



Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

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

Goal 1

Goal Description

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

Expected Annual Measurable Objectives

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|---|---|--|---|--|
| 1A Attendance Rate Percentage of students who were present by student group Source: District Analysis | 2020-21 Attendance Rate: ALL - 96% EL - 95% FY - 91% HY - 95% LI - 95% SWD - 94% AA - 94% A - 99% H/L - 95% W - 97% | 2021-2022 Attendance Rate: ALL - 93.1% EL - 91.9% FY - 89.7% HY - 92.3% LI - 92.2% SWD - 90.2% AA - 92.0% A - 96.3% H/L - 92.1% W - 94.2% | 2022-2023 Attendance Rate: Overall - 91.6% EL - 90.7% FY - 91.4% HY - 91.0% LI - 90.7% SWD - 88.9% AA - 91.3% A - 94.9% H/L - 90.7% W - 92.6% | | ALL - 96% maintain EL - 95% FY - 91% HY - 95% LI - 95% SWD - 94% AA - 94% A - 99% H/L - 95% W - 97% |
| 1B Chronic Absenteeism Rate Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups Source: California School Dashboard (baseline) | 2018-2019 ALL - 11% (1,615) EL - 11% FY - 26.1% HY - 15.3% LI - 14.5% SWD - 18.7% AA - 18.3% A - 4.4% H/L - 13.1% W - 7.4% | 2021-2022 Local Data (CA Dashboard did not include Chronic Absenteeism data in 2020 or 2021) ALL - 21.9% (2,935) EL - 26.0% FY - 26.5% HY - 24.7% LI - 26.2% SWD - 30.9% AA - 27.4% A - 10.1% H/L - 26.1% W - 15.0% | 2021-2022 (2022 Dashboard) ALL - 23.9% EL - 26.7% FY - 27.1% HY - 27.9% LI - 28.9% SWD - 33.3% AA - 32.0% A - 10.6% H/L - 28.2% W - 16.9% | 2023 Dashboard ALL 24.0% EL 26.4% FY 26.1% HY 30.6% LI 29.1% SWD 33.6% AA 32.2% A 11.0% H/L 28.0% W 16.2% | ALL 5% (Low) EL 5% FY 10% (Medium) HY 10% LI 10% SWD 10% AA 10% A 2.5% (Very Low) H/L 10% W 2.5% |
| 1C High School Dropout Rate Percentage of students in the 4- year adjusted cohort who drop out of high school by student group Source: CDE Dataquest Reporting | 2019-2020 ALL - 66/1662 = 3.97% FY - 5/17 = 29.4% HY - 17/286 = 5.9% LI - 60/1107 = 5.4% SWD - 11/213 = 5.2% AA - 5/95 = 5.3% A - 4/158 = 2.5% H/L - 44/806 = 5.5% W - 11/482 = 2.3% | 2020-2021 ALL - 56/1,712 = 3.97% FY - 3/15 = 20% HY - 19/323 = 5.88% LI - 51/1267 = 4.03% SWD - 14/227 = 6.1% AA - 10/102 = 9.8% A - 2/180 = 1.11% H/L - 29/830 = 3.49% W - 10/456 = 2.19% | 2021-2022 ALL - 71/6519 = 1.09% EL - 10/391 = 3% FY - 0 = 0% HY - 21/688 = 3% LI - 62/4406 = 1% SWD - 21/862 = 2% AA - 16/429 = 3.73% A - 3/611 = 0.5% H/L - 35/3349 = 1.05% W - 12/1607 = 0.75% | 2022-23 Data Analysis in progress | ALL <50 students 3% EL FY 15% HY 5% LI 5% SWD 4.5% AA 4.8% A 2.3% H/L 5% W 2.1% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|--|---|---|--|---|
| 1D Middle School Drop-out Rate Percentage of students in grades 7 and 8 who dropped out of school by student group Source: CALPADS Reporting | 2019-2020 ALL - 12/3263 = 0.37% FY - 1/12 = 8.3% HY - 4/12 = 33.3% LI - 4/12 = 33.3% SWD - 1/12 = 8.3% AA - 4/12 = 1.9% A - 0/12 = 0% H/L - 4/12 = 33.3% W - 4/12 = 33.3% | 2020-2021 ALL - 8/4725 = 0.2% FY - 0/0 = 0% HY - 2/8 = 25% LI - 5/8 = 62.5% SWD - 2/8 = 25% AA - 2/8 = 25% A - 0/8 = 0% H/L - 1/8 = 12.5% W - 5/8 = 62.5% | 2021-2022 ALL - 8/4623 = 0.17% EL - 0 = 0% FY - 0 = 0% HY - 2/534 = 0% LI - 0 = 0% SWD - 2/715 = 0% AA - 2/270 = 1 % A - 0 = 0% H/L - 1/2529 = 0% W - 5/1067 = 0% | Data will be analyzed in the Spring | ALL <10 .3% EL FY 3% HY .7% LI .2% SWD .2% AA 1.4% A Maintain H/L .2% W .4% |
| 1E Suspension Rate Percentage of students suspended 1 or more times during the school year by student group Source: California School Dashboard(baseline) | 2018-2019 ALL - 3.6% (803) EL - 3.2% FY - 14.6% HY- 3.3% LI - 4.7% SWD - 8.0% AA - 8.9% A - 0.5% H/L - 4.0% W - 2.9% | 2020-2021 District Analysis of local data (CA Dashboard did not include Suspension Rate for 2020 or 2021) ALL - 0.2% (46) EL - 0.3% FY - 1.1% HY - 0.3% LI - 0.3% SWD - 0.4% AA - 0.2% A - 0.1% H/L - 0.3% W - 0.2% | 2021-2022 Suspension ALL - 3.7% EL - 3.6% FY - 10.5% HY - 4.6% LI - 4.6% SWD - 5.6% AA - 8.4% A - 1.1% H/L - 4.1% W - 2.6% | 2023 Dashboard ALL 4.5% EL 4.5% FY 9.0% HY 7.3% LI 5.6% SWD 7.0% AA 10.5% A 1.3% H/L 5.1% W 2.8% | ALL 2.5% (Medium) EL 2.5% FY 8% (High) HY 2.5% LI 2.5% SWD 4.5 (Medium) AA 4.5 (Medium) A maintain(Very Low) H/L 2.5% W 2.5% |
| 1F Expulsion Rate Percentage of students expelled during the school year by student group Source: CDE Dataquest | 2019-2020 ALL - 0.03% (6) EL - 0.00% FY - 0.00% HY- 0.02% LI - 0.04% SWD - 0.03% AA - 0.07% A - 0.00% H/L - 0.04% W - 0.02% | 2020-2021 ALL - 0.0% (0) EL - 0.1% FY - 0.0% HY - 0.0% LI - 0.0% SWD - 0.0% AA - 0.0% A - 0.0% H/L - 0.0% W - 0.0% | 2021-2022 All - 0.1% EL - 0.1% FY - 0.0% HM - 0.1% LI - 0.2% SWD - 0.1% AA - 0.3% A - 0.0% H/L - 0.1% W - 0.1% | 2022-2023 All - 0.1% EL - 0.1% FY - 0.0% HM - 0.1% LI - 0.1% SWD - 0.1% AA - 0.2% A - 0.0% H/L - 0.1% W - 0.1% | ALL Maintain EL FY HY LI SWD AA A H/L W |
| 1G School Climate Survey | According to the last Kelvin Education pulse survey in the Spring of | 2022 LCAP Kelvin Pulse, the average favorability ratings were reported: | 2023 LCAP Kelvin Pulse, the average favorability ratings were reported: | 2024 LCAP Kelvin Pulse, the average favorability ratings were reported: | Increase the percentage of positive responses in the focus areas for staff by |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|--|---|--|---|--|
| <p>Percentage of positive responses in the areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset. Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management</p> <p>Source: Local Climate Survey</p> | <p>2021, the average favorability ratings were reported:</p> <p>Students - more than 82% favorability rating based on the 7,446 (or 47%) student responses;</p> <p>Staff - approximately 67% favorability rating based on the 770 (or 71%) staff responses</p> <p>Parents/Families: 89% favorability rating based on 8,200 (or 44%) family responses</p> | <p>Students - more than 67% favorability rating based on the 7826 (or 53%) student responses;</p> <p>Staff - approximately 82% favorability rating based on the 996 (or 67%) staff responses (now including classified survey results)</p> <p>Parents/Families: 85% favorability rating based on 5,700 (or 32%) family responses</p> <p>Student Demographic Data (some data sets not shared with third party vendors due to federal confidentiality restrictions)</p> <p>EL - 72% favorability (482 students/45% of student group) FY - data no available HY - data not available LI - data not available SWD - 68% (848 students/39%) AA - 66% (553 students/48%) A - 68% (916 students/53%) H/L - 68% (4007 students/51%) W - 67% (5292 students/53%)</p> | <p>Students - more than 63% favorability rating based on the 4350 (or 58%) student responses;</p> <p>Staff - approximately 82% favorability rating based on the 1021 (or 65%) staff responses Parents/Families: 86% favorability rating based on 1,903 (or 18%) family responses</p> <p>Student Demographic Data (some data sets not shared with third party vendors due to federal confidentiality restrictions)</p> <p>EL - 68% favorability (264 students/47% of student group) FY - data not available HY - data not available LI - data not available SWD - 66% (527 students/47%) AA - 61% (327 students/57%) A - 67% (509 students/57%) H/L - 64% (2230 students/56%) W - 63% (2904 students/58%)</p> | <p>Students (DEC) - more than 62% favorability rating based on the 8155 student responses;</p> <p>Staff (SEPT)- approximately 83% favorability rating based on the 1049 staff responses;</p> <p>Parents/Families: no longer being surveyed through Kelvin due to budget restrictions</p> <p>Additional surveys will continued to be administered throughout second semester. Significant increase in student participation compared to the 22-23 school year.</p> | <p>5% by the end of the 2021-22 school year; maintain high favorability ratings for students and families.</p> <p>Develop a baseline for unduplicated student groups during the first Kelvin pulse survey in fall 2021</p> |
| 1H SEL/Positive Behavior Systems Self Assessment Survey | No baseline data; 2021-22 is the first year of measurement. | 2021-2022 Semester 1 | 2022-2023 Semester 1 | PBIS Self Assessment Survey (SAS) 2023-2024 Semester 1 ES - 100% of schools participated in | All school sites will have a Tier 1 Schoolwide Implementation Status of 65% or higher. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|--|---|---|--|--|
| <p>Percentage of growth in the current status of system implementation.</p> <p>Source: Local Survey</p> | <p>Revised May 2022</p> <p>Semester 1 ES - 50% of schools participated in survey (8/16) MS - 100% of schools participated in survey (4/4) HS - 25% of schools participated in survey (1/4)</p> <p>Semester 2 ES - 100% of schools participated in survey (16/16) MS - 100% of schools participated in survey (4/4) HS - 100% of schools participated in survey (4/4)</p> | <p>Semester 1 ES - 50% of schools participated in survey (8/16) MS - 100% of schools participated in survey (4/4) HS - 25% of schools participated in survey (1/4)</p> <p>Semester 2 ES - 100% of schools participated in survey (16/16) MS - 100% of schools participated in survey (4/4) HS - 100% of schools participated in survey (4/4)</p> <p>Individual school site program growth can be found in the school's SPSA. District-wide growth will be monitored for the 22-23 school year now that all school's have baseline data.</p> | <p>Semester 1 ES - 100% of schools participated in survey (16/16) MS - 100% of schools participated in survey (4/4) HS - 100% of schools participated in survey (4/4) K-12 - 100% of schools participated in survey (1/1)</p> <p>Semester 2 ES - 100% of schools participated in survey (16/16) MS - 100% of schools participated in survey (4/4) HS - 100% of schools participated in survey (4/4) K-12 - 100% of schools participated in survey (1/1)</p> <p>Individual school site program growth can be found in the school's SPSA. District-wide growth will be monitored for the 23-24 school year now that all schools have baseline data.</p> | <p>survey (16/16) MS - 100% of schools participated in survey (4/4) HS - 0% of schools participated in survey (0/4) K-12 - 100% of schools participated in survey (1/1); Semester 2 surveys will be administered in April 2024</p> | |
| <p>1I SEL/Positive Behavior Systems Tiered Fidelity Inventory</p> <p>Percentage of growth in the current status of system implementation as determined by an external evaluator.</p> <p>Source: Local Survey</p> | <p>No baseline data; 2021-22 is the first year of measurement</p> <p>Revised May 2022</p> <p>ES - 100% of schools participated in the inventory (16/16) MS - 100% of schools participated in the inventory (4/4) HS - 100% of schools participated in the inventory (4/4)</p> | <p>2021-2022 ES - 100% of schools participated in the inventory (16/16) MS - 100% of schools participated in the inventory (4/4) HS - 100% of schools participated in the inventory (4/4)</p> <p>As a result of collected data 16 school sites were nominated for outstanding Positive Behavior School-</p> | <p>2022-2023 ES - 100% of schools participated in the inventory (16/16) MS - 100% of schools participated in the inventory (4/4) HS - 100% of schools participated in the inventory (4/4) K-12 - 100% of schools participated in survey (1/1)</p> | <p>PBIS Tiered Fidelity Inventory (TFI) - administered at all schools Feb - April. Data will be used to apply for the CA Statewide PBIS Awards. See 22-23 statewide awards in other data/evidence.</p> | <p>All school sites will have a Tier 1 Schoolwide Implementation Status of 65% or higher. All schools will be eligible for state-wide recognition.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|---|--|--|-------------------------------------|--|
| | As a result of collected data 16 school sites were nominated for outstanding Positive Behavior School-wide Systems through the CA Statewide Recognition System. | <p>wide Systems through the CA Statewide Recognition System.</p> <p>Individual school site program growth can be found in the school's SPSA. District-wide growth will be monitored for the 22-23 school year now that all schools have baseline data.</p> | <p>As a result of collected data 23/25 school sites were nominated for outstanding Positive Behavior School-wide Systems through the CA Statewide Recognition System.</p> <p>Individual school site program growth can be found in the school's SPSA.</p> | | |
| <p>1J Comprehensive School Counseling Implementation</p> <p>Percentage of growth in the current status of system implementation.</p> <p>Source: Local Survey</p> | <p>No baseline data; 2021-22 is the first year of measurement</p> <p>Revised May 2022</p> <p>ES - 100% of schools met all year 1 implementation goals (16/16)</p> <p>MS - 75% of schools met all year 1 implementation goals (3/4)</p> <p>HS - 100% of schools met all year 1 implementation goals (4/4)</p> <p>As a result of collected data 5 school sites were selected to begin the RAMP (Recognized ASCA Model Program) process.</p> | <p>2021-2022</p> <p>ES - 100% of schools met all year 1 implementation goals (16/16)</p> <p>MS - 75% of schools met all year 1 implementation goals (3/4)</p> <p>HS - 100% of schools met all year 1 implementation goals (4/4)</p> <p>As a result of collected data 5 school sites were selected to begin the RAMP (Recognized ASCA Model Program) process.</p> <p>Individual school site program growth can be found in the school's SPSA. District-wide growth will be monitored for the 22-23 school year now that all schools have baseline data.</p> | <p>2022-2023</p> <p>ES - 100% of schools met all year 2 implementation goals (16/16)</p> <p>MS - 75% of schools met all year 2 implementation goals (3/4)</p> <p>HS - 100% of schools met all year 2 implementation goals (4/4)</p> <p>As a result of collected data 5 school sites were selected to begin the RAMP (Recognized ASCA Model Program) process.</p> <p>Individual school site program growth can be found in the school's SPSA.</p> | Data will be analyzed in the Spring | All school sites will meet 100% of the Essential Year 1, 2, and 3 Implementation elements. Eight schools will meet ASCA RAMP Recognition Requirements. |
| 1K Parent Involvement: Parent Accounts in Aeries Parent Portal | 98.2% of all students have an active parent portal account | 2021-2022 - 98.4% of all students have an active parent portal account | 2022-2023 - 99.0% of all students have an active parent portal account | Data will be analyzed in the Spring | 100% of students will have an active parent portal |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|---|---|---|--|---|
| <p>Percentage of students with an active parent portal account</p> <p>Source: District Analysis</p> | <p>Unduplicated students with an active parent portal account</p> <p>EL - 95.7% LI - 98% FY - 92.4%</p> | <p>EL - 95.2% FY - 93.3% HY - 98.4% LI - 98.4% SWD - 96.8% AA - 97.5% A - 98.4% H/L - 98.3% W - 99.0%</p> | <p>EL - 97.1% FY - 96.2% HM - 99.0% LI - 99.0% SWD - 97.1% AA - 98.1% A - 99.0% H/L - 98.9% W - 99.4%</p> | | |
| <p>1L Participation & Engagement in Parent/Family Workshops</p> <p>Percentage of family participation and positive responses from feedback forms</p> <p>Source: Local Survey</p> | <p>No baseline data; 2021-22 is the first year of measurement.</p> | <p>2021-2022</p> <p>Nineteen school sites reported hosting numerous Parent/Family Workshops or activities with success. The District offered ten virtual opportunities for informational workshops on a variety of topics. Four of the ten opportunities were hosted by our new F.A.C.E. team. Parents were also engaged through SSC, ELAC, GATE, DELAC, DAAPAC and LCAP.</p> <p>The school sites and District reported a low percentage of parent participation this year. However, 95% of parents who did participate in workshops or activities gave positive feedback and expressed being thankful for the information and opportunity despite some COVID restrictions.</p> | <p>2022-2023</p> <p>Twenty school sites reported hosting numerous Parent/Family Workshops or activities with success. The District offered five Community Safety Forums, fourteen PTA School Smarts parent workshops, twenty-five Latino Family Literacy classes, five site-based parent workshops, one Community Resource Fair, one Multicultural Fair and numerous food and supply distributions partnering with Child Nutrition Services and various community partners. These workshops and events were hosted and organized by the F.A.C.E. team and English Learner Program Specialists. Parents were also engaged through SSC, ELAC, AAPAC, GATE, DELAC, DAAPAC, and LCAP.</p> <p>The school sites and District reported a higher percentage of parent</p> | <p>Data will be analyzed in the Spring</p> | <p>Twenty-four school sites reporting Parent/Family Workshops or activities with success. The District offered multiple opportunities for informational workshops on a variety of topics hosted by the F.A.C.E. team, Equity team, and Multilingual Learners department. Parents will be engaged through SSC, ELAC, GATE, DELAC, DAAPAC and LCAP.</p> <p>95% of parents who participate in workshops or activities will provide positive feedback on the opportunities.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---|---|--|---|--|--|
| | | | participation this year compared to last year. Ninety percent of parents who participated in workshops or activities gave positive feedback and expressed being thankful for the information and opportunity. | | revised May 2023 |
| 1M Parent Input in Decision Making School Site representation on District English Learner Advisory Committee (DELAC) Percentage of parent/guardian seats filled on District LCAP Advisory Committee Source: Local Survey | 66% of school sites had representation on DELAC 100% of parent/guardian seats were filled on LCAP Advisory | 2021-2022 50% of school sites had representation on DELAC 100% of parent/guardian seats were filled on LCAP Advisory | 2022-2023 88% of school sites had representation on DELAC. 100% of parent/guardian seats were filled on the LCAP Advisory Committee. | Participation data will be analyzed in the Spring. 100% representation is expected based on committee formation. | 100% participation |
| 1N Instructional Technology Professional Development Percentage of staff participation and positive responses from feedback forms Source: Local Survey | No baseline data; 2021-22 is the first year of measurement Revised May 2022 Pre-Session Knowledge of Strategy 30.3% good-to-excellent Post-Session Knowledge of Strategy 97.8% good-to-excellent | 2021-2022 Pre-Session Knowledge of Strategy 30.3% good-to-excellent Post-Session Knowledge of Strategy 97.8% good-to-excellent | 2022-2023 Pre-Session Knowledge of Strategy 52.2% good-to-excellent Post-Session Knowledge of Strategy 95.2% good-to-excellent | Data will be analyzed in the Spring | Maintain |
| 1O AVID College and Career Indicator | 2019-2020 HS AVID Students "Prepared" ALL - 110/751 = 14.6% EL = 4.8% | Spring 2022 ALL - 20/1316 = 1.5% EL = 0.0% FY = 0.0% | Spring 2023 Overall - 52/1205 = 4.3% EL - 0.0% FY - 0.0% | FALL 2023 Overall - 98/1183 = 8.3% EL - 0.0% FY - 0.0% | ALL = 23.6% EL = 13.8% FY = 9% HY = 15.2% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---|---|--|---|--|---|
| <p>Percentage of AVID Students that are "prepared" on the CCI indicator by student group compared to the total number of students prepared.</p> <p>Source: District Analysis of Local Data</p> | <p>FY = 0% HY = 15.2% LI = 12.7% SWD = 5.6% AA = 10.9% A = 10% H/L = 17% W = 8.7%</p> | <p>HY = 1.8% LI = 1.6% SWD = 0.0% AA = 3.8% A = 1.0% H/L = 1.0% W = 2.7%</p> | <p>HM - 3.4% LI - 4.5% SWD - 3.0% AA - 3.3% A - 6.8% H/L - 4.3% W - 3.1%</p> | <p>HM - 9.5% LI - 8.9% SWD - 5.0% AA - 6.9% A - 9.0% H/L - 8.6% W - 7.3%</p> | <p>LI = 21.7% SWD = 14.6% AA = 19.9% A = 19% H/L = 26% W = 17.7%</p> |
| <p>1P AVID Enrollment/Demographics</p> <p>Alignment of AVID enrollment demographics to the unduplicated student count compared to the total number of students enrolled.</p> <p>Source: District Analysis</p> | <p>2019-2020 Students in Grades 6-12 ALL - 1416/11478 = 12.3% EL = 7.6% FY = 0.4% HY = 18.2% LI = 64.1% SWD = 4% AA = 7.3% A = 6.3% H/L = 65% W = 15.5%</p> | <p>2021-2022 ALL - 1316/11514 = 11.4% EL = 3.6% FY = 0.5% HY = 12.9% LI = 71.4% SWD = 5.9% AA = 8.0% A = 7.4% H/L = 60.3% W = 16.9%</p> | <p>2022-2023 ALL - 1205/11,330 = 10.6% EL - 3.8% FY - 0.2% HM - 12.4% LI - 72.1% SWD - 5.5% AA - 7.6% A - 8.5% H/L - 61.1% W - 15.9%</p> | <p>Data will be analyzed in the Spring</p> | <p>ALL = 19.3% EL = 7.6% FY = 0.4% HY = 18.2% LI = 64.1% SWD = 4% AA = 7.3% A = 6.3% H/L = 65% W = 15.5%</p> |
| <p>1Q AVID Coaching & Certification Instrument</p> <p>Percentage of growth on the AVID Coaching & Certification Instrument</p> <p>Source: District Analysis</p> | <p>No baseline data; 2021-22 is the first year of measurement.</p> <p>May 2022</p> <p>Beattie MS Program Status - Emerging Schoolwide Clement MS Program Status - Certified Cope MS Program Status - Schoolwide Site of Distinction Moore MS Program Status - Highly Certified CVHS Program Status - Highly Certified</p> | <p>2021-2022 Beattie MS Program Status - Emerging Schoolwide Clement MS Program Status - Certified Cope MS Program Status - Schoolwide Site of Distinction Moore MS Program Status - Highly Certified CVHS Program Status - Highly Certified REVHS Program Status - School-wide Site of Distinction RHS Program Status - Highly Certified OHS Program Status - Certified</p> | <p>2022-2023 Beattie – Emerging Schoolwide Clement - Emerging Schoolwide Cope – Schoolwide Site of Distinction Moore – Highly Certified CVHS - Emerging Schoolwide OHS - Certified REVHS - Schoolwide Site of Distinction RHS - Emerging Schoolwide</p> | <p>Data will be analyzed in the Spring</p> | <p>There are 64 indicators on the AVID Coaching and Certification Instrument. All sites will make progress towards or maintain Schoolwide Site of Distinction and National Demo Status.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---|---|--|---|-------------------------------------|--|
| | REVHS Program Status - School-wide Site of Distinction RHS Program Status - Highly Certified OHS Program Status - Certified | Individual school site program growth can be found in the school's SPSA. | | | |
| 1R Career Technical Ed (CTE) Course Enrollment Percentage of 9-12 students enrolled in a CTE pathway compared to the total number of students enrolled. Source: District Analysis | 2019-2020 Students in a pathway ALL = 25.2% EL = 6.7% FY = 0.6% HY = 17.6% LI = 56.1% SWD = 14.5% AA = 7% A = 6.7% H/L = 52.2% W = 26% | 2021-2022 CTE Pathway ALL = 37.8% EL = 5.2% FY = 0.8% HY = 13.0% LI = 72.8% SWD = 13.8% AA = 7.2% A = 6.5% H/L = 54.5% W = 24.9% | 2022-2023 Students in CTE Pathway ALL - 41.0% EL = 6.4% FY = 0.2% HY = 11.8% LI = 68.0% SWD = 14.1% AA = 7.1% A = 7.1% H/L = 54.8% W = 23.6% | Data will be analyzed in the Spring | ALL = 31.2% EL = 6.7% FY = 0.6% HY = 17.6% LI = 56.1% SWD = 14.5% AA = 7% A = 6.7% H/L = 52.2% W = 26% |
| 1S Career Technical Ed (CTE) Pathway Completion Percentage of 9 -12 students completing a CTE pathway by student group. Source: District Analysis | 2019-2020 - 313 Students completed a pathway ALL = 25.4% EL = 21.7% FY = 28.6% HY = 20.3% LI = 22.9% SWD = 14.6% AA = 14% A = 30.1% H/L = 24.6% W = 30% | 2021 - 2022 ALL = 17.9% EL = 7.5% FY = 0.0% HY = 16.0% LI = 64.8% SWD = 8.7% AA = 4.8% A = 6.9% H/L = 49.4% W = 28.9% | 2022-2023 Pathway Completion ALL = 19.1% EL = 21.8% FY = 4.0% HY = 15.9% LI = 18.5% SWD = 22.0% AA = 11.7% A = 15.8% H/L = 19.5% W = 19.4% | Data will be analyzed in the Spring | ALL = 31.4% EL = 27.7% FY = 34.6% HY = 26.3% LI = 28.9% SWD = 20.6% AA = 20% A = 36.1% H/L = 30.6% W = 36% |
| 1T School Connectedness/ HS Elective and or Activity Participation Percentage of students participating in an elective, club or activity Source: Local Survey | No baseline data; 2021-22 is the first year of measurement | Implementation to begin Fall 2022. | 2022-2023 5Star Student Data - percentage of students involved/attending clubs, activities, events CVHS - 89% REV - 52% RHS - 86% OHS - 47% Beattie MS - 0% Clement MS - 0% | Data will be analyzed in the Spring | CVHS - 89% (maintain) REV - 85% RHS - 86% (maintain) OHS - 65% Beattie MS - 55% Clement MS - 55% Cope MS - 55% Moore MS - 55% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|--|---|---|-------------------------------------|---|
| | | | Cope MS - 54% Moore MS - 35% | | Revised May 2023 |
| 1U School Connectedness/MS Redlands Connections League Participation Percentage of students participating in the Redlands Connections League Source: District Analysis | 2019-2020 - 6th - 8th Grade Students ALL = 789 students participated EL = 2.4% FY = 1.1% HY = 11.2% LI = 46.5% SWD = 6.8% AA = 5.2% A = 4.2% H/L = 51.3% W = 31.4% | 2021-2022 - 6th - 8th Grade Students All = 612 students participated EL = 3.59% FY = 0.82% HY = 11.27% LI = 56.37% SWD = 10.29% AA = 7.35% A = 4.08% H/L = 48.2% W = 30.39% | 2022-2023 - 6th - 8th Grade Students All = 548 students participated EL = 1.8% FY = 0.0% HY = 6.6% LI = 51.1% SWD = 4.7% AA = 8.8% A = 6.0% H/L = 47.6% W = 27.2% | Data will be analyzed in the Spring | ALL = Increase by 200 students EL = 6% FY = 3% HY = 15% LI = 50% SWD = 10% AA = 8% A = 6% H/L = 54% W = 35% |
| 1V School Connectedness/Elementary Visual and Performing Arts Enrollment Percentage of students participating in Elementary Visual and Performing Arts Source: District Analysis | 2019-2020 - 4th/5th Grade Students ALL = 1181/3148 = 37.5% EL = 6% FY = 0.3% HY = 17.8% LI = 49.7% SWD = 9.8% AA = 5.2% A = 10.6% H/L = 47.1% W = 27.2% | 2021-2022 4th/5th Grade Students ALL = 867/2926 = 29.6% EL = 5.5% FY = 0.9% HY = 10.0% LI = 63.0% SWD = 10.4% AA = 4.6% A = 8.4% H/L = 51.6% W = 27.2% | 2022-2023 4th/5th Grade Students ALL = 1116/2918 = 38.2% EL = 5.6% FY = 0.2% HM = 4.7% LI = 61.1% SWD = 11.0% AA = 5.6% A = 8.8% H/L = 51.1% W = 25.4% | Data will be analyzed in the Spring | Maintain ALL = 1181/3148 = 37.5% EL = 6% FY = 0.3% HY = 17.8% LI = 49.7% SWD = 9.8% AA = 5.2% A = 10.6% H/L = 47.1% W = 27.2% |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|---|--|----------------------|-----------------------|
| 1.1 | Social Emotional Learning (SEL) The Educational Services Division will support students and staff to integrate Social Emotional Learning (SEL) into schools and classrooms. Educational partners will build | Yes | Fully Implemented | 2024 LCAP Kelvin Pulse, the average favorability ratings were reported: | Continued implementation of Second Step (Tier 1 SEL curriculum) in all K-5 classrooms. | \$479,000.00 | \$363,201 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-------------------------|---|--|-------------------------|--------------------------|
| | <p>competency in self-management, self-awareness, responsible decision-making, relationship skills, social awareness, and growth mindset to help in learning communities that are safe, positive, inclusive, and welcoming.</p> <p>District staff will provide professional learning opportunities to school sites, coaching support to the site leadership team, and direct support for implementation of SEL programs integrated into SPSA goals. SEL is aligned to the Multi-Tiered System of Supports (MTSS) framework and foundational to the Universal (Tier 1) of support for students. District staff will also support the development of site-based Tier 2 supports and coordinate Tier 3 supports including, but not limited to, access to mental health support staff and community resources. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness and attendance.</p> <p>This action was developed because research indicates that students experiencing homelessness, placed in the foster care system, and low-income students experience higher exposures to trauma. According to the National Health Care for the Homeless Council or NHCHC (2019), students living in poverty or experiencing homelessness are more likely to have higher ACE scores, which increases their risk of</p> | | | <p>Students (DEC) - more than 62% favorability rating based on the 8155 student responses;</p> <p>Staff (SEPT)- approximately 83% favorability rating based on the 1049 staff responses;</p> <p>Parents/Families: no longer being surveyed through Kelvin due to budget restrictions</p> <p>Additional surveys will continued to be administered throughout second semester. Significant increase in student participation compared to the 22-23 school year.</p> | <p>Implementation of Tier 2 small group SEL lessons at 18 of 25 sites led by site counselors, ACCs, and/or mental health clinicians.</p> <p>The District Mental Health team received and addressed 483 referrals for individual Tier 3 services since the start of the school year.</p> <p>Students are typically seen by staff for 6-10 sessions, and then either returned to the site-based school counselor or referred to a community agency for long term support.</p> <p>Currently the MH team is providing direct service to 209 students across the district., and monitoring 68 students through case</p> | | |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-------------------------|-----------------------|--|-------------------------|--------------------------|
| | <p>"developmental challenges and poor health and functioning" (p. 2). Students with more than one ACE are less likely to be engaged in school when compared to students who have not experienced any ACEs (Bethell, 2014). Additionally, students and their families who reside in low-income neighborhoods are more vulnerable to the "impact of ACEs on their mental and physical health and socio-emotional learning" (Goldstein, 2020, p. 2). Other research studies show that children entering the foster care system have already experienced ACEs and need to be in environments that provide connections and stability. Foster youth could benefit from evidence-based programs that specifically support social emotional learning. Therefore, supports and services related to increased social emotional learning will be focused on meeting the needs of these student groups.</p> | | | | <p>management meetings with community agencies.</p> <p>RUSD was selected to be in "Cohort 1" of the "Children and Youth Behavioral Health Initiative Multi-Payer Fee Schedule. CYBHI is a state initiative to expand mental and behavioral health services in schools and to implement a sustainable billing infrastructure to all insurance platforms. Only 47 districts, out of the over 900 districts in the state, were selected, for cohort 1.</p> <p>Implementation, roll out and training of Mental Health First Aid training and the use of the "Columbia Suicide Severity Rating Scale" screener.</p> | | |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|--|--|------------------------|-----------------------|
| | | | | | 108 student risk assessments completed 1st semester | | |
| 1.2 | <p>Positive Behavior Supports The Educational Services Division will equip and support school sites in promoting positive school climates by encouraging positive student behaviors to increase student connectedness, improve attendance, and decrease undesired behaviors. Preventative actions and services, which will be directed principally toward unduplicated students, will include training, on-site coaching, and guidance with program fidelity assessment.</p> <p>Support for schools to effectively implement a positive behavior framework focused on proactively intervening with an emphasis on Universal (Tier 1) prevention and instruction rather than engaging in punitive or exclusionary discipline practices. Positive behavior systems are aligned to the Multi-Tiered System of Supports (MTSS) framework. District staff will also support the development of site-based Tier 2 supports and coordinate district-wide Tier 3 supports including, but not limited to, access to a Board Certified Behavioral Analyst and behavioral staff. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase</p> | Yes | Fully Implemented | <p>PBIS Self Assessment Survey (SAS) 2023-2024 Semester 1 ES - 100% of schools participated in survey (16/16) MS - 100% of schools participated in survey (4/4) HS - 0% of schools participated in survey (0/4) K-12 - 100% of schools participated in survey (1/1); Semester 2 surveys will be administered in April 2024</p> <p>PBIS Tiered Fidelity Inventory (TFI) - administered at all schools Feb - April. Data will be used to apply for the CA Statewide PBIS Awards. See 22-23 statewide awards in other data/evidence.</p> <p>2023-2024 5Star Student Data (SEM 1) - percentage of students involved/attending clubs, activities, events CVHS - 90% REV - 67% RHS - 85% OHS - 60% Beattie</p> | <p>For the 22-23 schools year, 23 RUSD sites submitted applications for state recognition and all 23 received it.</p> <p>9 sites received Bronze recognition, 9 sites received Silver recognition, 2 sites received Gold recognition and, for the first time in Redlands, 3 sites received Platinum recognition. 16 of our sites moved to a higher level of recognition for 22-23.</p> <p>Year 2 ASB fees provided to each HS to ensure access to school event and activities.</p> | \$1,022,925.007,303.00 | \$1,022,976 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|---|---|----------------------|-----------------------|
| | <p>student connectedness and attendance.</p> <p>In support of positive learning environments, "UDL can be leveraged to meet the social, emotional, and behavioral needs of students by designing experiences grounded in restorative justice" (Chardin & Novak, 2021, p. 139). Restorative justice is an alternative to common school discipline approaches and focuses on bringing together people who are affected by conflict to work "toward an agreement about how to repair harm" (Chardin & Novak, 2021, p. 139).</p> | | | MS - 67% Clement MS - 0% Cope MS - 70% Moore MS - 81% | | | |
| 1.3 | <p>Comprehensive School Counseling</p> <p>The Educational Services Division will provide all counselors with professional development and support to develop American School Counselor Association or ASCA-aligned school counseling programs, which include data-driven tiered support systems in Academics, Social Emotional Learning, and College/Career Readiness.</p> <p>School sites will receive additional site-based counseling supports to principally benefit unduplicated students with Tier 2 supports including at-risk conferencing, college and career awareness</p> | Yes | Fully Implemented | 2023-2024 ES - 25% of schools completed the Mid-Year program report (4/16) MS - 50% of schools completed the Mid-Year program report (2/4) HS - 0% of schools completed the Mid-Year program report (0/4) Five school sites were selected to begin the RAMP (Recognized ASCA Model Program) process at the end of the 22-23 school year, however due to budget restrictions coaching support to complete the RAMP process was canceled.) Individual | <p>The first RUSD School Counseling Handbook was published and released to school counselors in December. The handbook was created under the guidance of Hatching Results, and in alignment with ASCA standards.</p> <p>K-12 training and roll out of</p> | \$6,038,452.00 | \$5,097,187 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-------------------------|---|--|-------------------------|--------------------------|
| | <p>activities, and focused social emotional learning groups. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness and attendance.</p> <p>The Academic Case Carrier program will continue to provide Tier 3 supports principally directed toward foster youth, English Learners, and low-income students to increase attendance and academic success, foster resiliency, and connect students with community resources.</p> | | | school site program growth can be found in the school's SPSA. | <p>the Attendance Improvement Protocol for school counselors.</p> <p>K-12 training and roll out of Tier 2 curriculum for school counselors to use with small groups and individual supports. Training included how to identify skill based vs. performance based needs and assign the appropriate intervention. 18 out of 25 sites are providing tier 2 small group.</p> | | |
| 1.4 | <p>Intervention Support Teams</p> <p>School sites will utilize the Intervention Support Team (IST) process to analyze data, identify students in need of support, and conduct collaborative educational partner planning sessions in order to develop individual success plans. These plans will be unique to student need taking into account trauma and will be principally directed toward unduplicated students. Progress monitoring of</p> | Yes | Partially Implemented | Over 500 IST meetings have been documented in Aeries in the first semester. | Principal training and on-going coaching on appropriate implementation of the IST process; including the use of Aeries to document goals and progress monitor | \$310,000.00 | \$25,955 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|---|---|----------------------|-----------------------|
| | plans will review student growth based local assessments (STAR). Overall effectiveness of the plans will be evaluated based on increased attendance, proficiency on state assessment, and progress towards "Prepared" on the College/Career Indicator. | | | | selected interventions. | | |
| 1.5 | <p>Character Education The Education Services Division will support school sites, through a partnership with all educational partner groups, in developing site-based plans/systems to monitor student social-emotional learning and behavioral needs in order to identify and provide appropriate tiered supports and interventions to increase equity, attendance, and academic achievement, principally directed toward low income, foster youth, and students learning English. Effectiveness of this action will be evaluated based on increased student attendance.</p> <p>With support of the Education Services division, elementary school sites will continue to develop on-campus Tier 1 and 2 positive behavior and social-emotional support systems. SEL/SEB support staff will enhance student connectedness and attendance, while also promoting PBIS strategies and organizing positive social activities. These efforts will create a sense of belonging and community for students, principally</p> | Yes | Fully Implemented | All site allocations have been distributed and are written into the SPSAs. School sites conduct mid year reviews of plans with the School Site Council. | The amounts have been fully distributed. Sites are meeting with fiscal and categorical representatives in January to review spending. | \$632,760.00 | \$338,261 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|--|--|----------------------|-----------------------|
| | directed to support the unduplicated pupil population, benefiting both them and the overall school community. Ultimately, the school staff's dedication to creating a safe and nurturing environment will foster a positive and supportive learning environment for all. | | | | | | |
| 1.6 | Parent & Community Involvement The Parent Engagement department implements a range of capacity-building opportunities that further the District's Redlands 2025 vision of Equality through Equity and Strong Parent & Community Partnerships. This includes the creation of the Coordinator of Diversity and Equity position, the District Community Relations Specialist, and the Parent Liaison staff. Staff are building upon work completed during distance learning to create hybrid-learning opportunities that include an online parent toolkit and virtual training materials. Additionally, staff will continue family outreach to partner in increasing student engagement and reducing chronic absenteeism. The partnership between the District and families of unduplicated students is incredibly important. Parental involvement in education has been shown to be a factor in improving students' social emotional development and learning outcomes (Young, Austin, | Yes | Fully Implemented | RUSD has two Family and Community Engagement (FACE) Liaisons that continue to serve families in a variety of ways. To date they have organized and facilitated six family workshops, one parent university with 17 participants, two district wide events including the annual Community Resource Fair, and three district wide food and clothing distributions servicing hundreds of families. They continue to work with school sites and meet with families to combat chronic absenteeism and provide resources to students and families. The Equity Coordinator position became vacant in December 2023. The Equity Leadership Institute for new management has been | | \$995,119.00 | \$656,397 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|--|--|----------------------|-----------------------|
| | & Growe, 2013). Additionally, building family and student resiliency helps to reduce harmful effects of ACEs and directly impacts engagement (Bethell, et al., 2014). These partnerships are principally directed toward providing support for unduplicated student group families to increase student attendance. | | | held three times this year with one final meeting scheduled in March. For African American parents and students, transportation to attend the CAAASA Parent Empowerment Summit and Youth Leadership Summit has been scheduled. The District Community Relations Specialist and team continue to support and promote district and school wide events, hold community safety forums for families, and are working to update and maintain the new RUSD website platform. | | | |
| 1.7 | Language Assessment Center & Translation Services The District's Language Assessment Center provides translation services to support a wide range of communication efforts between the district and families. LAC staff also provide simultaneous interpretation support during meetings and directly respond to parents/guardians in their home language. The services of LAC staff are augmented by external providers when unique language needs arise or available capacity is exceeded. Additionally, the LAC coordinates the District's assessment programs for English learners and oversees the reclassification process. The result of these actions and services will result in increased student | Yes | Fully Implemented | The Language Assessment Center (LAC) has assessed 298 new English Learner students since July and continues to assist and prepare school sites for the Spring administration of the English Learner Proficiency Assessments for California (ELPAC) as mandated. In addition, they provide translation services both orally and in writing for the district and school sites upon request. The district continues to utilize Alboum Translation Services for languages other than Spanish. To | | \$397,680.00 | \$256,036 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-------------------------|---|--|-------------------------|--------------------------|
| | attendance and an increase in the reclassification rate. | | | date, the LAC staff has assisted school sites in reclassifying 170 English Learner students. | | | |
| 1.8 | Instructional Technology and Innovation The Instructional Technology and Accountability Department will support schools with innovative technology programs, professional development, and technology tools designed to provide students equitable access to college and career preparedness. Professional development offerings will be aligned with the principles of Universal Design for Learning to remove barriers to learning and give students equal opportunities to succeed specifically through the use of educational technology tools. Additionally, the department supports data analysis, local assessment development, and teacher training, so that teachers can strategically monitor strengths and weaknesses of the educational program, as well as identify individual students for multi-tiered systems of support in academics, behavior, and socio-emotional learning. District and site staffing will be provided to further advance innovation projects at designated Equity Support Program (ESP) schools, which are home to higher numbers of unduplicated students. These actions and strategies will be developed to principally support the needs of Foster Youth, English | Yes | Fully Implemented | Following is progress from August to December, 2023: Instructional Technology supports 20,000 daily Chromebook users and 16,000 Google Classrooms users. Innovation teachers have presented 16 full school PD sessions, 23 small group PD sessions, and 112 Co-Teaching lessons. Lessons have ranged from Lego Education to coding, digital citizenship, and 3D Design. The department has coordinated many district-wide events such as Computer Science Week, Digital Citizenship Week, and GIS Day. 100% of the RUSD Elementary sites have a STEAM and Innovation Plan, with district-supported supplies and training. Instructional Technology has put on several major training events on the topics of Artificial Intelligence, Canva Education, and | | \$4,677,011.00 | \$3,003,468 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|--|--|----------------------|-----------------------|
| | <p>language learners, and low-income students.</p> <p>Major Instructional Technology and Innovation Programs Include:</p> <ol style="list-style-type: none"> 1. STEAM and Innovation Labs (Lego, Garner Holt, Z-Space, Coding and Robotics, 21st Century Learning Spaces, and Computer Science Electives) designed to increase student engagement, and improve SBAC Math and Science results 2. Digital Storytelling Initiative designed to increase SBAC Listening & Speaking and Writing results 3. Teacher Training on Instructional Technology Methodology, as measured by post-training survey <p>Major Accountability Programs Include:</p> <ol style="list-style-type: none"> 1. On-going data analysis, progress monitoring, and Professional Learning Communities, as measured by improved CAASPP ELA and Math results 2. On-going district assessment development and revision, as measured by improved CAASPP ELA and Math results | | | <p>Using technology for Accessibility.</p> <p>The Accountability department has supported the strong implementation of Edulastic, the new district Assessment Platform. Students in grades k-11 have taken their first benchmark assessment in the fall. The department supported in the data analysis and reporting process. Additionally, the department has supported in in the Initial ELPAC Administration, frequent and formative Interim Assessment Block Administration, and the training for the alternative assessments.</p> | | | |
| 1.9 | <p>AVID</p> <p>The Educational Services Division will continue to scale up the AVID (Advancement Via Individual Determination) programs across designated TK-12 sites to help</p> | Yes | Fully Implemented | All middle schools and comprehensive high school, plus six elementary schools (Arroyo Verde, Crafton, Lugonia, McKinley, | | \$1,358,196.00 | \$1,236,624 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-------------------------|---|--|-------------------------|--------------------------|
| | students develop the skills they need to be successful in college and increase the number of students meeting the College/Career Indicator. Staffing, professional development, and consortium membership fees will be supported through this strategy. AVID programs provide targeted supports to unduplicated student groups to develop advanced writing, critical thinking, teamwork, organization and reading skills. | | | Mentone, Victoria), have created site goals and are working towards the Annual Certification in the Spring. | | | |
| 1.10 | Career Technical Education (CTE) High School sites will prepare students for post-secondary education and careers through aligned pathway experiences that provide work-based learning opportunities, primarily directed toward unduplicated students. Coursework allows students to explore possible careers, begin training in a specific field, and build essential skills that lead to initial employment and/or postsecondary study and increase the number of students meeting the College/Career Indicator. Program support will include industry sector competitions, equipment, supplies, and professional development. Sites will also be provided with a Career Center Teacher to support the work of school-based counselors; their efforts will be principally directed toward providing | Yes | Fully Implemented | In conjunction with CRY-ROP, the district continues to offer various pathway programs. Funds from this action support our partnership with CRY-ROP and provide additional resources to district-run pathways. | | \$3,640,679.00 | \$2,755,977 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|--|--|----------------------|-----------------------|
| | <p>support to unduplicated student groups.</p> <p>According to the National Health Care for the Homeless Council or NHCHC (2019), foster youth, students experiencing homelessness, and students living below the poverty line tend to have numerous ACEs. The increased number of ACEs influence the likelihood of students not completing school and being unemployed (NHCHC, 2019). A partnership with Colton Redlands Yucaipa Regional Occupational program (CRY-ROP) will continue to provide additional CTE pathways, equipment, and supplies.</p> | | | | | | |
| 1.11 | <p>Visual & Performing Arts</p> <p>Education Services will increase Visual & Performing Arts (VAPA) supports to expand TK-12 course access. This includes additional staffing at the elementary and secondary levels, and a focused recruiting process to engage unduplicated students. Increased participation and access helps improve school engagement and provides a sense of belonging for foster youth, low-income students, and English learners which will lead to an increase in student attendance.</p> | Yes | Fully Implemented | Over 1200 elementary students participate in Instrumental Music. An increase of 25% at our five Equity Support Plan (ESP) schools. An increase of instrument purchases designated for Elementary ESP schools, and rotating instrument purchases to all four middle schools and three high schools. | | \$3,816,075.00 | \$1,869,581 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-------------------------|---|--|-------------------------|--------------------------|
| | | | | | | | |
| 1.12 | Redlands Connections League The Student Services department will coordinate the Redlands Connections League to focus on providing character building through athletics to middle school students to foster a sense of connectedness and build social emotional learning competencies. The League will utilize recruitment strategies that focus on unduplicated student groups and participants will increase student connectedness as evidenced by increased student attendance. | Yes | Fully Implemented | All four middle schools participate in the Redlands Connection League sports program. Additionally, Orangewood High School is supported in their participation in an alternative high school sports league. | | \$281,604.00 | \$103,305 |
| 1.13 | Restorative Practices Research tied to the Social Determinants of Health (SDoH) indicates that unduplicated student groups oftentimes experience instability related to education, social and community context, health and health care, economic stability, as well as neighborhood environments. This instability leads to higher ACEs (Adverse Childhood Experiences) scores and toxic stress, which impacts learning at school. Therefore, the Educational Services Division will provide support systems, additional staffing, training and intervention support to school sites supporting unduplicated students in grades TK-12 to foster school safety and student academic success. | Yes | Fully Implemented | 84 trained admin and counselors at the end of first semester, 53 admin and counselors signed up to attend training in Jan/Feb. | 13 total RP interventions logged in Aeries for 1st semester (REV, OHS, Lugonia). Further work is needed to encourage sites to utilize and document Restorative Practices as an intervention. | \$2,583,648.00 | \$2,156,791 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|-----------------------|--|----------------------|-----------------------|
| | In order to meet the needs of unduplicated students affected by ACEs, school sites will be provided with additional assistant principals. These staff will receive professional development in restorative practices to develop community and to manage conflict and tensions by repairing harm and building relationships, thus mitigating the effects of ACEs and related toxic stress. This work will result in an increase in student connectedness as evidenced by increased student attendance, and a decrease in suspensions. | | | | | | |

Goal 2

Goal Description

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

Expected Annual Measurable Objectives

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|--|---|---|--|--|
| 2A ELA State Assessment | 2018-19 | State Assessments not administered during 2019-20 & 2020-21 school years. | 2021-2022 | 2023 Dashboard | ALL +23.9 pts above standard |
| Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-8 and 11 by student group | ALL - 14.9 pts above standard EL - 30.9 pts below standard FY - 55.3 pts below standard HY - 9.3 pts below standard | | 1.4 points above standard (10,028 Valid Students) (Medium) EL - 45.8 points below standard (Low) FY - 49.7 points below standard (Low) HM - 22.8 points below standard (Low) | ALL 2.7 below EL 58.4 below FY 87.6 below HY 26.7 below LI 26.3 below SWD 92.7 below AA 41.5 below A 63.9 above | EL -21.9 pts below standard FY -46.3 pts below standard HY +10 (High) pts above standard LI +10 (High) pts above standard |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---|---|---|---|--|--|
| Source: California School Dashboard | LI - 11.6 pts below standard SWD - 87 pts below standard AA - 29.3 pts below standard A - +73.2 pts above standard H/L - 8.6 pts below standard W - +41.8 pts above standard | | LI - 19.5 points below standard (Low) SWD - 90.8 points below standard (Very Low) AA - 35.8 points below standard (Low) A - 66.2 points above standard (High) H/L - 21.2 points below standard (Low) W - 31.2 points above standard (High) | H/L 26.0 below W 30.0 above | SWD -70 (Low) pts below standard AA -5 (Medium) pts above standards A +82.2 pts above standard H/L +10 pts above standard W +50.8 (High) pts above standard |
| 2B Math State Assessment Average Distance from 'Standard Met' on Mathematics Smarter Balanced Summative Assessment for grades 3-8 and 11 by student group Source: California School Dashboard | 2018-2019 ALL -21.1pts below standard EL - 62.4 pts below standard FY -88.7 pts below standard HY -40.6 pts below standard LI - 48.6 pts below standard SWD -121.3 pts below standard AA -72.4 pts below standard A - +48.4 pts above standard H/L - 49 pts below standard W +9.9 pts | State Assessments not administered during 2019-20 & 2020-21 school years. | 2021-2022 45.6 points below standard (10,016 Valid Students) (Low) EL - 94.9 points below standard (Low) FY - 118.8 points below standard (Very Low) HM - 71.8 points below standard (Low) LI - 68.5 points below standard (Low) SWD - 132.5 points below standard (Very Low) AA - 86.7 points below standard (Low) A - 30.7 points above standard (High) H/L - 72.8 points below standard (Low) W - 9.6 points below standard (Medium) | 2023 Dashboard ALL 39.9 below EL 85.1 below FY 154.2 below HY 65.8 below LI 64.4 below SWD 124.0 below AA 79.7 below A 39.6 above H/L 65.8 below W 5.3 below | ALL +1 (High) pts above standard EL -25 pts below standard FY -25 (Medium) pts below standard HY -25 pts below standard LI -25 SWD -95 (Low) AA -25 A +57 H/L-25 W +35(Very High) |
| 2C California Science Test (CAST) Percentage of students Meeting or Exceeding Standards on CAST (Grades 5, 8, 12) student group | 2018-2019 ALL - 35.21% (4,721) EL - 3.30% FY - % HY - 25.57% LI - 24.82% SWD - 6.74% | State Assessments not administered during 2019-20 & 2020-21 school years. | 2021-2022 Standard Exceeded - 9.49% Standard Met - 22.78% Standard Nearly Met - 53.61% Standard Not Met - 14.12% | Spring 2022-2023 Standard Exceeded - 9.66% Standard Met - 21.8% Standard Nearly Met - 53.40% Standard Not Met - 15.3% | ALL 44.21% EL 12.3% FY HY 34.57% LI 33.82% SWD 15.74% AA 28.05% A 73.11% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|---|---|--|--|-----------------------------|
| Source: CDE Dataquest Reporting | AA - 19.05% A - 64.11% H/L - 24.62% W - 46.14% | | Standard Exceeded /Standard Met /Standard Nearly Met /Standard Not Met EL - 0.38% / 2.67% /58.78% / 38.17% FY - 6.25% / 0.0% /81.25% / 12.50% HM - 4.59% / 19.05%/ 57.31% / 19.05% LI - 5.92% / 18.90% /58.10%/ 17.08% SWD - 2.43% / 7.30%/ 47.94%/ 42.32% AA - 2.87% / 12.54% /60.93% / 23.66% A - 19.57% / 34.05% /41.29% / 5.09% H/L - 5.85% / 17.82%/ 58.60% / 17.73% W - 15.63% / 30.02% /45.74% / 8.62% | Standard Exceeded / Standard Met / Standard Nearly Met / Standard Not Met EL - 0.0% / 3.11% / 64.01% / 32.87% FY - 0.0% / 6.6% / 46.67% / 46.67% HM - 4.86% / 19.43% / 56.86% / 18.86% LI - 5.65% / 17.85% / 58.31%/ 18.2% SWD - 2.71% / 5.42% / 50.81%/ 41.05% AA - 4.76% / 13.49% / 59.13% / 22.62% A - 23.02% / 31.75% / 39.68% / 5.56% H/L - 4.90% / 17.26% / 59.87% / 17.97% W - 14.89% / 28.75% / 43.95% / 12.41% | H/L 33.62% W 55.14% |
| 2D English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC) Source: California School Dashboard | 2018-2019 ALL - 48.9% (1,273) | CA School Dashboard was released in 2020 and 2021 but did not include ELPI State Indicator. 2020-21 ELPAC Data - Number of students at each level. Level 4 - 91 Level 3- 493 Level 2- 427 Level 1- 368 | 2022 Dashboard ALL - 52.2% | 2023 Dashboard ALL - 47.6% | ALL - 57.9% |
| 2E Reclassification Rate | 2019-2020 ALL - 9.3% (160) | 2020-2021 RFEP Students = 153 EL Students = 1,598 | 2022-2023 RFEP Students = 0 EL students = 1550 | Data will be compiled in the Spring. | ALL - 15.3% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|---|--|--|--|--|
| Percentage of English Learners reclassified to Fluent English Proficient (RFEP) Source: CDE Dataquest Reporting | | RFEP % = 8.8% | RFEP % = 0.0% | | |
| 2F Long Term English Learners (LTELs) Percentage of English Learners that have been classified as ELs for 6+ years Source: CDE Dataquest Reporting | 2019-2020 378 LTEL students 1,725 EL students ALL = 11.3% | 2020-2021 LTEL Students = 441 EL Students = 1,576 LTEL % = 28.0% | 2022-2023 LTEL Students = 304 EL Students = 1550 LTEL % = 19.6% | Data will be compiled in the Spring. | ALL - 17.3% |
| 2G Advanced Placement (AP) Enrollment Percentage of students in grades 10-12 enrolled in 1 or more Advanced Placement (AP) classes by student group compared to the total number of students enrolled. Source: CALPADS Reporting (District Analysis) | 2019-2020 ALL 29.6% (1446) FY = 0.1% HY = 9.1% LI = 33.6% SWD = 0.3% AA = 3.8% A = 19% H/L = 33.7% W = 34% | 2021-2022 ALL = 24.6% (1225) EL = 0.3% FY = 0.1% HY = 7.4% LI = 50.1% SWD = 1.1% AA = 4.9% A = 21.2% H/L = 31.2% W = 31.4% | 2022-2023 ALL - 28.3% (1361) EL - 1.2% FY - 0.1% HM - 5.2% LI - 45.8% SWD - 1.2% AA - 4.3% A - 20.4% H/L - 34.2% W - 29.1% | Data will be compiled in the Spring. | ALL 35.6% FY = 6.1% HY = 9.1% LI = 33.6% SWD = 6.3% AA = 12.8% A = 19% H/L = 33.7% W = 34% |
| 2H Advanced Placement (AP) Pass Rate Percentage of students in grades 10-12 enrolled in 1 Number of students in grades 10-12 enrolled in 1 or more AP classes who passed at least 1 AP Exam with a score of 3 or more by student group. | 2019-2020 ALL 51.2% (740) FY = 0% HY = 43.5% LI = 43.8% SWD = 25% AA = 40% A = 63.3% H/L = 39.6% W = 55.3% | 2020-2021 ALL = 47.1% EL = 0.6% FY = 0.0% HY = 6.4% LI = 41.9% SWD = 0.4% AA = 3.4% A = 23.3% H/L = 28.2% | 2021-2022 ALL = 16.6% EL = 1.8% FY = 0.0% HY = 6.9% LI = 12.5% SWD = 1.8% AA = 14.8% A = 38.2% H/L = 9.2% | 2022-23 ALL = 69.4% EL = 0.4% FY = 0.1% HY = 5.1% LI = 41.3% SWD = 0.6% AA = 3.8% A = 24.0% H/L = 28.9% | ALL 57.4% FY = 6% HY = 49.5% LI = 49.8% SWD = 31% AA = 46% A = 69.3% H/L = 45.6% W = 61.3% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---|---|--|---|--|--|
| <p>Source: CALPADS Reporting (District Analysis)</p> <p>Note: Spring 2020 AP Exams were modified and administered online due to COVID-19</p> | | W = 34.4% | W = 21.1% | W = 30.1% | |
| <p>2I Dual Enrollment (DE) Enrollment</p> <p>Number of Dual Enrollment (DE) courses offered</p> <p>Source: District DE Course Catalog</p> | <p>2019-2020</p> <p>All Schools - 18 Classes CVHS - 3 REV - 3 RHS - 3 OHS - 0 Online - 6</p> | <p>2021-2022</p> <p>All Schools - 36 Classes CVHS - 11 REV - 10 RHS - 10 OHS - 0 Online - 5</p> | <p>2022-2023</p> <p>All Schools - 31 Classes CVHS - 6 REV - 6 RHS - 8 OHS - 0 Centralized - 11</p> | Data will be compiled in the Spring. | All - Increase by four course offerings |
| <p>2J Dual Enrollment (DE) Pathway Pass Rate</p> <p>Percentage of students in grades 10-12 enrolled in 1 or more Dual Enrollment (DE) classes who pass with a "C" or better by student group compared to the total number of student who passed.</p> <p>Source: District Analysis</p> | <p>ALL 100% (129) FY = 0% HY = 7.8% LI = 55.8% SWD = 0.8% AA = 3.1% A = 22.5% H/L = 34.1% W = 31%</p> | <p>2021-2022</p> <p>ALL = 100% (172) EL = 0.0% FY = 0.0% HY = 8.1% LI = 46.5% SWD = 1.2% AA = 5.2% A = 14.5% H/L = 34.9% W = 31.4%</p> | <p>2022-2023</p> <p>ALL - 98.3% EL - 0.3% FY - 0.0% HM - 5.2% LI - 55.2% SWD - 0.6% AA - 6.3% A - 17.2% H/L - 38.2% W - 25.3%</p> | Data will be compiled in the Spring. | <p>Maintain</p> <p>ALL 100% (129) FY = 0% HY = 7.8% LI = 55.8% SWD = 0.8% AA = 3.1% A = 22.5% H/L = 34.1% W = 31%</p> |
| <p>2K Graduation Rate</p> <p>Percentage of students who received a High School Diploma within 4 or 5 years of entering 9th grade by student group</p> <p>Source: California School Dashboard</p> | <p>2019-2020</p> <p>ALL - 92.8% (1564) EL - 88.2% FY - 50% HY - 91.8% LI - 91.7% SWD - 81.7% AA - 95.8% A - 93.8%</p> | <p>2020-2021</p> <p>ALL - 93.2% EL - 85.5% FY = 75% HY = 91.6% LI = 92.4% SWD = 80.8% AA = 92.6% A = 94.9%</p> | <p>2021-2022</p> <p>ALL - 91.4% (1524) EL - 82.7% FY - 76.0% HY - 87.7% LI - 90.3% SWD - 73.1% AA - 85.9% A - 94.1%</p> | <p>2022-2023</p> <p>ALL 86.2% EL 68.0% FY 55.0% HY 80.3% LI 84.4% SWD 71.6% AA 83.0% A 96.0%</p> | <p>ALL 95.8% (Very High) EL 90.5% (High) FY 68% (Low) HY 95% LI 95% SWD 90.5% (High) AA 96% (Maintain) A 96.8% H/L 95.3% W 96.2%</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---|--|--|---|---|---|
| | H/L - 92.3% W - 93.2% | H/L = 92.4% W = 94% | H/L - 90.7% W - 92.0% | H/L 83.2% W 87.6% | |
| 2L Certificate of Completion Percentage of Students with Disabilities in the 4-year adjusted cohort receiving a Diploma (D) or Certificate of Completion (CC) Source: CDE Dataquest Reporting | 2019-2020 Diploma SWD - 79.8% (170) Certificate of Completion: SWD - 2.8% (6) | 2020-2021 Diploma SWD = 14.0% Certificate of Completion SWD = 1.1% revised May 2023 to align to baseline data format | 2021-2022 Diploma SWD - 73.1% (166/227) Certificate of Completion: SWD - 6.1% (14) | 2022-2023 Diploma SWD- 50% (109/218) Certificate of Completion (1/218): SWD - 0.5 (1) | SWD 85.8% |
| 2M On-Track Graduation Status Percentage of 9th-12th grade students on track for graduation considering course completion and current course enrollment student group Source: RUSD Internal Dashboard | 2019-2020 ALL 5853/6614 = 88.5% EL = 72% FY = 59.6% HY = 83% LI = 83.5% SWD = 72.2% AA = 83% A = 94.6% H/L = 85.7% W = 91.8% | 2021-2022 ALL 5375/6645 = 80.9% EL = 59.5% FY = 48.3% HY = 78.0% LI = 76.7% SWD = 67.9% AA = 75.7% A = 92.2% H/L = 75.6% W = 86.8% | 2022 -2023 ALL (5362/6486) = 82.7% EL = 60.9% FY = 58.6% HY = 79.8% LI = 79.0% SWD = 67.1% AA = 76.0% A = 92.8% H/L = 78.2% W = 87.9% | Data will be compiled in the Spring. | ALL = 94.5% EL = 78% FY = 65.6% HY = 89% LI = 89.5% SWD = 79.2% AA = 89% A = 96.6% H/L = 91.7% W = 95.8% |
| 2N College/Career Indicator Percentage of graduates who are placed in the 'Prepared' Level on the Dashboard by student group Source: California School Dashboard (baseline) Year 1 Outcome from the 2020 College/Career Measures Report | 2018-2019 ALL 54.6% (929) FY = 35.7% HY = 32.7% LI = 43.1% SWD = 9.7% AA = 36% A = 83.4% H/L = 42.3% W = 65.4% | CA School Dashboard was released in 2020 and 2021 but did not include CCI State Indicator. 2020-2021 ALL = 51.6% (865) EL = 25.8% FY = 15.4% HY = 38% LI = 41.2% SWD = 11% AA = 32.3% A = 78% | CA School Dashboard was released in 2022 but did not include CCI State Indicator. On-Track for College/Career Indicator (CCI) (Results from Aeries) 2021-2022 ALL 1206/6667= 18.1% EL = 4.4% FY = 0.0% HY = 15.4% | 2023 Dashboard ALL 46.9% EL 9.7% FY 10.5% HY 34.6% LI 41.1% SWD 5.9% AA 36.4% A 78.6% H/L 34.6% W 56.7% | ALL 70% (Very High) FY 55%(High) HY 55% LI 55% SWD 35% (Medium) AA 55% A 89.4% H/L 55% W 71.4% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|--|--|--|---|---|
| Year 2 Outcome from Local Data | | H/L = 41.3% W = 62.6% | LI = 14.3% SWD = 4.8% AA = 16.4% A = 30.0% H/L = 13.9% | | |
| 2O A-G Completion | 2018-2019 | 2020-2021 | 2021-2022 | 2022-2023 | ALL 55.8% FY 30.4% HY 35.5% LI 44% SWD 15.2% AA 37.9% A 86.1% H/L 44.6% W 64.9% |
| Percentage of graduating cohort who met UC/CSU Requirements Source: CDE Dataquest Reporting | ALL 46.8% (796) FY = 21.4% HY = 26.5% LI = 35% SWD = 6.2% AA = 28.9% A = 77.1% H/L = 35.6% W = 55.9% | ALL = 46.6% EL = 14.9% FY = 16.7% HY = 38.2% LI = 38.7% SWD = 7.7% AA = 34.7% A = 63.9% H/L = 39.7% W = 52.7% | ALL = 38.7% EL = 14.5% FY = 8.0% HY = 21.4% LI = 32.2% SWD = 4.8% AA = 29.7% A = 68.4% H/L = 28.2% W = 46.4% | ALL = 54.7% EL = 12.5% FY = 0.0% HY = 37.1% LI = 46.7% SWD = 7.3% AA = 53.6% A = 70.8% H/L = 44.6% W = 61.4% | |
| 2P On-Track A-G Status | 2019-2020 | 2021-22 | 2022-2023 | Data will be compiled in the Spring. | ALL 35.5% EL = 22.5% FY = 19.5% HY = 30% LI = 30.6% SWD = 21.5% AA = 29.8% A = 42.2% H/L = 31.9% W = 41.1% |
| Percentage of 9th-12th grade students on track for A-G considering course completion (does not include courses in progress) Source: RUSD Internal Dashboard / Updated May 2022 - CCGI (California Colleges Guidance Initiative) | ALL 29.5% (1949) EL = 16.5% FY = 13.5% HY = 24% LI = 24.6% SWD = 15.5% AA = 22.8% A = 36.2% H/L = 25.9% W = 35.1% | CVHS (all) - 26.5% on track CVHS (AA) - 18.4% CVHS (H/L) - 21.4% CVHS (W) - 25.5% REVHS (all) - 31.7% on track REVHS (AA) - 25.9% REVHS (H/L) - 25.0% REVHS (W) - 31.2% RHS (all) - 32.9% on track RHS (AA) - 21.9% RHS (H/L) - 22.2% RHS (W) - 31.5% May 2022 Update to Source - CCGI Not all data sets shared with third party vendors due to federal confidentiality restrictions. | ALL - 40.5% (539/1331) EL - 4.3% FY: - 20.0% HY - 22.9% LI = 34.2% SWD = 5.8% AA = 35.0% A = 63.6% H/L = 30.7 W = 48.4% | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|---|--|--|---|--|
| 2Q State Seal of Biliteracy (SSB) Percentage of graduates earning the State Seal of Biliteracy (SSB) Source: CDE Dataquest Reporting | 2019-2020 ALL 8.1% (124) | 2020-2021 ALL = 9.9% (137) EL = 0.0% FY = 0.0% HY = 7.3% LI = 8.1% SWD = 0.0% AA = 5.6% A = 18.1% H/L = 8.4% W = 10.3% | 2021-2022 ALL = 8.5% (138) | 2022-23 ALL = 8.4% (97) | ALL 14.1% |
| 2R FAFSA Completion Percentage of 12th grade students completing the Free Application for Federal Student Aid (FAFSA) Source: Internal District Reporting | ALL 51.94% (910) CVHS - 47% (247) OHS - 14 (9%) REV - 56% (246) RHS - 60% (370) | 2021-22 ALL 52.78% (880) CVHS - 50% (262/522) OHS - 15% 21/141) REV - 51% (224/438) RHS - 55% (336/608) | 2022-23 ALL – 11,016 completed, 61% CV – 311 completed, 64% REV – 269 completed, 65% RHS – 365 completed, 67% eAcademy – 4 completed, 50% OHS – 36 completed, 19% | Data will be compiled in the Spring. | ALL 70% |
| 2S Early Assessment Program (EAP) Percentage of 11th grade students Exceeding Standard on the English Language Arts (ELA) State Assessment Program (EAP) student group Percentage of 11th grade students Exceeding Standard on the Mathematics State | 2018-2019 ELA ALL 38.21% (598) EL - 4.65% FY - No Data from the State HY - 17.58% LI - 24.35% SWD - 3.25% AA - 16.48% A - 56.96% H/L - 28.07% W - 50.34% Math | State Assessments not administered during 2019-20 & 2020-21 school years. | 2021-2022 EAP ELA ALL (1540 students with scores) (63.24% Exceeding/Met Standard) (33.05% Exceeded) EL - (16.98% Exceeding/Met Standard) (1.89% Exceeded) FY - No Data HY - (51.94% Exceeding/Met Standard) (24.76% Exceeded) | 2023 EAP ELA ALL (1533 students with scores) (63.67% Exceeding/Met Standard) (31.96% Exceeded) EL - (10.98% Exceeding/Met Standard) (1.22% Exceeded) FY - (25.0 % Exceeding/Met Standard) (0.0% Exceeded) | ALL 47.21% EL 13.65% FY HY 26.58% LI 33.35% SWD 12.25% AA 25.48% A 65.96% H/L 37.07% W 59.34% ALL 29.29% EL 11.3% FY |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|--|----------------|---|--|---|
| Assessment Program (EAP) student group Source: CAASPP Reporting | ALL 20.29% (317) EL - 2.3% FY - No Data from the State HY - 6.59% LI - 11.32% SWD -0.65% AA - 4.49% A - 45.51% H/L - 10.85% W - 29.6% | | LI - (56.11% Exceeding/Met Standard) (25.42% Exceeded) SWD - (12.08% Exceeding/Met Standard) (3.36% Exceeded) AA - (46.32% Exceeding/Met Standard) (22.11% Exceeded) A - (83.34% Exceeding/Met Standard) (55.36% Exceeded) H/L - (55.56% Exceeding/Met Standard) (23.26% Exceeded) W - (69.79% Exceeding/Met Standard) (41.18% Exceeded) Math ALL (1535 students with scores) (36.28% Exceeding/Met Standard) (16.74 % Exceeded) EL - (2.85% Exceeding/Met Standard) (1.90 Exceeded) FY - No Data from the State HY - (26.83% Exceeding/Met Standard) (11.71% Exceeded) LI - (28.51% Exceeding/Met Standard) (12.09% Exceeded) SWD -(3.31% Exceeding/Met Standard) (0.66% Exceeded) AA - (25.27% Exceeding/Met Standard) (6.32%) | HY - (59.26% Exceeding/Met Standard) (30.56% Exceeded) LI - (55.7% Exceeding/Met Standard) (23.74% Exceeded) SWD - (16.54% Exceeding/Met Standard) (3.01% Exceeded) AA - (50.0% Exceeding/Met Standard) (18.48% Exceeded) A - (85.9% Exceeding/Met Standard) (57.04% Exceeded) H/L - (54.56% Exceeding/Met Standard) (21.44% Exceeded) W - (71.79% Exceeding/Met Standard) (41.79% Exceeded) Math ALL (1533 students with scores) (36.73% Exceeding/Met Standard) (16.18% Exceeded) EL - (3.66% Exceeding/Met Standard) 0.0 Exceeded) FY - (100% Standard Not Met) HY - (26.85% Exceeding/Met Standard) (8.33% Exceeded) LI - (26.36% Exceeding/Met Standard) (9.41% Exceeded) SWD -(3.76% Exceeding/Met Standard) (2.26% Exceeded) AA - (20.65% Exceeding/Met Standard) (11.96% Exceeded) | HY 15.59% LI 20.32% SWD 8.65% AA 13.49% A 54.51% H/L 19.85% W 38.6% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|--|--|--|---|--|
| | | | | A - (68.15% Exceeding/Met Standard) (46.67% Exceeded) H/L - (24.78% Exceeding/Met Standard) (7.70% Exceeded) W - (48.97% Exceeding/Met Standard) (20.26% Exceeded) | |
| 2T GATE Identification Percentage of 3rd grade students identified for Gifted and Talented Education (GATE) program relative to overall 3rd grade by student group Source: RUSD Internal Dashboard | District GATE testing was suspended for the 2019-20 and 2020-21 school year. Baseline data will be established in the 2021-22 school year. | State Assessments not administered during 2019-20 & 2020-21 school years. As a result interim criteria was used for 5th grade students only during the 2021-22 school year. Baseline data will be established for 3rd grade during the 2022-23 school year. | 2022-2023 Baseline 10.4% of 3rd graders identified as eligible for GATE Percent of eligible 3rd graders: EL - 0.5% FY - 0.0% HY - 2.1% LI - 40.2% SWD - 7.9% AA- 4.3% A - 21.6% H/L - 25.2% W - 36.7% | Data will be compiled in the Spring. | Maintain or improve percentage of UPP identified for GATE Baseline 10.4% of 3rd graders identified as eligible for GATE Percent of eligible 3rd graders: EL - 0.5% FY - 0.0% LI - 40.2% revised May 2023 |
| 2U STAR Assessment (English/Reading) Source: Internal District Reporting | 2021-22 Star Reading Fall Screening, grades 1-8 (Baseline data) ALL = 47% are estimated to score at or above the proficiency benchmark on the Reading state test A = 69.8% W = 59.9% H/L = 38% AA = 37.4% EL = 18.8% | 2021-2022 Screening #2 ALL = 52.8% are estimated to score at or above the proficiency benchmark on the Reading state test A = 74% W = 68.4% H/L = 42.9% AA = 50% EL = 22.7% | FALL 2022 STAR Reading Assessment Grades 1-5 Grades 6-8 Overall 49.5% Overall 45.7% EL - 17.3% EL - 3.3% SWD - 49.8% SWD - 45.9% African American - 41.4% African American - 32.9% Asian - 68.6% | FALL 2023 STAR Reading Assessment Grades 1-8 ALL – 46.7% African American – 38.55% American Indian – 40.85% Asian – 64.15% Hispanic – 39.65% Pacific Islander – 66.55% Two or More Races – 57.45% White – 56.55% EL – 22.95% | ALL = 65% are estimated to score at or above the proficiency benchmark on the Reading state test A = 85% W = 80% H/L = 55% AA = 55% EL = 40% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|--|--|---|---|--|
| | | | Asian - 63.9% Hispanic - 40.6% Hispanic - 36.3% White - 63.5% White - 62.7% | SWD – 28.4% | |
| 2V STAR Assessment (Mathematics) Source: Internal District Reporting | 2021-22 Star Math Fall Screening, grades 2-8 (Baseline data) ALL = 32.8% are estimated to score at or above the proficiency benchmark on the Math state test A = 59% W = 45.7% H/L = 23.2% AA = 20.3% EL = 14.4% | 2021-2022 Screening #2 ALL = 47.6% are estimated to score at or above the proficiency benchmark on the Math state test A = 71.7% W = 62.5% H/L = 38.6% AA = 43.8% EL = 25% | FALL 2022 STAR Math Assessment Grades 1-5 Grades 6-8 Overall 48.6% Overall 29.9% EL - 24.3% EL - 4.9% SWD - 49.0% SWD - 30.1% African American - 33.0% African American - 15.2% Asian - 69.7% Asian - 60.1% Hispanic - 40.4% Hispanic - 20.9% White - 63.0% White - 43.2% | FALL 2023 STAR Math Assessment Grades 1-8 ALL – 43% African American – 26.1% American Indian – 45.8% Asian – 67.6% Hispanic – 36.25% Pacific Islander – 55.4% Two or More Races – 50.55% White – 55.1% EL – 27.55% SWD – 27.95% | ALL = 55% are estimated to score at or above the proficiency benchmark on the Math state test A = 80% W = 70% H/L = 50% AA = 50% EL = 40% |
| 2W Student Marks/C- or better (English/Reading) in grades 4-12 (ES - 3tri, Sec - 2 Sem) Source: Internal District Reporting | 2020-2021 ALL = 65.2% FY = 39.8% HY = 55.6% LI = 57.8% SWD = 53.4% AA = 51.1% A = 82.6% H/L = 57.5% W = 75.7% | 2021 - 2022 ALL = 82.9% EL = 77.1% FY = 71.7% HY = 79.7% LI = 79.0% SWD = 76.8% AA = 76.1% A = 94.4% H/L = 78.3% W = 89.5% | 2022-2023 ELA Overall - 84.5% EL - 74.5% FY - 77.1% HY - 79.0% LI - 80.2% SWD - 75.2% AA - 78.2% A - 94.3% H/L - 80.3% | Data will be compiled in the Spring. | ALL = 68% FY = 45% HY = 62% LI = 61% SWD = 56% AA = 55% A = 84% H/L = 61% W = 78% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|---|--|--|--------------------------------------|---|
| | | | W - 90.5% | | |
| <p>2X Student Marks/C- or better (Mathematics) in grades 4-12 (ES - 3tri, Sec - 2 Sem)</p> <p>Source: Internal District Reporting</p> | <p>2020-2021</p> <p>ALL = 56.6%</p> <p>FY = 30.1%</p> <p>HY = 48.4%</p> <p>LI = 49.8%</p> <p>SWD = 50.3%</p> <p>AA = 45.9%</p> <p>A = 73.1%</p> <p>H/L = 49.9%</p> <p>W = 65%</p> | <p>2021 - 2022</p> <p>ALL = 79.0%</p> <p>EL = 69.7%</p> <p>FY = 64.4%</p> <p>HY = 74.5%</p> <p>LI = 74.0%</p> <p>SWD = 73.5%</p> <p>AA = 70.1%</p> <p>A = 92.9%</p> <p>H/L = 73.3%</p> <p>W = 86.3%</p> | <p>2022-2023 MATH</p> <p>Overall - 80.1%</p> <p>EL - 63.2%</p> <p>FY - 71.1%</p> <p>HY - 75.0%</p> <p>LI - 75.2%</p> <p>SWD - 72.6%</p> <p>AA - 72.7%</p> <p>A - 92.2%</p> <p>H/L - 74.8%</p> <p>W - 87.4%</p> | Data will be compiled in the Spring. | <p>ALL = 60%</p> <p>FY = 40%</p> <p>HY = 52%</p> <p>LI = 53%</p> <p>SWD = 53%</p> <p>AA = 50%</p> <p>A = 75%</p> <p>H/L = 53%</p> <p>W = 68%</p> |
| <p>2Y Implementation of State Standards</p> <p>Percentage of respondents indicating 'Fully Implementing' or 'Fully Implementing with Sustainability' by survey domain</p> <p>Source: Local Indicator</p> | <p>ELA - Full Implementation (5)</p> <p>ELD - Initial Implementation (3)</p> <p>Math - Full Implementation (5)</p> <p>NGSS - Initial Implementation (3)</p> <p>History/SS - Initial Implementation (3)</p> <p>CTE - Full Implementation (4)</p> <p>Health - Initial Implementation (3)</p> <p>PE - Full Implementation (4)</p> <p>VAPA - Full Implementation (4)</p> <p>World Languages - Full Implementation (4)</p> | <p>2021 - 2022</p> <p>ELA- Full Implementation (5)</p> <p>ELD- Full Implementation (4)</p> <p>Math- Full Implementation (5)</p> <p>NGSS- Initial Implementation (3)</p> <p>History/SS- Full Implementation (4)</p> <p>CTE- Full Implementation (4)</p> <p>Health- Full Implementation (4)</p> <p>PE- Full Implementation (4)</p> <p>VAPA- Full Implementation (4)</p> <p>World Languages- (Full Implementation (4) with no MS World Language Program</p> | <p>2022 - 2023</p> <p>ELA- Full Implementation (5)</p> <p>ELD- Full Implementation (4)</p> <p>Math- Full Implementation (5)</p> <p>NGSS- Initial Implementation (4)</p> <p>History/SS- Full Implementation (4)</p> <p>CTE- Full Implementation (4)</p> <p>Health- Full Implementation (4)</p> <p>PE- Full Implementation (4)</p> <p>VAPA- Full Implementation (4)</p> <p>World Languages- (Full Implementation (4)</p> | Data will be compiled in the Spring. | <p>ELA - Full Implementation (5)</p> <p>ELD - Full Implementation (4)</p> <p>Math - Full Implementation (5)</p> <p>NGSS - Full Implementation (4)</p> <p>History/SS - Full Implementation (4)</p> <p>CTE - Full Implementation (4)</p> <p>Health - Full Implementation (4)</p> <p>PE - Full Implementation (4)</p> <p>VAPA - Full Implementation (4)</p> <p>World Languages - Full Implementation (4) including MS World Language Program</p> |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-------------------------|--|---|-------------------------|--------------------------|
| 2.1 | Professional Development to Support Implementation of State Standards The Educational Services Division will provide professional development and a wide range of supports for implementation of state standards to teachers and other instructional staff. Professional Learning will include guidance on the use of grade level scope and sequence plans focused on meeting the unique academic needs of unduplicated students; administration and analysis of the district's common assessments to find trends in learning needs of unduplicated students; and coaching for effective delivery of research-based, standards-aligned instruction principally focused on the needs of unduplicated students. Professional development is anchored in the district's implementation of Universal Design for Learning (UDL), which is a framework "to improve and optimize teaching and learning for all people based on scientific insights into how humans learn" (CAST, 2021). The three main principles - multiple means of engagement, expression and action, and representation - can guide teachers in meeting the needs of diverse learners, including unduplicated students. A District team comprised of an administrator, three elementary and three secondary teachers on assignment will be hired to develop and deliver staff development. As a result of the implementation of the goal, | Yes | Fully Implemented | All personnel have provided over 65 PD sessions during Summer PD Week 2023, after school volunteer trainings, and school staff trainings on Minimum days or staff meetings. These trainings focus on the Content Standards in English Language Arts (ELA) and Mathematics. Many trainings can be moved into EEBG. All seven TOAs and Principal on Assignment are fully implementing the expectation and we are seeing gains in CAASPP and STAR/Benchmarks in the schools and teachers the team has worked with throughout the school year. | Improvement in ELA and Math CAASPP, STAR, Benchmarks at Victoria Elementary 4th grade, Kingsbury 4th grade, Lugonia 2nd grade and one 4th grade teacher, and Smiley all grades. | \$2,249,983.00 | \$1,764,250 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|---|--|----------------------|-----------------------|
| | students will demonstrate increased student achievement in math and english language arts as measured by local assessments (STAR). | | | | | | |
| 2.2 | <p>Tiered Academic Support Staff School sites will be assigned additional staffing in English and Mathematics to provide targeted (Tier 2) support to students not meeting grade level standards. Priority support will be provided to unduplicated student groups.</p> <p>Additional FTEs are in place at each of the 16 elementary schools to support students in closing the achievement gaps in mathematics. The full-time release model allows for targeted supports for unduplicated students in the areas deemed most critical for long-term success in mathematics. Primarily, the Math Intervention Teacher (MIT) targets unduplicated students in grades 3-5, but may provide support to unduplicated students in the primary grades in addition to data-driven identified needs. Each school develops a support model (push in, pull out, or hybrid), depending on specific data points, utilizes the Board-adopted curriculum (Math in Focus) and supplemental material, and monitors student progress in four-to-six-week increments. Data are reported and analyzed for effectiveness of programs, and new goals and strategies are</p> | Yes | Fully Implemented | Elementary Math Intervention Teachers (MIT) at all sites (except one site still needs to hire). At the sites where the MIT has been there at least one year or more, math scores continue to stay the same or improve on assessments such as CAASPP, STAR, and the Benchmarks. Schools that have a new MIT are still learning the depth and complexity of the Math Standards. Additionally, many of our elementary schools have new teachers in their 4th and 5th grades where Math Academies were not attended (as those were in place pre-COVID). | | \$10,345,534.00 | \$7,511,772 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-------------------------|-----------------------|--|-------------------------|--------------------------|
| | <p>implemented based on need. Student progress and academic achievement based on STAR Reading and Math, as well as curriculum-embedded assessments, will be monitored to determine success and possible needed changes in supports. Bi-monthly meetings and professional development are held at the district level to discuss data, upcoming math topics for each grade level, and areas needing additional support. To increase the support for elementary literacy skills a centralized elementary librarian, and a part-time library paraprofessional for each school will be placed. This staff will oversee the use of the school library and promote a love of literacy.</p> <p>Additional secondary teachers provide specific Math/English support with a support class before, during, and after school targeting students' areas of weakness, as identified by STAR (Middle School) or progress report/quarterly grades. Additionally, each school will be provided with a middle school library media teacher. These staff members will develop and manage an integrated library/media program and provide instruction and oversight of all textbooks, circulation system, materials, makerspace, and technologies available in the library/media space. Unduplicated students will be the primary recipients of these services. Increased academic performance in</p> | | | | | | |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-------------------------|-----------------------|--|-------------------------|--------------------------|
| | <p>all areas is the intended outcome, focused on individual student growth on assessments and grades.</p> <p>To ensure an equitable and inclusive education for all students, we are uniting the principles of the Diversity, Equity, and Inclusion (DEI) framework with Universal Design for Learning (UDL) strategies. A key initiative of this approach is the assignment of teachers specifically tasked to champion inclusion. These teachers, working closely with the school staff, will identify and remove barriers to inclusion, while also providing professional development on inclusive practices, including DEI and UDL strategies.</p> <p>These educators' roles extend to supporting the deployment of evidence-based strategies, including UDL, to enhance outcomes for all students, particularly underperforming unduplicated students. UDL strategies, which emphasize multiple means of representation, engagement, and expression, harmonize with our DEI goals, equipping us to address diverse learning needs.</p> <p>By adopting the principles of DEI — diversity, acknowledging a broad spectrum of attributes; equity, signifying fairness and justice; and inclusion, fostering a culture where everyone's voice is valued — we aim to prioritize inclusion and</p> | | | | | | |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-------------------------|---|--|-------------------------|--------------------------|
| | <p>transform our district into a just and equitable education system.</p> <p>Our services and interventions, primarily targeted at unduplicated students, focus on enhancing not only academic performance but also holistic growth across all academic areas. Performance will be monitored through grades and state dashboard indicators for student groups. This tracking allows us to gauge the effectiveness of our efforts and make necessary strategy adjustments to ensure continued student improvement and success.</p> <p>*revised May 2023</p> | | | | | | |
| 2.3 | <p>Tiered Academic Support Plans</p> <p>The Education Services Division will support school sites, through a partnership with all educational partner groups, in developing sites plans/systems to monitor student achievement in order to identify and provide appropriate tiered supports and interventions to increase equity and academic success, principally directed toward low income, English learner and foster youth. School sites will review data to identify learning needs for unduplicated student groups in need of Tier 2 academic supports, and individual students in need of Tier 3 academic supports. Improvement plans will be monitored based on student performance data with local</p> | Yes | Fully Implemented | All site allocations have been distributed and are written into the SPSAs. School sites conduct mid year reviews of plans with the School Site Council. | | \$4,833,608.00 | \$806,503 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-------------------------|--|--|-------------------------|--------------------------|
| | assessments (STAR) through a progress monitoring cycle and will be adjusted based on formative and summative data to ensure an increase in student achievement as measured by an increase on local assessments (STAR). | | | | | | |
| 2.4 | Tiered Academic Supports for Multilingual Students District and school-site staff will implement programs to support language acquisition for English Learners. District staff will provide staff development to increase implementation of the ELD standards across all grade-levels and content areas and develop tiered systems of support to ensure success for students not making adequate progress. Staff will review ELD content-area classes and Long-Term EL intervention classes to build pathways to multiliteracy and seek approval of courses in A-G Pathways, so that there will be an increase in the reclassification rate and improvement on the College/Career Indicator (CCI). School sites will support students through collaboration with the district to meet the requirements for the Seal of Biliteracy and develop a middle school world languages program to support multilingual opportunities at the high school level. Dual immersion program considerations will be developed for implementation to support | Yes | Fully Implemented | <p>EL Program Specialists have held Latino Family Literacy programs at three school sites serving 35 parents and families with great success. EL Specialists have conducted 16 trainings/workshop opportunities across the district , including one private school, promoting English Language Development (ELD) strategies for academic success. In addition, 127 contracted teachers have received ELD training during summer and winter offerings on non-workdays. EL Specialists have held over 30 meetings with teachers, parents and other staff to offer EL support and expertise.</p> <p>Reclassification data shows a slight increase from last year and continues to be a department goal for EL</p> | Other support for EL students comes from categorical Title III funds. | \$1,010,772.00 | \$918,322 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|---|--|----------------------|-----------------------|
| | additional learning pathways for students. | | | students. 151 RUSD students are on the path to earn the CA State Seal of Biliteracy in nine different languages. | | | |
| 2.5 | Targeted Special Education Supports District and site-based staff will provide targeted Special Education supports to include: Integration of students in general education settings, preschool program, special day program, specialized academic instruction (SAI) program, extended school year (ESY), adult transition program, language and speech services, occupational/physical therapy, adaptive physical education, and transportation to close the achievement gap. | No | Fully Implemented | Inclusive practices are fully implemented for grades Tk-2 and 6-12. | | \$48,064,598.00 | \$22,057,911 |
| 2.6 | Supplemental Online Instructional Programs The Education Services Division will provide supplemental online instructional programs to identify students in need of additional academic opportunities. Data from supplemental assessment programs will be disaggregated by unduplicated student groups to monitor progress, identify academic needs, and provide tiered supports. School sites will use the assessment data and instructional programs to support individual students with learning recovery, | Yes | Fully Implemented | Our online programs such as Lexia for Reading, Renaissance for Reading and Math monitoring, and ESGI for TK and K assessments are being used by at least 43% of students for Lexia, 100% for Renaissance, and 100% for ESGI. Lexia usage is less as it is not a mandatory program for students in 4th and 5th grades, as the goal is for all students to be | | \$250,000.00 | \$582,995 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|---|--|----------------------|-----------------------|
| | resulting in increased student achievement as measured by these programs and state and local assessments (STAR). | | | proficient readers by the end of 3rd grade. The highest use of Lexia districtwide is eAcademy/RISE (73%) and Judson & Brown Elementary (56%) and 2nd grade has the highest usage overall in the district. Students at or above grade level in Reading on Lexia is currently at 43%. | | | |
| 2.7 | Targeted Math and Science Supports The Elementary and Secondary Education Departments, including math and science district staff, will provide staff development support with a focus on using Science Engineering Technology Math (STEM). STEM is an experiential learning pedagogy in which the application of knowledge and skills are integrated through in-context projects or problems focused on learning outcomes tied to the development of important college and career readiness proficiencies, according to the National Science Teaching Association. Additional supports include the development of STEM camps and the secondary C-STEM Math program, which are principally directed toward meeting the needs of unduplicated students, to increase engagement and higher level understanding of mathematical standards as measured by growth on state and local assessments (STAR). | Yes | Fully Implemented | CSTEM programs are thriving throughout the district. Students involved are showing increased scores on state testing. | | \$407,559.00 | \$418,175 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-------------------------|--|--|-------------------------|--------------------------|
| | | | | | | | |
| 2.8 | College Readiness Programs Educational Services will provide professional development opportunities, support the implementation of the California College Guidance Initiative (CCGI) modules and University/College Guarantee Enrollment Partnerships, and provide students access to Advanced Placement (AP), PSAT, and SAT exams to ensure that no financial barriers prevent full participation. School sites will offer Dual Enrollment (DE) programs through partnerships with the Community College District. Additional learning opportunities will be provided for students preparing for AP/SAT/PSAT exams, as well as College Boot Camp opportunities for students and families. Student field trips to local colleges and universities will be coordinated to cultivate a college-going culture. Participation in these opportunities will be principally directed toward unduplicated student groups through priority registration opportunities and will result in an increase in the College and Career Indicator (CCI). | Yes | Fully Implemented | PSAT/SAT offerings were provided. Numerous teachers were able to attend professional development in their AP area over the summer. | | \$905,967.00 | \$588,424 |
| 2.9 | English Learner Programs The district will provide district-funded, English Learner (EL) staff to all secondary schools to promote academic success for EL students | Yes | Fully Implemented | Secondary EL support teachers continue to receive training and support EL students and families. | | \$936,889.00 | \$800,914 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|---|--|----------------------|-----------------------|
| | and provide tiered supports and services for students not meeting academic standards, as measured by an improvement in reclassification rates and ELA/Math achievement scores on CAASPP. | | | | | | |
| 2.10 | Summer School/Credit Recovery High School sites will provide program options to students who are off-track for graduation in order to accelerate their progress toward on-track status. Staff will continue to collaborate with the Academic Case Carrier staff (supporting Foster Youth) and other staff supporting English Learners, as well as low-income students, and monitor progress and use of credit recovery options. This work will lead to an increase in graduation rates for unduplicated students. | Yes | Fully Implemented | LCAP funds allowed the district to offer a wide variety of summer school offerings. Together with ongoing credit recovery classes, the district has increased opportunities for learning loss recovery. | | \$203,500.00 | \$562,011 |
| 2.11 | GATE/Advanced Learner Programs The Educational Services Divisions will provide district coordination, support, and professional development of Gifted and Talented Education (GATE) and Advanced Placement (AP) course options. Emphasis will be placed on revising the identification process to ensure equity of access to unduplicated student groups, increasing alignment of student demographics | Yes | Fully Implemented | Last year, 3rd, 4th, and 5th grade students were screened/assessed for GATE using a new online tool. All three grades were screened, as we had not screened since the 2018-2019 school year due to COVID. This year, all 3rd graders will be screened for GATE. | | \$35,000.00 | \$12,979 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|---|--|----------------------|-----------------------|
| | within the program to overall district student demographics, and to improving learner outcomes for identified students. Through committee work, it was determined that a revised version of the current identification assessment be utilized to ensure equity of access to unduplicated students, and students of varied backgrounds. | | | | | | |
| 2.12 | Extended Learning Opportunities Program The Expanded Learning Opportunities (ELO) Program provides funding for afterschool and summer school enrichment programs for kindergarten (including transitional kindergarten) through sixth grade. ELO-P will allow schools to increase service offerings that focus on developing the academic, social, emotional, and physical needs and interests of pupils and give unduplicated pupils and families the flexibility to participate based on their needs and interests. | No | Fully Implemented | Expanded Learning opportunities are offered at all elementary and middle schools (6th grade) in the district. Additionally, 8 schools have a full ELO program which provides additional staff, services, and opportunities for students with the highest needs. | | \$10,556,985.00 | \$4,715,910 |

Goal 3

Goal Description

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

Expected Annual Measurable Objectives

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

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|--|--|----------------------|-----------------------|
| 3.1 | Fully credentialed and appropriately assigned teachers and counselors The HR Division will review teacher/counselor assignments each term or semester, as applicable, to ensure that they are appropriately assigned to the greatest extent possible. | No | Fully Implemented | | | \$119,083,179.00 | \$46,409,815 |
| 3.2 | New Teacher Support Program A review of the placement of new teachers shows that they are in schools with a disproportionately higher number of unduplicated students. To support this need, the HR Division will continue to implement the new teacher induction program, which provides ongoing support and professional development that includes modeling evidence-based strategies and providing guidance to meet professional standards. This support will lead to increased student outcomes for unduplicated students as measured by state assessments. | Yes | Fully Implemented | Seven Induction TOAs partner with the HR department to support first and second year teachers. | | \$3,952,544.00 | \$2,608,946 |
| 3.3 | Access to Materials The Educational Services Division will provide standards-based instructional materials, assessments, interventions, and supporting resources for all | No | Fully Implemented | | | \$1,690,325.69 | \$154,545 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-------------------------|---|--|-------------------------|--------------------------|
| | students at the district and site level to ensure student success. | | | | | | |
| 3.4 | Access to Supplemental Materials The Educational Services division and site instructional leaders will review the instructional materials database and achievement data each term or semester, as applicable, to ensure that the needs of EL, FY, and low-income students have been met through access to supplemental instructional materials and tiered supports and services to provide for learning recovery. Funds will be used to provide supplemental instructional materials to meet the needs of EL, FY, and low income students based on this data to close the achievement gap in english language arts and math as measured by state assessments. | Yes | Fully Implemented | Benchmark Phonics was rolled out the 2023-2024 school year with all sties/teachers completing the initial training. Follow up coaching, model lessons, and data analysis is being held at each school site at least one week at each school per month, with our ESP schools having support two weeks every month. | | \$156,000.00 | \$319,466 |
| 3.5 | Basic Facilities Operations The Business Services Division will continue staffing and implementation of annual inspection of facilities to ensure standards of safety and access. Identified issues or needs will be tracked via the work order process and will be completed in a timely manner. | No | Fully Implemented | | | \$22,418,181.00 | \$9,366,837 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-------------------------|---|--|-------------------------|--------------------------|
| | | | | | | | |
| 3.6 | Enhanced Facilities Projects Special projects, such as the Garner Holt labs, Z-Space labs, Outdoor Learning Spaces, and enhanced innovation library spaces, which are principally directed toward Equity Support Program (ESP) sites with high numbers of unduplicated student populations, will be identified through the use of data and completed to ensure equity of access and opportunity. Business Services will implement enhanced facilities projects to develop innovative learning experiences for unduplicated student groups to create enthusiasm for learning and support student connectedness to school sites as measured by increased student attendance. | Yes | Fully Implemented | Enhanced facility projects have been focused to improve the educational experience at schools with the greatest need. | | \$1,220,320.00 | \$1,262,381 |
| 3.7 | School and Student Safety The Human Resources Services Division will continue staffing to support a comprehensive District Safety Plan, including a District Safety Manager, District Safety staffing, and site-based campus security and monitors to ensure all students are able to learn in a safe school environment. | No | Fully Implemented | | | \$5,353,264.00 | \$2,080,601 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-----------------------|--|--|----------------------|-----------------------|
| 3.8 | Transportation The Business Services Division will develop a district-wide TK-12 plan that provides no cost transportation to support unduplicated student groups and ensure safe access to school each day in order to increase attendance rates and decrease chronic absenteeism. | Yes | Partially Implemented | Ongoing staffing shortages are continuing to impact the Transportation department. Even so, the District is providing no-cost transportation to many unduplicated students in accordance with this action through District transportation services and services contracted through outside agencies. | | \$4,887,976.00 | \$3,189,220 |
| 3.9 | Operational Support Services and Classified Support Personnel The HR Division will provide classified support personnel and resources needed to effectively support the basic operations of the district and school sites to ensure a safe and welcoming school environment is available to the entire school community. | No | Fully Implemented | | | \$24,023,979.00 | \$12,596,729 |
| 3.10 | Access to Internet and/or Devices The Educational Services Division will provide staffing and materials to support access to internet, devices, district communications, and online instructional materials for all students, with priority access and registration given to EL, FY, and low income students. This increase in access will result in an increase in student achievement as | Yes | Fully Implemented | The Educational Services Division has provided necessary resources and prioritized support for EL, FY, and low-income students, leading to improved access to digital learning and a measurable increase in student achievement. | | \$5,075,717.00 | \$3,866,753 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|--|--|----------------------|-----------------------|
| | measured by progress monitoring of state assessments. | | | | | | |
| 3.11 | LCAP Program Coordination & Advisory Committees The Educational Services Division will provide staffing and resources to all Redlands USD educational partner groups to ensure equity in the development, implementation, and monitoring of the Local Control Accountability Plan to support the unique needs of and improve academic, SEL, and behavioral outcomes of unduplicated student groups. Progress towards this goal will be measured through gains on the California School Dashboard in Academics, Attendance, and the College/Career Indicator. | Yes | Fully Implemented | The LCAP Advisory Committee held its first meeting on January 19th. A meeting was held in December to orient new members to the process. A Student Advisory Committee is comprised of 84 students from the four high schools. The first meeting was held on January 30th. | | \$455,846.00 | \$434,224 |

Goal 4

Goal Description

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

Expected Annual Measurable Objectives

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---|---|----------------|---|---|-------------------------------|
| Chronic Absenteeism California Dashboard | 2022 Dashboard All: 23.9% Foster Youth: 27.1% | N/A | Baseline: 2022 Dashboard All: 23.9% | 2023 Dashboard ALL 24.0% FY 26.1% | All: 18% Foster Youth: 24% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|---|----------------|---|---------------------------------------|--|
| | | | Foster Youth: 27.1% | | |
| Suspension Rate California Dashboard | 2022 Dashboard All: 3.7% Foster Youth: 10.5% | N/A | Baseline: 2022 Dashboard All: 3.7% Foster Youth: 10.5% | 2023 Dashboard ALL 4.5% FY 9.0% | All: 3.5% Foster Youth 8.5% |
| Restorative Practices for Youth in Foster Care | Baseline to be established at the end of the 22-23 school year. | N/A | Baseline to be established at the end of the 22-23 school year. | | Outcome goal to be determined after baseline is established. |
| Social Emotional Learning Tiered Supports for Youth in Foster Care | Baseline to be established at the end of the 22-23 school year. | N/A | Baseline to be established at the end of the 22-23 school year. | | Outcome goal to be determined after baseline is established. |
| School Climate Survey for Youth in Foster Care | Baseline to be established at the end of the 22-23 school year. | N/A | Baseline to be established at the end of the 22-23 school year. | | Outcome goal to be determined after baseline is established. |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-----------------------|--|--|----------------------|-----------------------|
| 4.1 | Foster Youth Staff Retention and Training Educational Services will retain, train, and supervise Academic Case Carrier/Foster Youth Support staff to ensure they have adequate time, knowledge, trauma-informed training, and resources to meet the academic and social-emotional needs of youth in foster care. The effectiveness of this action will be measured by improvement in the chronic absenteeism and suspension rates for foster youth on the California Dashboard. | Yes | Partially Implemented | 23-24 Chronic Absenteeism FY - 36/153 students (24%) 23-24 Suspension FY - 15/153 students (1%) | Monthly training and support for elementary counselors and academic case carriers to meet the needs of FY students. Each secondary site supported by an ACC (2 FTEs at REV to support Group Homes and placed students, .6 FTE at OHS), elementary sites supported by the assigned ECs. | \$1,699,536.00 | \$1,494,321 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-------------------------|--|---|-------------------------|--------------------------|
| 4.2 | Staff Trauma Training Educational Services will provide trauma informed training for all school site staff to improve understanding and response to the physical and emotional trauma experienced by students in foster care. The effectiveness of this action will be seen in the increased use of restorative practices and a decrease in suspensions. | Yes | Partially Implemented | Data to be compiled in Spring 2024. Funding for training provided by ARP-HCY. | Trauma Informed practices training and Poverty Simulation scheduled for all ACCs and Counselors on March 6. | \$10,000.00 | \$0 |
| 4.3 | Foster Youth Participation Educational Services will review, and revise as needed, district policies to increase access to and improve participation of youth in foster care in available school-based social-emotional resources and positive behavior intervention systems and restorative justice programs, including trauma-informed mental health services. Educational Services will review, and revise as needed, district policies to remove barriers (e.g., fees, transportation, uniforms, equipment, reviewing individual student contracts re: attendance, discipline, and grades) to accessing school and extra-curricular activities. Educational Services will ensure the provision of additional pathways to exemptions from district requirements for highly mobile and/or traumatized youth, while | Yes | Fully Implemented | Partnership with Alliance for Children's Rights (year 2) to complete recommended revisions to FY Board Policy and Admin Regs. First read expected in Feb 2024. Update to district forms for revised graduation pathways for FY/HY in compliance with AB 216 completed. (no cost) | | \$10,000.00 | \$1,000 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-----------------------|--|---|----------------------|-----------------------|
| | <p>allowing youth to continue to attend comprehensive school sites.</p> <p>Educational Services will provide focused groups and additional learning opportunities to increase community building and advocacy skills for youth in foster care. These opportunities could include activities such as specialized clubs, youth conferences, leadership days, guest speakers, fields trips, and/or special events (ie. Independent City, Wellness Days, etc). The effectiveness of this action will be seen in the outcomes of the Goal 4 metrics.</p> | | | | | | |
| 4.4 | <p>Foster Youth School Discipline</p> <p>Educational Services will review policies and practices to ensure that youth in foster care experiencing school discipline receive timely notification to education rights holder, attorney, county social worker or the Indian child's tribal social worker, if applicable, of such discipline.</p> <p>Educational Services will review district policies around discipline for youth in foster care to ensure practices are trauma informed and focused on de-escalation. The process will ensure that lagging skills have been identified and taught, unmet needs are identified and met, alternative means of correction have been consistently</p> | Yes | Partially Implemented | <p>23-24 Suspension</p> <p>FY - 15/153 students (1%)</p> | <p>Remaining untrained ACCs will receive Restorative Practices training in Jan/Feb. SEL small groups provided as prevention for FY students with multiple ODRs, and alternatives to suspension for 48900c violations being piloted at CVHS to reduce FY suspension rates.</p> | \$5,000.00 | \$0 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-------------------------|-----------------------|--|-------------------------|--------------------------|
| | <p>utilized, and that ACC counselors are involved in any disciplinary processes. With RCSS department support, individualized student behavior support plans will be created for youth in need including, as appropriate: limiting off campus suspensions, using restorative conferencing instead of discipline wherever possible and always upon return back to school.</p> <p>This action will be measured by the improvement of suspension rates on the California Dashboard for Foster Youth and through student feedback on the School Climate Survey.</p> | | | | | | |