where diversity and individual differences are valued and celebrated

Action 2.13 - VHS Supports

Implement and monitor progress on social-emotional and wellbeing interventions and supports for VHS students

KEY METRICS:



Decrease % of students feeling chronically sad



Increase access to interventions & supports

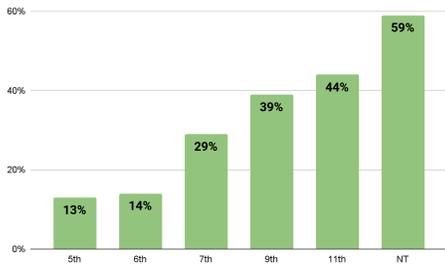


Decrease chronic absenteeism



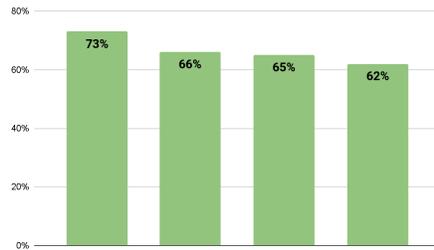
Goal 2 Highlighted Metrics

% of students who have experienced chronic sadness/hopelessness in the past 12 months



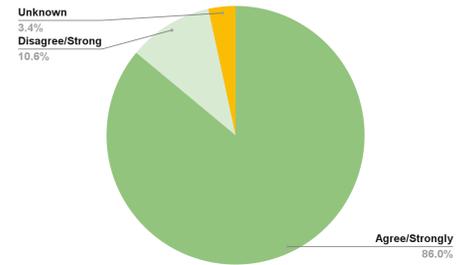
Source: CHKS 20-21 Student Survey

% of students who select “pretty much true” or “very much true” to Self Awareness



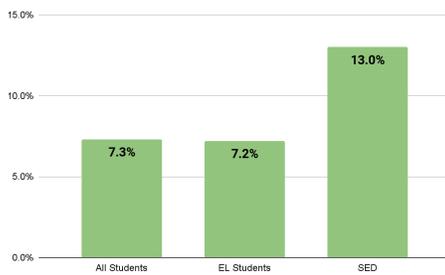
Source: CHKS 20-21 Student Survey

Parents/Guardians who agree or strongly agree “my student feels safe at school”



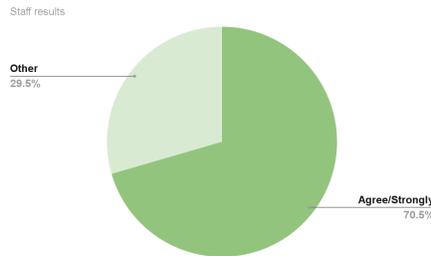
Source: LCAP Parent/Guardian Survey

Chronic Absenteeism Rate for 2019-2020



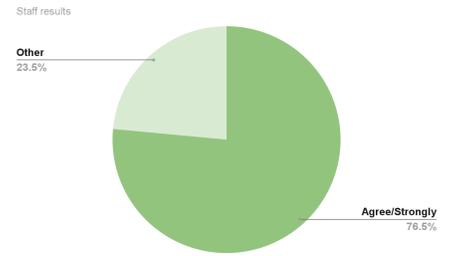
Source: 14.1/14.2 CALPADS report

% of staff members who agree/strongly agree our schools have a well functioning MTSS in the area of behavior



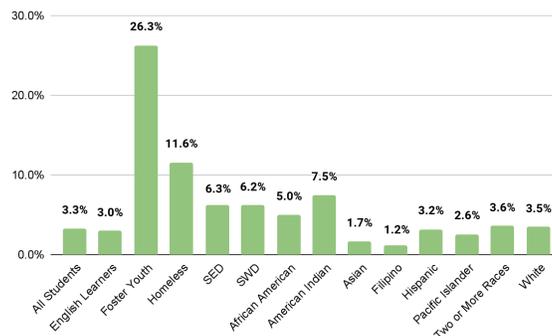
Source: LCAP Staff Survey

% of staff members who agree/strongly agree our schools have a well functioning MTSS in the area of Social-Emotional/Wellness



Source: LCAP Staff Survey

% of Suspensions per student group



Source: CA Dashboard 2019



Rocklin Unified School District Local Control and Accountability Plan 2021-2024

GOAL 3:

RUSD will maintain, monitor and enhance existing programs that support district and state priorities.

HIGHLIGHTED ACTIONS:

Action 3.1 - Retain Highly Qualified Staff/High quality PD

Ensure retention of highly qualified staff and provide comprehensive program of professional development

Action 3.3 - Kindergarten, TK & Kinder Camp

Support early learning through full-day Kindergarten

Action 3.4 - English Learner Services / Action 3.5 - EL Family Engagement

Support English Learners by implementing:

- Integrated and Designated ELD
- Focused data talks for EL cluster teachers
- Parent education series
- Family liaisons

Action 3.6 - Technology Loan Program

Continue Loan Program providing devices with internet access to students in need

Action 3.7 - Academic Supports in English Language Arts/MTSS

Strengthen College and Career Readiness through:

- Action 3.8 - Increased Course Access
- Action 3.9 - Credit Recovery and Summer School
- Action 3.10 - College and Career Service Specialist
- Action 3.11 - Strengthen CTE Pathways

Action 3.12 - Special Education Plans

Address Individual Education Plan needs for students with disabilities

Action 3.13 - Safety Partnerships

Continue partnerships with Rocklin Police, Rocklin Fire and other EMS personnel to support safety across the district

Action 3.15 - Transportation for Target Students

Provide safe and efficient transportation for unduplicated students

Action 3.17 - Attendance Improvement

Implement a multi-tiered system of support for attendance

Action 3.18 - LCAP Administration

Support implementation of LCAP goals through provision of administrative/operational services and stakeholder engagement

Action 3.19 - Monitoring and Communication

Regularly monitor and communicate progress of existing programs and move actions needing more focus to focus/broad goals

KEY METRICS:



Increase % of students meeting or exceeding ELA standards



Increase % of students meeting A-G requirements

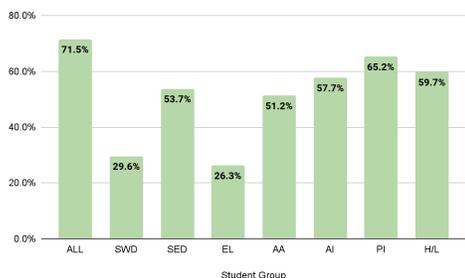


Maintain or increase graduation rate



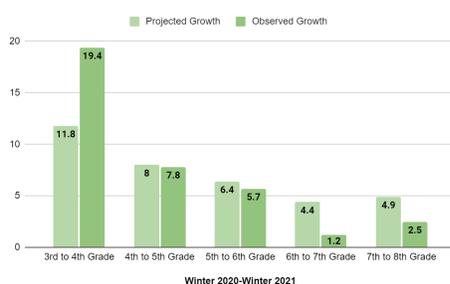
Goal 3 Highlighted Metrics

% of Students meeting and exceeding ELA standards on the CAASPP Summative Assessment in School Year



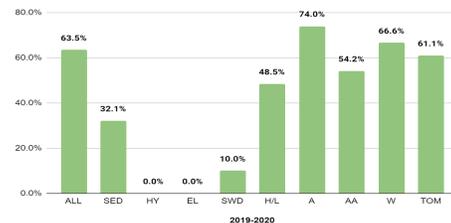
Source: DataQuest 2018-2019 (Grades 3-8)

Increase the number of Students who meet or exceed their projected MAP RIT growth in ELA



Source: Local Interim Assessment Winter 2020-Winter 2021

% of Students meeting UC/CSU A-G Requirements in School Year 2019-2020



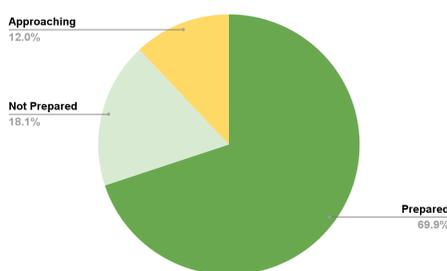
Source: AP Course Access and Passing Rates

% of Students Graduating from RUSD in 2018-2019



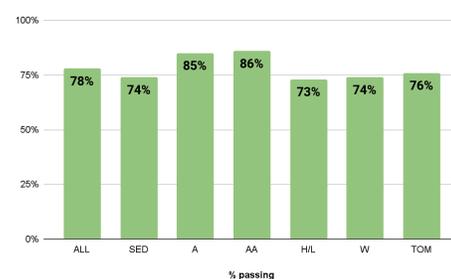
Source: CA Dashboard (Graduation Rate Indicator)

% of Students "Prepared" on the College/Career Indicator



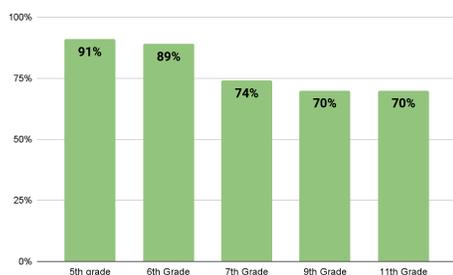
Source: CA Dashboard (College/Career Indicator)

% of AP Students passing with a score of 3 or More



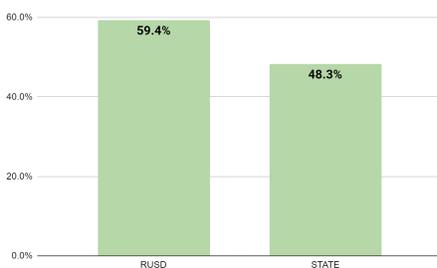
Source: AP Course Access and Passing Rates

% of Students who feel safe at school



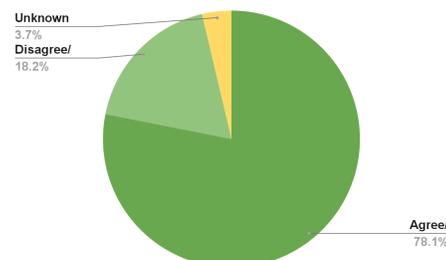
Source: CHKS Student survey

% of students in the High or Very High performance level of the ELPI compared to the State of California



Source: CA Dashboard English Learner Indicator

Parents/Guardians who agree or strongly agree "My school encourages me to be an active partner with the school in educating my child"



Source: LCAP Parent/Guardian Survey