

**RIVERSIDE UNIFIED SCHOOL DISTRICT
EDUCATIONAL SERVICES DIVISION**

Academic Oversight Board Subcommittee Meeting

May 24, 2018

2:30 p.m. – 4:30 p.m.

Central Middle School Library

4795 Magnolia Ave, Riverside, CA 92506

A G E N D A

As required by Government Code 54957.5, agenda materials can be reviewed by the public at the District's Administrative Offices, Reception Area, First Floor, 3380 Fourteenth Street, Riverside, California.

Call Meeting to Order

Public Input

The subcommittee will consider requests from the public to comment. Comments should be limited to three minutes or less. If you wish to address the subcommittee concerning an item already on the agenda, please indicate your desire to do so on a provided card. You will have an opportunity to speak prior to the subcommittee's deliberation on that item.

Pursuant to Section 54954.2 of the Government Code, no action or discussion shall be undertaken on any item not appearing on the posted agenda, except that members of the Subcommittee or staff may briefly respond to statements made or questioned posed by persons exercising their public testimony rights. Discussion of items brought forward that are not on the agenda shall be considered for future agendas by the Subcommittee Chair.

Action/Discussion Items

The following agenda items will be discussed and the subcommittee members may choose to introduce and pass a motion as desired.

1. Approval of Minutes

The subcommittee will be asked to approve the minutes of the April 26, 2018, meeting.

2. Coaches Leadership Clinic

RUSD staff will be making a recommendation to change the structure of the Coaches Leadership Clinic and will discuss partnerships assisting with the work and a multi-year plan.

3. English Learners

Staff will provide an update on actions for English Learners for the 2017-2018 school year and proposed actions for the upcoming year.

4. Local Control and Accountability

California Education Code Section 52060(d) requires that, on or before July 1 of each year, the governing board of each school district shall 1) hold a Public Hearing on the Local Control

and Accountability Plan (LCAP) to be adopted for the subsequent fiscal year, and 2) adopt an LCAP subsequent to the Public Hearing. The Chief Academic Officer and/or Director of Strategic Initiatives and Program Development will present the LCAP for Public Hearing on June 5, 2018 and recommend the LCAP for adoption on June 26, 2018.

The proposed 2017-2020 LCAP for the Riverside Unified School District has been prepared pursuant to California Education Code 52060 and 52066, describing annual goals for all students including numerically significant student groups. The LCAP will list specific activities to address state and local priorities and will include descriptions of expenditures and services to implement the actions. The LCAP will reflect the annual anticipated progress using benchmarks to monitor the progress of the plan.

5. New Courses

Staff will provide an overview of the new proposed course offerings that will be on the June 5, 2018, Board consent agenda.

6. Professional Growth Systems

An update will be provided on the services delivered by the Professional Growth Systems Division and resulting outcomes for the 2018-19 school year, with a look at next steps for the following school year.

7. Professional Development Plan/Danielson Framework

RUSD staff will provide an overview on the 2018-2019 certificated professional development plan. An in-depth understanding of the Danielson Framework will provide the context for the robust roll-out of the training to all teachers for 2018-2019 and 2019-2020.

8. Riverside City College Joint Meeting

Staff will provide a presentation on our partnership with Riverside Community College District including the Career Technical Education and Dual Enrollment Pathways.

9. Head Start Governance Update

Staff will provide a Head Start Governance update.

10. Future Board Presentations

Board Members will provide staff with recommendations and expectations for future presentation content and outcomes.

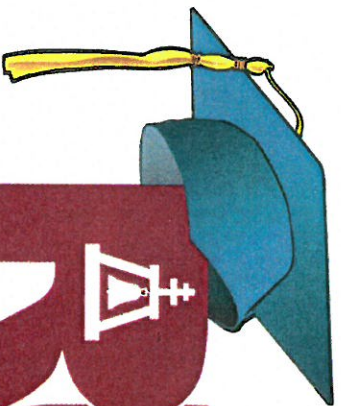
11. Schedule of Meetings

The subcommittee's next meeting has been scheduled for August 22, 2018 from 2:30 p.m. – 4:30 p.m. in Conference Room 3, 3380 14th Street, Riverside, CA 92501.

Conclusion

Subcommittee Members Comments

Adjournment



Innovation in Education

Coaches Leadership Clinic Update

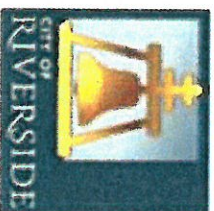
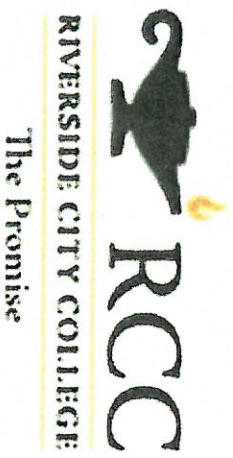
- ◆ **Community - Character - Conditioning**

Purpose



- Professionally develop coaches
- Norm practices across the district

Community Partners



Committee

- John Tibbels- AP Ramona HS
- Marc Dubuisson – AP Arlington HS
- James Vaughn- AP Poly HS
- Steve Bernard – AP JW North HS
- Michael Walsh- Athletics TOSA
- Dr. Parker - AD CBU
- Dr. Mauldin- Sports Psychology CBU
- Bryan Jones- Middle School Sports RUSD
- Jim Clover- Riverside Sports Clinic
- Chip George- AP King HS
- Tamica Jones – AD UCR
- Dr. Holmes- Director CEEL
- Jim Wooldridge- AD RCC



Meeting 02/23/2018

- Character Development
 - Ethical leadership
 - Behavior
 - RUSD sportsmanship
- Conditioning
 - Minimizing athletic injury
- Community
 - Improved relationships with students, parents, and community
 - RUSD Brand, patch on uniforms

Meeting 04/09/2018

- RUSD Athletics Website
- Training modules for coaches year around
 - Professional development structure
 - Menu of offerings
 - Discuss PD monitoring tool
- Partnerships
 - CBU Sports & Performance Psychology interns

Coaches Clinic Plan

Strategy 1: Strengthen Community

Strategy 2: Improve Conditioning

Strategy 3: Build Character

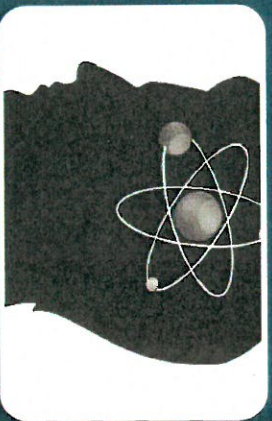


Character
is the
real foundation
of all
worthwhile
success.

John Faye Hammond

Character

- Personality tests:
- Positive talk for self and others
- Communication
- Verbal and nonverbal cues, building confidence
- Correcting mistakes:
- Creating a supportive context



Conditioning

- Arousal Control Goal Setting
- Self-care (for the coaches and the athletes)
- Mental toughness
- Focus:
- Rebounding from set-back



Community

- Group cohesion
- Diversity
- Transitioning in and out of sport
- Applications outside of sport

Proposed Plan

	YEAR 1 2018-2019	YEAR 2 2019-2020	YEAR 3 2020-2021	Budget
Assistant Principals	Monthly Meetings Instruction & Personnel Pre & Post Season Meetings w/ Coaches and Athletes	Monthly Meetings Instruction & Personnel Pre & Post Season Meetings w/ Coaches and Athletes	Monthly Meetings Instruction & Personnel Pre & Post Season Meetings w/ Coaches and Athletes	
Coaches	4 Course Module- Spring Fall, Winter, Summer Day, Evening, Weekend	4 Course Module- Spring Fall, Winter, Summer Day, Evening, Weekend	4 Course Module- Spring, Fall, Winter, Summer Day, Evening, Weekend	\$40K- Sub Cost Training Materials \$40k- One time cost to brand uniforms
Students	Spring- CBU Sports Performance Interns	Fall & Spring Sports Performance Interns	Fall & Spring Sports Performance Interns	In-Kind
Parents	Athletics Summit Site Based Annually	Athletics Summit Site Based Annually	Athletics Summit Site Based Annually	\$20,000

Questions & Answers





Innovation in Education

English Learner Achievement Update

January - June Update

Building Capacity
Shared Leadership

Reclassification

Progress Monitoring

Professional Learning

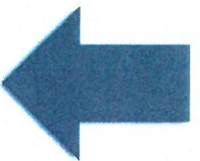


Building Capacity Through Shared Leadership

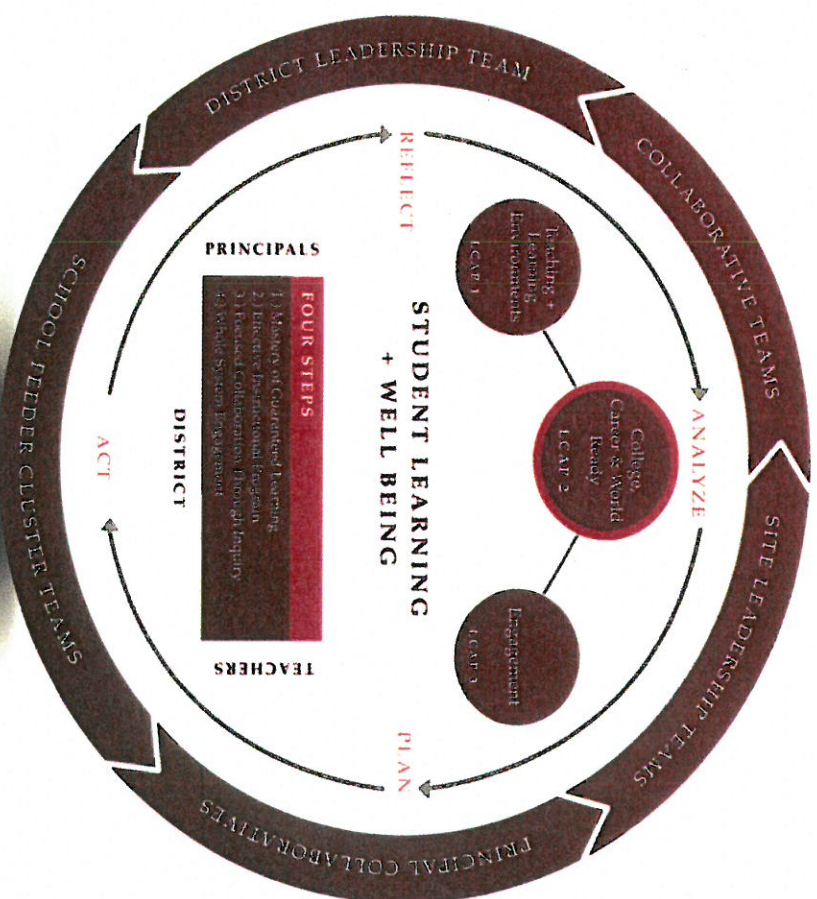
Accurate Analysis



Targeted Planning

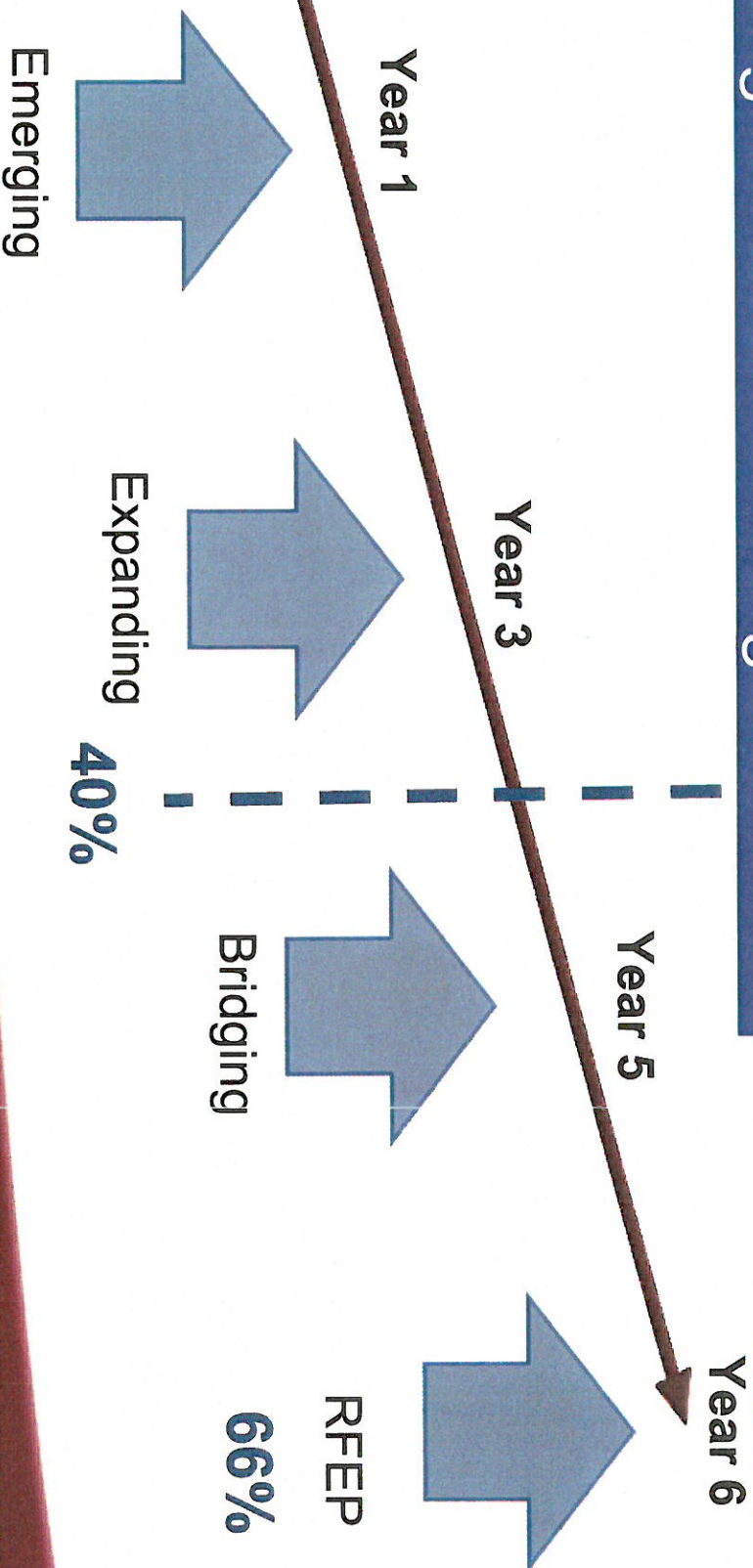


Mastery



Reclassification

English Learner Targets



Reclassification Progress

Year	Number of Students Reclassified	Total English Learners	*Percent of Students Reclassified
15/16	767	7,134	10.8%
16/17	1,031	7,232	14.3%
17/18	654*	6,886	9.5%



LCAP Target 12%



Elevation Platform

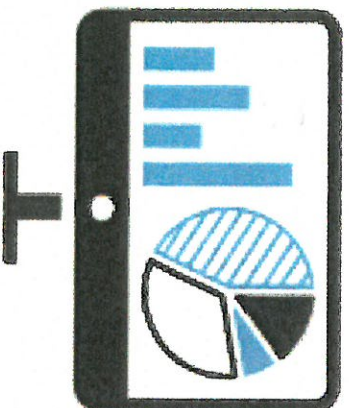
Reclassification Criteria 18-19

State Criteria	RUSD Indicators	
1. English Language Proficiency	"Proficient" on ELPAC	
2. Teacher Evaluation	Student readiness based on guiding questions	
3. Parent Notification	Parent Consultation	
4. Basic Skills Attainment (cut scores to be identified)	Grades K-2	Grades 3-12
	<ul style="list-style-type: none"> • District Writing • Early Literacy (DIBELS K-2) 	<ul style="list-style-type: none"> • District Writing • RUSD Standards Assessment (IAB)

Progress Monitoring 18-19

2X

Student Goal-Setting Protocol



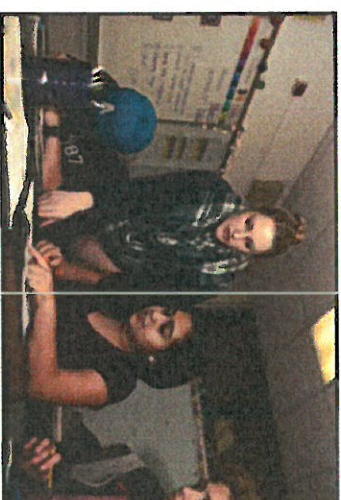
Monthly Data Reports

Summer Programs

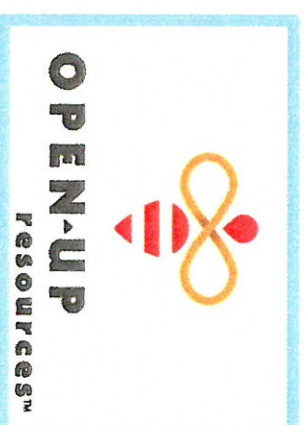
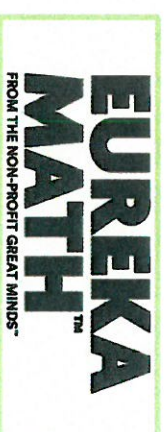
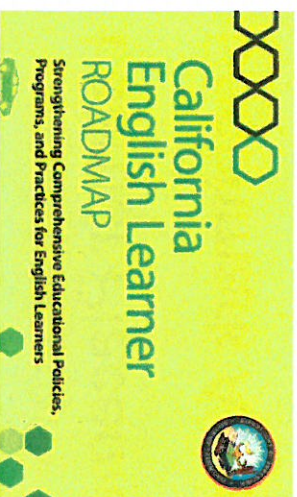


ELD Multi-Phase

SUMMER
SCHOOL



Professional Learning 18-19



18-19 Outcomes

- Increase Structured Student Talk
- Implement ELA/ELD and Math Core Instruction using the Adopted Materials
- Refine English Learner Placement 7-12 to support Core
- Identify & Pilot Benchmark Assessments aligned to the new state ELPAC assessment



Innovation in Education

Academic Oversight Subcommittee Meeting

May 24, 2018

RUSD LCAP Timeline

Fall (September, October, November)	Winter (December, January, February)	Spring (March, April, May)	Summer (June, July, August)
Implement 2017-2018 LCAP			Public Hearing June 5, 2018
Monitoring Period 1 (Mid November)	Monitoring Period 2 (Mid February)	Monitoring Period 3 (End of March) Complete Annual Update Board Recommendations	LCAP Adoption June 26, 2018
	Governor's Budget Proposal	May Revise	Submit to RCOE June 27, 2018
		Draft 2018-2019 LCAP Submit to RCOE (Prelim Review) May 21, 2018	RCOE Review June – August 2018
LCAP Advisory	Stakeholder Engagement (Include: LCAP Advisory)	Present Draft for Review & Comment: LCAP Advisory & DELAC	



LCAP Summary

- Review the LCAP Development Timeline
- Review 2017-2020 Actions and Services Summary
- Review 2017-2018 to 2018-2019 comparison with budget
 - Changes from previous year's plan are highlighted in yellow
- Review Superintendent's response to LCAP Advisory and DELAC questions/comments about the proposed 2017-2020 LCAP



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RIVERSIDE UNIFIED SCHOOL DISTRICT

The screenshot shows the Riverside Unified School District website. A green box with the text "Website update in progress" is overlaid on the page. A red arrow points to the "Local Control and Accountability Plan (LCAP)" link in the "Our District" section. The website header includes the RUSD logo and the text "UNIFIED SCHOOL DISTRICT". The navigation bar lists: Our District, Board of Education, Departments, Parents, Students, Staff, and Important Information. The "Our District" section contains links for Superintendent, Meet The Superintendent, State of the District 2016, State of the District 2017, State of the District Scholarship, Local Administration, Contact, Staff Phone Directory, Boundary Maps, Elementary Schools, Middle Schools, and High Schools. The "Local Control and Accountability Plan (LCAP)" section lists links for RUSD Facilities Bonds, Measure O Home, Measure B Home, Local Control and Accountability Plan (LCAP), 2016 - 2019 LCAP Documents, 2015-2018 LCAP Documents, 2014-2017 LCAP, 2017-2020 Proposed LCAP, News, What's Happening, Graduations, and Info Section. The "Important Information" section lists links for Common Core, Career Technical Education (CTE), Technology Plan 2013-2018, Why Riverside?, Archived News, District Calendar, Visual & Performing Arts, and Safety & Security FAQs. The footer includes the RUSD logo and the text "RIVERSIDE UNIFIED SCHOOL DISTRICT".

Questions/Comments



Actions Prioritized by Board on April 17, 2018 - \$10.5M in 1 time funds				
ACTIONS/TOPICS	ASK 18-19 - LCAP YEAR 2 of 3	RUNNING TOTAL	NOTES	LCAP Action/Service # for 18/19
Safety Plan	465K	\$465,000.00	Raptor System, ID Badges, Secure Doors, Panic buttons, Radio Upgrades, Staff Training	1.5d (new)
PGS/Danielson Roll-out	690K	\$1,155,000.00	Professional learning for teachers & admin in Danielson Framework - 9 Modules - 2 Year Plan	1.4
Success Indicators & Assessment (RUSD Customized Dashboard)	80K	\$1,235,000.00	Annual site staff training in CALPADS data input processes/procedures	1.2f (new)
Visual And Performing Arts	330K	\$1,565,000.00	Begin elem. dance, expand elem. music, diversify art offerings, PD for staff, collaboration with pro artists	2.2b
Reading by 3rd Materials (K-2 ELA)	500K	\$2,065,000.00	New Common Core aligned early literacy materials for grades K-2 (Partially Funded)	1.1f
Branding/Marketing	280K	\$2,345,000.00	Expand reach of RUSD, strengthen community messaging, bring new families to RUSD	3.4b
Foster Youth	200K	\$2,545,000.00		2.2k (new)
Cultural Proficiency (Prof. Learning)	50K	\$2,595,000.00	Cultural proficiency training for Cohort 1	3.2d
Coding for All (Computer Science)	160K	\$2,595,000.00	Expand comp. sci. clubs & opportunities for students and provide PD for teachers - ONE YEAR ONLY	1.1a
Technology Refresh	120K	\$2,875,000.00	New funds would support additional student and teacher devices and displays	1.2a
Comparability Study	500K	\$3,375,000.00		1.3a
Differentiated Support for identified students with disabilities	150K	\$3,525,000.00		2.1i (new)
Dual Enrollment Plan	225K	\$3,750,000.00		2.2j
Dual Language Instruction	250K	\$4,000,000.00		2.3b
Flexible Schedule (MS)	500K	\$4,500,000.00		3.3i (new)
Math Instructional Materials	6M	\$10,500,000.00		1.1f
Total		\$10,500,000.00		

**Riverside Unified School District
Local Control and Accountability Plan Summary
2018-19**

Goal 1 – Provide high quality teaching and learning environments for all students

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

- 1.1a** Continue to implement standards with increased focus on the development of language and academic skills for English Language Learners; Professional development day for all employees at the beginning of the year; Establish a structure and culture for continuous improvement through the Shared Leadership System reinforcing collaborative structures and use of cycle of inquiry; 10 Staff Development Specialists; curriculum development; instructional technology integration; Coding partnerships; Professional Development Platform
- 1.1b** Implement the Districtwide STEM strategy and transition to Next Generation Science Standards (implement NGSS transition plan; provide professional development; NGSS/STEM Coordinator)
- 1.1c** Increase capacity of instructional support staff and site staff to serve English Learners (Designated and Integrated English Language Development for all English Learners; professional development Ellevation K-12 supplemental resources; GLAD training; increased professional development beyond 1.1a)
- 1.1d** Provide instructional support with an increased focus on unduplicated students' performance, attendance, engagement (Support instruction, teachers and students at high need schools-add Assistant Principals; secretarial support)
- 1.1e** Support early literacy, numeracy and language development (reduce class size in TK-3 to Grade Span Average of 24/1)
- 1.1f** Re-evaluate the multi-year plan for textbook/material adoption
- 1.1g** Continue to implement the Gateway to Learning K-2 Institute (teacher professional development in early literacy skills)

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

- 1.2a** Increase Digital integration in the instructional setting (student devices; teacher & classroom refresh; tools & resources; technical assistance; Digital Literacy & Citizenship professional development)
- 1.2b** Provide Digital Inclusion devices to student who do not have internet access at home
- 1.2c** Provide preventative maintenance of classroom display equipment (Communications Trades Maintenance Workers)
- 1.2d** Increase purchasing power for digital equipment (Technology Procurement Specialist)
- 1.2e** Increase Internet Safety and Disaster Recovery (software; disaster recovery services; equipment)
- 1.2f** Improve the accuracy and quality of student demographic and assessment data input into District data management systems to facilitate data-driven decision making.

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

- 1.3a** Maintain the ability to attract highly qualified personnel (Competitive Compensation)
- 1.3b** Recruit highly qualified personnel and ensure teachers are properly credentialed
- 1.3c** Provide quality leadership development (Interest based problem solving; Assistant Principal development)
- 1.3d** Increase Career Technical Education teacher development and credentialing
- 1.3e** Provide professional development for Classified Staff and Substitute teachers

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

1.4 Design and implement a **Professional Growth System** (principal and teacher stipends; Assistant Supt. PGS; principal liaison; support teachers; secretary support; start-up materials; teacher Induction program; induction coaching for new administrators; Career Ladder Program; teacher induction (BTSA) program)

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

1.5a Continue to implement Deferred Maintenance program

1.5b Support Green scape services

1.5c Support Team Cleaning services

1.5d Increase student and employee safety through improving the security of school and district sites (physical plant), improving communications infrastructure, and increasing the visual recognition of RUSD staff.

Goal 2 – Prepare all students to be college, career and world ready upon graduation

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

2.1a Implement Multi-Tiered System of Support (MTSS) to increase effectiveness of Tier I Core Instruction (Universal Screeners; Data Specialist)

2.1b Continue to provide intervention for English Learners (After-school tutoring – Language Acquisition Braniacs; Expand AVID Excel; Newcomer support classes)

2.1c Continue to Implement and reevaluate effectiveness of current Multi-Tiered System of Support (MTSS) Tier II Strategic and Tier III Intensive interventions at elementary and secondary schools (Instructional Support; Elementary Intervention Teachers; Secondary Intervention Sections; intervention materials)

2.1d Redesign Multi-Tiered System of Supports framework for RUSD to include support for English Language Arts and mathematics (reading and math intervention materials – print and digital; instructional support for elementary and secondary schools)

2.1e Provide additional allocations to sites to support student learning and well-being of unduplicated students (software for school plans; site allocations)

2.1f Continue to provide Summer Learning Programs (Elementary and Middle School intervention; High School Summer School at 5 sites)

2.1g Continue to provide credit recovery at each comprehensive high school

2.1h Provide support to comprehensive high schools for ELD courses to better meet student needs.

2.1i Provide differentiated support for identified students with disabilities (teacher and para-professional training, instructional materials – print and digital, instructional support).

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

2.2a Continue to implement PK-12 college going expectations and culture development (provide college and higher education workshops for parents and students at the secondary level; expand to upper elementary level; increase counselor training and hold a-g summits; provide caps and gowns; continue design process of Portrait of a Graduate – mastery learning)

2.2b Design and implement a **Districtwide Visual and Performing Arts (VAPA)** program (provide elementary sheet music and instruments; Itinerant Music Teachers; VAPA Specialist; design sessions; Art to Go lessons; VAPA Teacher on Special Assignment – Ramona HS, Central MS)

2.2c Continue to implement Advancement Via Individual Determination (AVID) program (instructional support; tutors; field trips; guest speakers)

2.2d	Continue to implement the Heritage Plan (Extra duty Counselors; field trips; parent involvement sessions; Instructional Support Teacher on Special Assignment; section at each high school; materials)
2.2e	Continue to implement Puente program at Poly High School (fees; counseling support; field trips)
2.2f	Continue to provide Advanced Placement exam fees for unduplicated students
2.2g	Continue to implement International Baccalaureate (IB) program and reevaluate the Middle Years Program at North HS (IB Diploma implementation fees; instructional support MYP)
2.2h	Continue to implement the Legacy plan to support English Learners (Counselor on Special Assignment; mentors and support sections, materials, field trips, parent involvement sessions)
2.2i	Continue to provide STEM enrichment opportunities to students in support of the Districtwide STEM strategy (Inspire Her Mind, STEM LEAPS Academy; Cyber Patriot Academy; STEP Conference; Science & Engineering Fair; Elementary Robotics; Pre-K STEM, etc.)
2.2j	Increase Dual Enrollment opportunities for juniors and seniors (fees, materials, books)
2.2k	Provide coordinated case management services to meet the academic, socio-emotional, and college/career needs of Foster Youth in RUSD.
2.3 Increase quality opportunities for students and families to choose their educational path	
2.3a	Continue to provide a Grants Manager to secure additional funding for programs
2.3b	Continue to implement and expand Dual Language Immersion programs (stipends; materials; Instructional Support Teacher on Special Assignment (TOSA); Instructional Support Allocations; grade level, Fremont and Gage expansion)
2.3c	Continue to implement and expand Core Knowledge (Instructional Support Teacher on Special Assignment)
2.3d	Continue the Leader in Me program at Woodcrest Elementary (professional development; fees)
2.3e	Reevaluate the Riverside STEM Academy Lottery and Outreach to increase equity/access and Design the STEM High School in partnership with UCR (personnel; outreach; consultation)
2.3f	Continue to implement Personalized Learning/Custom Schools (Instructional Support Teacher on Special Assignment(TOSA) & Specialist; professional development; materials and software)
2.4 Increase student access to quality academic and career counseling	
2.4a	Continue to support college, career and world readiness (10 counselors; professional development)
2.4b	Increase professional development of counselors
2.5 Increase quality opportunities for students to participate in sequenced career pathways	
2.5a	Continue to design and expand Career Technical Education Pathways (Coordinator; clerical support)
2.5b	Expand partnership with Riverside County Office of Education ROP program (Memorandum of Understanding 100% of ROP salary)
2.5c	Continue to implement Career Technical Education Plan (materials; professional development; field trips)
2.5d	Continue to support Career Technical Education expansion (non-ROP sections)
2.5e	Continue to support Project Lead the Way (PLTW) and Gateway to PLTW and 2 elementary schools (materials, supplies, field trips, software)
2.6 Provide increased and expanded high quality preschool programs	
2.6a	Continue to support Early Childhood Preschool Program Operations with professional development and coaching (Early Childhood Specialist; clerical support)

2.6b	Continue to implement sliding scale services to families that would not otherwise qualify (Early Impact materials; teachers; assistants)
2.6c	Continue to provide Spanish Preschool Program (Early Impact materials; teachers; assistants)
2.6d	Continue to provide Early Impact Teen program at Lincoln (Early Impact materials; teachers; assistants)
2.6e	Continue to provide parent education workshops to parents of preschool students

Goal 3 – Fully engage students, parents and the community in support of short and long-term educational outcomes

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

3.1a	Continue to implement and reevaluate Project Connect Student Assistance Plan (Program Support – coordinator & clerical support; social and emotional counselors; community liaison; survey; behavioral psychologist & prevention assistants)
3.1b	Support for Child Welfare and Attendance (Pupil Services; Homeless; support for Foster Youth; student mentoring; attendance initiatives; campus supervisors; School Resource Officers)
3.1c	Expand implementation of Restorative Practices (professional development)
3.1d	Provide increased services to special education students (additional Program Specialist)

3.2 Increase quality parent/community communication, engagement and collaboration

3.2a	Continue to implement and reevaluate services for families, schools and community through community partnerships (coordination of services, partnerships; administrative support; community resource liaison; family services supervisor)
3.2b	Continue to provide parent workshops and the Parent Education Summit in collaboration with District and community partners
3.2c	Continue to provide translation services to increase parent access to the school and Individualized Education Plans (translators based on 30% home language survey)
3.2d	Design and implement strategies to increase Cultural Proficiency of staff and students

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

3.3a	Continue to provide science enrichment opportunities for elementary school students (outdoor education programs; assemblies; supplemental materials)
3.3b	Continue to support opportunities for co-curricular and extra-curricular activities (Middle School and High School Activities/VAPA)
3.3c	Continue to implement and expand middle school sports program
3.3d	Continue to provide support for freshman and sophomore athletics (stipends)
3.3e	Continue to provide support for high school athletics (uniforms and equipment; emergency medical services)
3.3f	Continue to provide professional development through the coaching institute
3.3g	Continue and expand the use of the HERO software to monitor student participation in Schools+2 programs (software and devices)
3.3h	Continue to develop and implement adult and student engagement strategies (GALLUP survey; Strengths Academy)

3.3i Pilot a flexible schedule format at the middle schools to increase opportunities for intervention, extension, engagement, and enrichment during the school day.

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

3.4a Continue to increase digital communications (digital content expert; website, media monitoring; professional development)

3.4b Continue to develop community engagement, **increase Brand awareness**, and develop communication and marketing tools (community relations manager; community events; update brand and marketing tools)

3.4c Reevaluate and update the crisis management and response structure (publications of tools/resources)

Riverside Unified School District
Local Control and Accountability Plan Comparison
2017-18 to 2018-19

Goal 1 – Provide high quality teaching and learning environments for all students	
2017-18 Action/Services/Budget	2018-2019 Action/Services/Budget
1.1 Increase the quality and rigor of grade level core curriculum and instruction	
1.1a Continue to implement standards with increased focus on the development of language and academic skills for English Language Learners; Professional development day for all employees at the beginning of the year; Establish a structure and culture for continuous improvement through the Shared Leadership System reinforcing collaborative structures and use of cycle of inquiry; 10 Staff Development Specialists; curriculum development; instructional technology integration; Coding partnerships; Professional Development Platform \$15,595,699 LCFF	1.1a Continue to implement standards with increased focus on the development of language and academic skills for English Language Learners; Professional development day for all employees at the beginning of the year; Establish a structure and culture for continuous improvement through the Shared Leadership System reinforcing collaborative structures and use of cycle of inquiry; 10 Staff Development Specialists; curriculum development; instructional technology integration; Coding partnerships ; Professional Development Platform \$14,118,745 LCFF / \$160,000 LCFF (One-time)
1.1b Implement the Districtwide STEM strategy and transition to Next Generation Science Standards (implement NGSS transition plan; provide professional development) \$275,000 LCFF	1.1b Implement the Districtwide STEM strategy and transition to Next Generation Science Standards (implement NGSS transition plan; provide professional development; NGSS/STEM Coordinator) \$447,071 LCFF / \$75,044 TITLE II
1.1c Increase capacity of instructional support staff and site staff to serve English Learners (Designated and Integrated English Language Development for all English Learners; professional development Ellevation K-12 supplemental resources; GLAD training; increased professional development beyond 1.1a) \$1,190,865 Title I / \$194,426 Title II / \$215,547 Title III	1.1c Increase capacity of instructional support staff and site staff to serve English Learners (Designated and Integrated English Language Development for all English Learners; professional development Ellevation K-12 supplemental resources; GLAD training; increased professional development beyond 1.1a) \$71,800 LCFF / \$500,000 TITLE I / \$79,999 TITLE III
1.1d Provide instructional support with an increased focus on unduplicated students' performance, attendance, engagement (Support instruction, teachers and students at high need schools-add Assistant Principals; secretarial support) \$1,862,394 LCFF	1.1d Provide instructional support with an increased focus on unduplicated students' performance, attendance, engagement (Support instruction, teachers and students at high need schools-add Assistant Principals; secretarial support) \$1,904,892 LCFF
1.1e Support early literacy, numeracy and language development (reduce class size in K-3 to Grade Span Average of 24/1) \$4,660,715 LCFF / \$1,400,297 Capital Outlay	1.1e Support early literacy, numeracy and language development (reduce class size in TK-3 to Grade Span Average of 24/1) \$4,575,195 LCFF
1.1f Continue to implement multi-year plan for textbook/material adoption \$1,900,000 LCFF	1.1f Re-evaluate the multi-year plan for textbook/material adoption \$1,908,195 LCFF (One-time)
1.1g Continue to implement the Gateway to Learning K-2 Institute (teacher professional development in early literacy skills) \$164,001 Title I	1.1g Continue to implement the Gateway to Learning K-2 Institute (teacher professional development in early literacy skills) \$40,000 LCFF

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

1.2a Increase Digital integration in the instructional setting (student devices; teacher & classroom refresh; tools & resources; technical assistance; Digital Literacy & Citizenship professional development) \$2,269,590 LCFF	1.2a Increase Digital integration in the instructional setting (student devices; teacher & classroom refresh; tools & resources; technical assistance; Digital Literacy & Citizenship professional development) \$2,306,023 LCFF / \$120,000 LCFF (One-time)
1.2b Provide Digital Inclusion devices to student who do not have internet access at home \$20,000 LCFF	1.2b Provide Digital Inclusion devices to student who do not have internet access at home \$20,000 LCFF
1.2c Provide preventative maintenance of classroom display equipment (Communications Trades Maintenance Workers) \$147,967 LCFF	1.2c Provide preventative maintenance of classroom display equipment (Communications Trades Maintenance Workers) \$170,250 LCFF
1.2d Increase purchasing power for digital equipment (Technology Procurement Specialist) \$82,388 LCFF	1.2d Increase purchasing power for digital equipment (Technology Procurement Specialist) \$89,234 LCFF
1.2e Increase Internet Safety and Disaster Recovery (software; disaster recovery services; equipment) \$275,000 LCFF	1.2e Increase Internet Safety and Disaster Recovery (software; disaster recovery services; equipment) \$275,000 LCFF
<i>This action was not introduced in 2017-18</i>	1.2f Improve the accuracy and quality of student demographic and assessment data input into District data management systems to facilitate data-driven decision making. \$56,379 LCFF (One-time)

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

1.3a Maintain the ability to attract highly qualified personnel (Competitive Compensation) \$14,790,088 LCFF	1.3a Maintain the ability to attract highly qualified personnel (Competitive Compensation) \$15,189,713 LCFF
1.3b Recruit highly qualified personnel and ensure teachers are properly credentialed \$50,000 TITLE I	1.3b Recruit highly qualified personnel and ensure teachers are properly credentialed \$50,000 TITLE II
1.3c Provide quality leadership development (Interest based problem solving; Assistant Principal development) \$30,000 LCFF / \$15,000 TITLE II	1.3c Provide quality leadership development (Interest based problem solving; Assistant Principal development) \$30,000 LCFF
1.3d Increase Career Technical Education teacher development and credentialing \$42,000 LCFF	1.3d Increase Career Technical Education teacher development and credentialing \$42,000 LCFF
1.3e Provide professional development for Classified Staff and Substitute teachers \$50,000 LCFF	1.3e Provide professional development for Classified Staff and Substitute teachers \$50,000 LCFF

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

1.4 Design and implement a Professional Growth System (principal and teacher stipends; Assistant Supt. PGS; principal liaison; support teachers; secretary support; start-up materials; teacher Induction program; induction coaching for new administrators; Career Ladder Program; teacher induction (BTSA) program) \$2,843,843 LCFF	1.4 Design and implement a Professional Growth System (principal and teacher stipends; Assistant Supt. PGS; principal liaison; support teachers; secretary support; start-up materials; teacher Induction program; induction coaching for new administrators; Career Ladder Program; teacher induction (BTSA) program) \$3,682,426 LCFF / \$435,001 LCFF (One-time)
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1.5 Improve the quality and safety of the school environment to support optimal learning

1.5a Continue to implement Deferred Maintenance program \$500,000 LCFF	1.5a Continue to implement Deferred Maintenance program \$500,000 LCFF
1.5b Support Green scape services \$258,757 LCFF	1.5b Support Green scape services \$276,410 LCFF
1.5c Support Team Cleaning services \$373,476 LCFF	1.5c Support Team Cleaning services \$417,155 LCFF
<i>This action was not introduced in 2017-18</i>	1.5d Increase student and employee safety through improving the security of school and district sites (physical plant), improving communications infrastructure, and increasing the visual recognition of RUSD staff \$465,000 LCFF (One-time)

Goal 2 – Prepare all students to be college, career and world ready upon graduation

2017-2018 Actions/Services/Budget	2018-2019 Actions/Services/Budget
2.1 Close all identified achievement gaps by providing support to students whose academic needs are not met in the core instructional program: Identify, evaluate, and implement districtwide multi-tiered system of support	
2.1a Implement Multi-Tiered System of Support (MTSS) to increase effectiveness of Tier I Core Instruction (Universal Screeners – DIBELS, AIMSweb, NWEA; MTSS Specialist) \$387,096 LCFF	2.1a Implement Multi-Tiered System of Support (MTSS) to increase effectiveness of Tier I Core Instruction (Universal Screeners; Data Specialist) \$384,092 LCFF / \$63,098 TITLE I
2.1b Continue to provide intervention for English Learners (After-school tutoring – Language Acquisition Braniacs; Expand AVID Excel; Newcomer support classes) \$460,000 LCFF	2.1b Continue to provide intervention for English Learners (After-school tutoring – Language Acquisition Braniacs; Expand AVID Excel; Newcomer support classes) \$295,507 LCFF / \$401,004 TITLE I / \$120,000 TITLE III / \$111,247 TITLE III Immigrant Education / \$41,500 ASES
2.1c Continue to Implement and reevaluate effectiveness of current Multi-Tiered System of Support (MTSS) Tier II Strategic and III Intensive interventions at elementary and secondary (Read180 Instructional Support; Elementary Reading Intervention Teachers; Secondary Reading Intervention Sections; Read180 license and materials) \$4,508,811 LCFF	2.1c Continue to Implement and reevaluate effectiveness of current Multi-Tiered System of Support (MTSS) Tier II Strategic and Tier III Intensive interventions at elementary and secondary schools (Instructional Support; Elementary Intervention Teachers; Secondary Intervention Sections; intervention materials) \$4,805,763 LCFF
2.1d Continue to implement Multi-Tiered System of Support (MTSS) Proof of Concept – North Feeder System and reevaluate to determine effectiveness and sustainability (reading and math intervention software and materials; instructional support) \$113,503 LCFF / \$796,479 TITLE I	2.1d Redesign Multi-Tiered System of Supports framework for RUSD to include support for English Language Arts and mathematics (reading and math intervention materials – print and digital; instructional support for elementary and secondary schools) \$458,478 TITLE I
2.1e Provide additional allocations to sites to support student learning and well-being of unduplicated students (software for school plans; site allocations) \$5,172,365 LCFF	2.1e Provide additional allocations to sites to support student learning and well-being of unduplicated students (software for school plans; site allocations) \$5,297,403 LCFF
2.1f Continue to provide Summer Learning Programs (Elementary and Middle School intervention; High School Summer School at 5 sites) \$2,561,885 LCFF / \$570,142 TITLE I	2.1f Continue to provide Summer Learning Programs (Elementary and Middle School intervention; High School Summer School at 5 sites) \$2,432,581 LCFF / \$600,000 TITLE I / \$65,000 TITLE III / \$1,689,592 LCFF (One-time)

2.1g Continue to provide credit recovery at each comprehensive high school \$624,917 LCFF	2.1g Continue to provide credit recovery at each comprehensive high school \$731,370 LCFF
<i>This action was not introduced in 2017-18</i>	2.1h Provide support to comprehensive high schools for ELD courses to better meet student needs. \$374,354 LCFF
<i>This action was not introduced in 2017-18</i>	2.1i Provide differentiated support for identified students with disabilities (teacher and para-professional training, instructional materials – print and digital, instructional support). \$15,000 LCFF (One-time)
2.2 Increase the percentage of students who graduate college and career ready	
2.2a Continue to implement PK-12 college going expectations and culture development (provide college and higher education workshops for parents and students at the secondary level; expand to upper elementary level; increase counselor training and hold a-g summits; provide caps and gowns; continue design process of Portrait of a Graduate – mastery learning) \$276,068 LCFF	2.2a Continue to implement PK-12 college going expectations and culture development (provide college and higher education workshops for parents and students at the secondary level; expand to upper elementary level; increase counselor training and hold a-g summits; provide caps and gowns; continue design process of Portrait of a Graduate – mastery learning) \$192,103 LCFF
2.2b Design and implement a Districtwide Visual and Performing Arts (VAPA) program (provide elementary sheet music and instruments; Itinerant Music Teachers; VAPA Specialist; design sessions; Art to Go lessons; VAPA Teacher on Special Assignment – Ramona HS, Central MS) \$1,002,538 LCFF	2.2b Design and implement a Districtwide Visual and Performing Arts (VAPA) program (provide elementary sheet music and instruments; Itinerant Music Teachers; VAPA Specialist; design sessions; Art to Go lessons; VAPA Teacher on Special Assignment – Ramona HS, Central MS) \$1,814,643 LCFF / \$330,000 LCFF (One-time)
2.2c Continue to implement Advancement Via Individual Determination (AVID) program (instructional support; tutors; field trips; guest speakers) \$1,154,320 LCFF	2.2c Continue to implement Advancement Via Individual Determination (AVID) program (instructional support; tutors; field trips; guest speakers) \$1,272,350 LCFF / \$125,000 TITLE I
2.2d Continue to implement the Heritage Plan (Extra duty Counselors; field trips; parent involvement sessions; Instructional Support Teacher on Special Assignment; section at each high school; materials) \$312,565 LCFF	2.2d Continue to implement the Heritage Plan (Extra duty Counselors; field trips; parent involvement sessions; Instructional Support Teacher on Special Assignment; section at each high school; materials) \$335,769 LCFF
2.2e Continue to implement Puente program at Poly High School (fees; counseling support; field trips) \$24,000 LCFF	2.2e Continue to implement Puente program at Poly High School (fees; counseling support; field trips) \$24,000 LCFF
2.2f Continue to provide Advanced Placement exam fees for unduplicated students \$100,000 College Readiness Grant	2.2f Continue to provide Advanced Placement exam fees for unduplicated students \$145,000 College Readiness Grant
2.2g Continue to implement International Baccalaureate (IB) program and reevaluate the Middle Years Program at North HS (IB Diploma implementation fees; instructional support MYP) \$604,945 LCFF	2.2g Continue to implement International Baccalaureate (IB) program and reevaluate the Middle Years Program at North HS (IB Diploma implementation fees; instructional support MYP) \$622,243 LCFF
2.2h Continue to implement the Legacy plan to support English Learners & Foster Youth (Counselor on Special Assignment; mentors and support sections, materials, field trips, parent involvement, sessions) \$145,103 LCFF	2.2h Continue to implement the Legacy plan to support English Learners (Counselor on Special Assignment; mentors and support sections, materials, field trips, parent involvement sessions) \$150,881 LCFF / \$15,000 TITLE I / \$249,217 TITLE III

<p>2.2i Continue to provide STEM enrichment opportunities to students in support of the Districtwide STEM strategy (Inspire Her Mind, STEM LEAPS Academy; Cyber Patriot Academy; STEP Conference; Science & Engineering Fair; Elementary Robotics; Pre-K STEM, etc.) \$110,000 LCFF (From 1.1g)</p>	<p>2.2i Continue to provide STEM enrichment opportunities to students in support of the Districtwide STEM strategy (Inspire Her Mind, STEM LEAPS Academy; Cyber Patriot Academy; STEP Conference; Science & Engineering Fair; Elementary Robotics; Pre-K STEM, etc.) \$110,000 LCFF</p>
<p>2.2j Increase Dual Enrollment opportunities for juniors and seniors (fees, materials, books) \$60,000 LCFF</p>	<p>2.2j Increase Dual Enrollment opportunities for juniors and seniors (fees, materials, books) \$125,000 LCFF</p>
<p><i>This action was not introduced in 2017-18</i></p>	<p>2.2k Provide coordinated case management services to meet the academic, socio-emotional, and college/career needs of Foster Youth in RUSD. \$200,000 LCFF (One-time)</p>
<p>2.3 Increase quality opportunities for students and families to choose their educational path</p>	
<p>2.3a Continue to provide a Grants Manager to secure additional funding for programs \$166,599 LCFF</p>	<p>2.3a Continue to provide a Grants Manager to secure additional funding for programs \$180,053 LCFF</p>
<p>2.3b Continue to implement and expand Dual Language Immersion programs (stipends; materials; Instructional Support Teacher on Special Assignment (TOSA); Instructional Support Allocations; grade level, Fremont and Gage Expansion) \$904,278 LCFF</p>	<p>2.3b Continue to implement and expand Dual Language Immersion programs (stipends; materials; Instructional Support Teacher on Special Assignment (TOSA); Instructional Support Allocations; grade level, Fremont and Gage expansion) \$8,857,945 LCFF / \$50,000 LCFF (One-time)</p>
<p>2.3c Continue to implement and expand Core Knowledge (Instructional Support Teacher on Special Assignment) \$171,657 LCFF</p>	<p>2.3c Continue to implement and expand Core Knowledge (Instructional Support Teacher on Special Assignment) \$176,935 LCFF</p>
<p>2.3d Pilot the Leader in Me program at Woodcrest Elementary (professional development; fees) \$15,000 LCFF</p>	<p>2.3d Continue the Leader in Me program at Woodcrest Elementary (professional development; fees) \$15,165 LCFF</p>
<p>2.3e Reevaluate the Riverside STEM Academy Lottery and Outreach to increase equity/access and Design the STEM High School in partnership with UCR (personnel; outreach; consultation) \$21,750 LCFF</p>	<p>2.3e Reevaluate the Riverside STEM Academy Lottery and Outreach to increase equity/access and Design the STEM High School in partnership with UCR (personnel; outreach; consultation) \$51,190 LCFF</p>
<p>2.3f Continue to implement Personalized Learning/Custom Schools (Instructional Support Teacher on Special Assignment(TOSA) & Specialist; professional development; materials and software) \$1,509,227 LCFF</p>	<p>2.3f Continue to implement Personalized Learning/Custom Schools (Instructional Support Teacher on Special Assignment(TOSA) & Specialist; professional development; materials and software) \$1,059,656 LCFF</p>
<p>2.4 Increase student access to quality academic and career counseling</p>	
<p>2.4a Continue to support college, career and world readiness (10 counselors; professional development) \$900,931 LCFF</p>	<p>2.4a Continue to support college, career and world readiness (10 counselors; professional development) \$959,160 LCFF</p>
<p>2.4b Increase professional development of counselors \$25,000 College Readiness Grant</p>	<p>2.4b Increase professional development of counselors \$25,000 College Readiness Grant</p>
<p>2.5 Increase quality opportunities for students to participate in sequenced career pathways</p>	
<p>2.5a Continue to design and expand Career Technical Education Pathways (Coordinator; clerical support) \$244,627 LCFF</p>	<p>2.5a Continue to design and expand Career Technical Education Pathways (Coordinator; clerical support) \$261,356 LCFF</p>

2.5b Expand partnership with Riverside County Office of Education ROP program (Memorandum of Understanding 100% of ROP salary) \$978,720 LCFF	2.5b Expand partnership with Riverside County Office of Education ROP program (Memorandum of Understanding 100% of ROP salary) \$1,139,704 LCFF
2.5c Continue to implement Career Technical Education Plan (materials; professional development; field trips) \$207,425 LCFF	2.5c Continue to implement Career Technical Education Plan (materials; professional development; field trips) \$207,785 LCFF
2.5d Continue to support Career Technical Education expansion (non-ROP sections) \$43,866 LCFF	2.5d Continue to support Career Technical Education expansion (non-ROP sections) \$44,772 LCFF
2.5e Continue to support Project Lead the Way (PTLW) and Gateway to PLTW and 2 elementary schools (materials, supplies, field trips, software) \$275,804 LCFF	2.5e Continue to support Project Lead the Way (PTLW) and Gateway to PLTW and 2 elementary schools (materials, supplies, field trips, software) \$308,334 LCFF
2.6 Provide increased and expanded high quality preschool programs	
2.6a Continue to support Early Childhood Preschool Program Operations with professional development and coaching (Early Childhood Specialist; clerical support) \$148,413 LCFF	2.6a Continue to support Early Childhood Preschool Program Operations with professional development and coaching (Early Childhood Specialist; clerical support) \$152,135 LCFF
2.6b Continue to implement sliding scale services to families that would not otherwise qualify (Early Impact materials; teachers; assistants) \$257,602 LCFF	2.6b Continue to implement sliding scale services to families that would not otherwise qualify (Early Impact materials; teachers; assistants) \$197,856 LCFF
2.6c Continue to provide Spanish Preschool Program (Early Impact materials; teachers; assistants) \$11,199 LCFF / \$63,459 State Pre-School	2.6c Continue to provide Spanish Preschool Program (Early Impact materials; teachers; assistants) \$7,840 LCFF / \$70,551 Child Development
2.6d Continue to provide Early Impact Teen program at Lincoln (Early Impact materials; teachers; assistants) \$134,739 LCFF	2.6d Continue to provide Early Impact Teen program at Lincoln (Early Impact materials; teachers; assistants) \$150,000 LCFF
2.6e Continue to provide parent education workshops to parents of preschool students \$6,000 TITLE I	2.6e Continue to provide parent education workshops to parents of preschool students \$133,162 TITLE I

Goal 3 – Fully engage students, parents and the community in support of short and long-term educational outcomes

2017-2018 Actions/Services/Budget	2018-2019 Actions/Services/Budget
3.1 Increase services for students exhibiting exceptional needs that are interfering with their learning	
3.1a Continue to implement and reevaluate Project Connect Student Assistance Plan (Program Support – coordinator & clerical support; social and emotional counselors; community liaison; survey; behavioral psychologist & prevention assistants) \$3,833,577 LCFF	3.1a Continue to implement and reevaluate Project Connect Student Assistance Plan (Program Support – coordinator & clerical support; social and emotional counselors; community liaison; survey; behavioral psychologist & prevention assistants) \$4,195,192 LCFF
3.1b Support for Child Welfare and Attendance (Pupil Services; Homeless; support for Foster Youth; student mentoring; (attendance initiatives; campus supervisors; School Resource Officers) \$1,449,011 LCFF	3.1b Support for Child Welfare and Attendance (Pupil Services; Homeless; support for Foster Youth; student mentoring; (attendance initiatives; campus supervisors; School Resource Officers) \$1,613,587 LCFF / \$294,299 TITLE I
3.1c Expand implementation of Restorative Practices (professional development) \$90,000 LCFF	3.1c Expand implementation of Restorative Practices (professional development) \$90,000 LCFF

3.1d Provide increased services to special education students (additional Program Specialist) \$147,681 LCFF	3.1d Provide increased services to special education students (additional Program Specialist) \$174,682 LCFF
3.2 Increase quality parent/community communication, engagement and collaboration	
3.2a Continue to implement and reevaluate services for families, schools and community through community partnerships (coordination of services, partnerships; administrative support; community resource liaison; family services supervisor) \$603,125 LCFF	3.2a Continue to implement and reevaluate services for families, schools and community through community partnerships (coordination of services, partnerships; administrative support; community resource liaison; family services supervisor) \$583,922 LCFF
3.2b Continue to provide parent workshops and the Parent Education Summit in collaboration with District and community partners \$325,000 TITLE I	3.2b Continue to provide parent workshops and the Parent Education Summit in collaboration with District and community partners \$110,000 LCFF / \$175,000 TITLE I
3.2c Continue to provide translation services to increase parent access to the school and Individualized Education Plans (translators based on 30% home language survey) \$1,069,896 LCFF / \$4,288 Special Education	3.2c Continue to provide translation services to increase parent access to the school and Individualized Education Plans (translators based on 30% home language survey) \$1,156,430 LCFF / \$4,407 Special Education
3.2d Design and implement strategies to increase Cultural Proficiency of staff and students \$170,000 LCFF	3.2d Design and implement strategies to increase Cultural Proficiency of staff and students \$170,000 LCFF / \$50,000 LCFF (One-time)
3.3 Increase student engagement and reduce barriers for participation in extra and co-curricular activities	
3.3a Continue to provide science enrichment opportunities for elementary school students (outdoor education programs; assemblies; supplemental materials) \$820,980 LCFF	3.3a Continue to provide science enrichment opportunities for elementary school students (outdoor education programs; assemblies; supplemental materials) \$792,560 LCFF
3.3b Continue to support opportunities for co-curricular and extra-curricular activities (Middle School and High School Activities/VAPA) \$2,016,599 LCFF	3.3b Continue to support opportunities for co-curricular and extra-curricular activities (Middle School and High School Activities/VAPA) \$2,016,602 LCFF
3.3c Continue to implement and expand middle school sports program \$92,212 LCFF	3.3c Continue to implement and expand middle school sports program \$107,990 LCFF
3.3d Continue to provide support for freshman and sophomore athletics (stipends) \$552,120 LCFF	3.3d Continue to provide support for freshman and sophomore athletics (stipends) \$577,615 LCFF
3.3e Continue to provide support for high school athletics (uniforms and equipment; emergency medical services) \$1,758,627 LCFF	3.3e Continue to provide support for high school athletics (uniforms and equipment; emergency medical services) \$1,758,644 LCFF
3.3f Continue to provide professional development through the coaching institute \$34,000 LCFF	3.3f Continue to provide professional development through the coaching institute \$34,000 LCFF
3.3g Continue and expand the use of the HERO software to monitor student participation in Schools+2 programs (software and devices) \$75,000 LCFF	3.3g Continue and expand the use of the HERO software to monitor student participation in Schools+2 programs (software and devices) \$75,000 LCFF
3.3h Continue to develop and implement adult and student engagement strategies (GALLUP survey; Strengths Academy) \$160,000 LCFF	3.3h Continue to develop and implement adult and student engagement strategies (GALLUP survey; Strengths Academy) \$208,500 LCFF / \$11,200 LCFF (One-time)

<p><i>This action was not introduced in 2017-18</i></p>	<p>3.3i Pilot a flexible schedule format at the middle schools to increase opportunities for intervention, extension, engagement, and enrichment during the school day. \$500,000 LCFF (One-time)</p>
<p>3.4 Increase internal and external communication systems by creating open two-way communication between the Board of Education, administration, staff, students, parents and the RUSD community</p>	
<p>3.4a Continue to increase digital communications (digital content expert; website, media monitoring; professional development) \$214,999 LCFF</p>	<p>3.4a Continue to increase digital communications (digital content expert; website, media monitoring; professional development) \$214,469 LCFF</p>
<p>3.4b Continue to develop community engagement, increase Brand awareness, and develop communication and marketing tools (community relations manager; community events; update brand and marketing tools) \$197,000 LCFF</p>	<p>3.4b Continue to develop community engagement, increase Brand awareness, and develop communication and marketing tools (community relations manager; community events; update brand and marketing tools) \$187,858 LCFF / \$280,000 LCFF (One-time)</p>
<p>3.4c Reevaluate and update the crisis management and response structure (publications of tools/resources) \$7,500 LCFF</p>	<p>3.4c Reevaluate and update the crisis management and response structure (publications of tools/resources) \$7,500 LCFF</p>

BOARD OF EDUCATION

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Riverside Unified School District

Administration Building
3380 14th Street – P.O. Box 2800
Riverside, California 92516

Office of the Superintendent
(951) 788-7131
Fax: (951) 788-5668



David C. Hansen, Ed.D
District Superintendent

Superintendent's response to LCAP Advisory and DELAC comments:

Prior to adoption of the Local Control and Accountability Plan (LCAP) or an annual update to the LCAP, the superintendent of the school district shall present the LCAP or annual update to the parent advisory committee established pursuant to Section 52063 and English Learner parent advisory committee established pursuant to 52063 for review and comment. Those comments and superintendent of the school district's response follow:

1. What does "Unduplicated Students" mean and how does this effect RUSD?

Superintendent's Response:

Unduplicated count of students refers to pupils who (1) are English learners, (2) meet income or categorical eligibility requirements for free or reduced-price meals under the National School Lunch Program, or (3) are foster youth. "Unduplicated count" means that each pupil is counted only once even if the pupil meets more than one of these criteria (EC sections 2574(b)(2) and 42238.02(b)(1)). The District receives additional funding called Supplemental and Concentration funds in order to meet the unique needs of these important student groups. Those funds are allocated by the state to the District according to the percentage of unduplicated count student. The District has approximately 67% of unduplicated count population.

2. Are the District funds already set for certain areas or can the funds be distributed to other areas that have bigger needs?

Superintendent's Response:

The District takes seriously its responsibility to plan for and allocate funds to priorities, programs, initiatives and supports that we believe will be the most effective in helping all students become college, career and world ready. Those plans are published in the District's Local Control and Accountability Plan (LCAP). The current LCAP is a three-year plan that is updated each year and, if necessary, actions and services are modified. As District needs change or new needs are identified, RUSD reevaluates where we allocate funds and makes adjustments accordingly.

3. What is the district doing in the LCAP to make classes smaller for teachers?

Superintendent's Response:

Legislation enacted in 2013-2014 requires school districts to make grade span adjustments (GSA) in grades kindergarten through third to a target level of 24 to 1 by 2021. The District has steadily reduced class sizes in grades K, 2, and 3 to meet that requirement. The state partially funds GSA for grades K-3 but that funding is not enough to cover all costs of reducing class sizes. The District supports GSA in our Local Control and Accountability Plan (LCAP), as it is in alignment with Board priorities and District goals. In 2018-19, RUSD will be at a GSA of 24 to 1 in grades K-3.

Riverside Unified School District
NOTICE OF PUBLIC HEARING

A public hearing by the Governing Board of the Riverside Unified School District will be held prior to the adoption of the 2018-19 budget and local control accountability plan (LCAP). Such hearing will be held at 6735 Magnolia Avenue, Riverside, CA on June 5, 2018, at 6:30 p.m. The 2018-19 proposed budget and LCAP will be available for public inspection between June 1, 2018 and June 5, 2018.

at the following location(s):

Riverside Unified School District
3380 14th Street
Riverside, CA 92516

Signed: Mays Kakish
District Superintendent or Designee

Education Code Section 42103. The governing board of each school district shall hold a public hearing on the proposed budget in a district facility, or some other place conveniently accessible to the residents of the district. The public hearing shall be held any day on or before the date specified for this purpose in subdivision (e) or (i), respectively, of Section 42127, but not less than three working days following availability of the proposed budget for public inspection. At the hearing any resident in the district may appear and object to the proposed budget or any item in the budget.

The hearing may be concluded on the proposed budget when there are no requests for further hearing on file, and shall be concluded no later than the date specified for this purpose in subdivision (e) or (i), respectively, of Section 42127. The budget shall not be finally adopted by the governing board of the district until after the public hearing has been held.

The proposed budget shall show expenditures, cash balances, and all revenues as required to be tabulated in Sections 42122 and 42123, and also shall include an estimate of those figures, unaudited, for the preceding fiscal year. In addition, any tax statement submitted by the governing board of the school district pursuant to subdivision (a) of Section 42127, any district tax requirement computed pursuant to subdivision (b) of Section 42127 for the school year to which the proposed budget is intended to apply, and any recommendations made by the county superintendent pursuant to subdivision (d) of Section 42127 shall be made available by the district for public inspection in a facility of the district or in some other place conveniently accessible to residents of the district.

Notification of dates and location or locations at which the proposed budget may be inspected by the public and the date, time, and location of the public hearing on the proposed budget shall be published by the county superintendent of schools in a newspaper of general circulation in the district or, if there is no newspaper of general circulation in the district, in any newspaper of general circulation in the county, at least three days prior to the availability of the proposed budget for public inspection. The publication of the dates and locations shall occur no earlier than 45 days prior to the final date for the hearing as specified in subdivision (e) or (i), respectively, of Section 42127, but not less than 10 days prior to the date set for hearing. The cost of the publication shall be a legal and proper charge against the school district for which the publication is made.

Course Proposal "Brief" Description

Course Title	Grad Req.	ISS	School	Submitting A-G	Book Adoption	Curriculum Committee	Curriculum Council
Intro to Tech Theater This course is designed to introduce students to the art of technical theatre and design. Students will learn concepts and implementation of set design & construction, lighting, design, sounds application, live sound, live video, stage management, marketing and administration. The class will study the entire process through live public productions as well as campus events and presentations.	CTE	Ron Weston	King	Yes- G	No	Yes	Yes
Intermediate Tech Theater This course is designed to solidify knowledge of students to the art of technical theater and design learned in <i>Introduction to Technical Theater</i> . Students will learn concepts and implementation of set design & construction, lighting design, sound application, live sound, live video, stage management, marketing and administration.	CTE	Ron Weston	King	Yes- G	No	Yes	Yes
Adv. Technical Theater This course is designed to refine knowledge of students in the art technical theater and design learned in <i>Introduction to Technical Theater</i> and <i>Intermediate Technical Theater</i> . The course will look at how and why systems operate in the tech theater. Students will look at the design areas of why, what and how they work for productions and events. This course is also designed to refine the area in which students are interested in technical theater and for them to master the area of choice. This will also develop them for internship or career placement.	CTE	Ron Weston	King	Yes- G	No	Yes	Yes
Business Foundations This course examines the fundamental issues in the development of new markets for products and services in today's business environment. It provides a foundation for understanding the functional areas of business and how they contribute to the management of a firm. This course offers a First-year Business Management Pathway (BMP) students also gain a better understanding of the vast array of career possibilities available to those who study business.	CTE	Ron Weston	King	Yes-G	No	Yes	Yes

Course Title	Grad Req.	ISS	School	Submitting A-G	Book Adoption	Curriculum Committee	Curriculum Council
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Entrepr. & Small Business	CTE	Ron Weston	King	Yes- G	No	Yes	Yes
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The course will use real-life examples that students can relate to through the examination, identification and evaluation of business opportunities with an emphasis on starting and managing small or existing business. By the end of the course, students will be able to develop a business plan and learn what is required to get an entrepreneurial venture off to a good start. Entrepreneurship and Small Business students also gain a better understanding of the cast array of entrepreneurial possibilities available to them.

Design for Print	CTE	Ron Weston	King	Yes- G	No	Yes	Yes
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This is a capstone course in graphic communications, graphic design, typography, photography, and prepress for digital and offset printing and finishing process. Students will learn advances page layout and design for professional print publishing using Adobe InDesign integrates seamlessly with Adobe's other industry standard Creative Cloud applications providing a consistent design environment for the industry.

Digital Film Production II	CTE	Ron Weston	Poly	Yes- G	No	Yes	Yes
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Digital Film Production II provides students with the opportunity to deepen and broaden their knowledge of the television and film production industries, its history, and the careers involved through visual presentation, insightful analysis of film through reflective critiques, and by creating visual entertainment and thought-provoking media. Students will gain further training in the area of on-screen talent through the writing and performance of scripts. Students will gain further technical training in the design and critique of motion graphics and pictures as well as understanding the psychological impact this digital media will have on their audience.

Intro to Healthcare Careers	CTE	Ron Weston	Ramona	Yes- G	No	Yes	Yes
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Introduction to Healthcare Careers (HCA-1) is a year-long course that provides students the opportunity to explore careers in health care while offering a strong foundation regarding the necessary steps to becoming multi-skilled healthcare workers. Students learn communication skills, ethics and interpersonal skills, critical thinking and problem solving, safety, technology and other employment skills. Students who successfully complete the course will earn American Heart Association CPR/AED certification.

Course Title	Grad Req.	ISS	School	Submitting A-G	Book Adoption	Curriculum Committee	Curriculum Council
Medical Terminology Honors	CTE	Ron Weston	Ramona	Yes-G	No	Yes	Yes
<i>Medical Terminology Honors (HCA-3)</i> is a year-long course that introduces students to the language of medicine and extensive medical vocabulary used in healthcare occupations. Students will gain an understanding of basic elements, rules of building and analyzing medical words, and medical terms associated with the body as a whole. This course ends with a culminating project related to cancer medicine and the different body systems.							
Health Careers & Med Wellness	CTE	Ron Weston	Ramona	Yes-G	No	Yes	Yes
Health Careers and Medical Wellness (HCA-4) is a yearlong course that explores the many facets of public and medical health and well-being. Content will relate to individuals, the community, and medical health and well-being. Integrated throughout the course are career preparation standards, desirable employee attributes and job seeking skills, as well as personal and interpersonal skills, problem solving, and communication skills.							
Cybersecurity	CTE	Ron Weston	RVS	Yes-G	No	Yes	Yes
The first semester of Cybersecurity is divided into two sections. Part I provides students with an introduction to cybersecurity, while Part II explores the characteristics of and tactics used by cyber criminals, delving into the technologies, products, and procedures used to combat crime. The second semester develops a foundational understanding of cybersecurity and how it relates to characteristics of cybercrime, security principles, technologies, and procedures to defend networks. Through interactive, multimedia content, lab activities, and multi-industry case studies, students build technical and professional skills to pursue careers in cybersecurity.							
Principles of Business	CTE	Ron Weston	RVS	Yes-G	No	Yes	Yes
In this course, students will explore business in global society, learning technology, concepts, systems, strategies, and current issues. Topics include the business environments, ethics, entrepreneurship and global business, management, marketing, production, information systems, and financial elements.							
Video Game Development	CTE	Ron Weston	RVS	Yes-G	No	Yes	Yes
Students in Video Game Development will plan, design, develop, and publish an original digital game as a year-long project. Topics include careers within the interactive media industry, portfolio preparation, internship applications, and the history and societal impacts of the industry.							

Course	Grad Req.	ISS	School	Submitting A-G	Book Adoption	Curriculum Committee	Curriculum Council
Title							

Costume and Makeup

FineArt AnneMarie Guzy	King	Yes-F	No	Yes	Yes
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Costume and Makeup will provide students with a broad and introductory knowledge in the fields of theatrical costuming and makeup, with a mind to train for post-secondary placement in the industry, in college, or conservatory study. This course is a general survey in theater arts technical production specializing in costume and makeup design and construction/application. In addition, students will learn to think critically concerning theatrical productions and production technique.

Mariachi Ensemble

FineArt AnneMarie Guzy	Ramona	Yes- G	YES	Yes	Yes
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This is an introductory course designed to assist students with developing and enhancing professional musicianship skills through the study of music composed expressly for Mariachi Ensembles. The ability to learn an instrument (Violin, Trumpet, Guitar, Vihuela, Guitar) and sing with basic technical proficiency and aesthetic sensitivity in preparation for a career in mariachi in real world settings. Students will encounter a wide range of "Mexico's traditional music" that will include Bolero, Ranchera, Huapango, and Son.

Math for Vocational Studies

Math Susan Jagers	Lincoln	No	YES	Yes	Yes
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Students will study topics in mathematics with specific applications on electrical and carpentry projects. Students will have the opportunity to develop skills in mathematical thinking and problem solving, by employing the use of fundamental mathematics, algebra, and two- and three-dimensional geometry in hands-on projects.

Communications Arts 1

Elect Lisa Kells	King	Yes-G	No	Yes	Yes
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This course is a study of the preparation and delivery of various types of speeches including: informative, persuasive, impromptu, special occasion, and dramatic interpretation. Students are taught research skills as well as the elements of logic, reasoning, evaluation, and critical thinking. Students also focus on listening skills and basic interpersonal communication. Students will use these skills in an interview situation as part of the course. This class serves as a foundation for students to develop policy and Lincoln-Douglas debate skills, and to prepare for competitive teams such as Mock Trial and Academic Decathlon.

Leadership by Design

Elect Jorge Perez	King	Yes-G	YES	Yes	Yes
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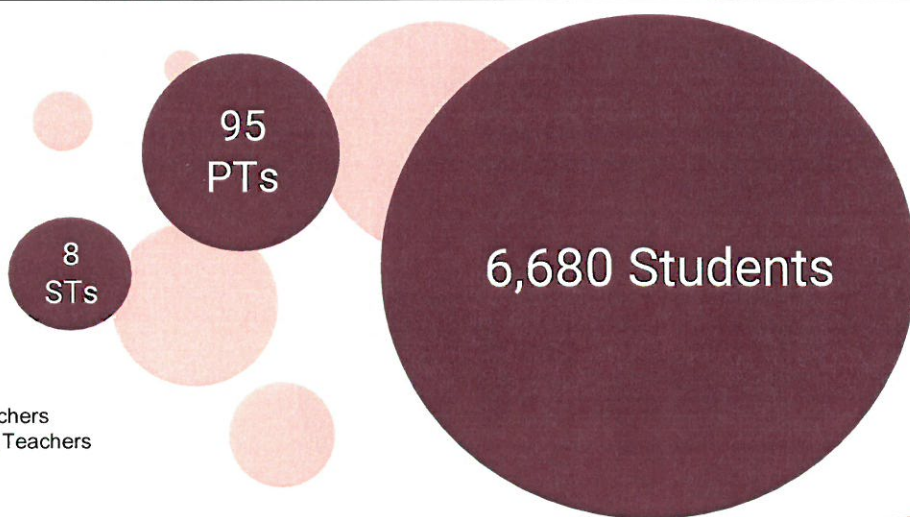
Leadership by Design is a project based course aimed at increasing students' personal strengths and capabilities. Through the planning and execution of numerous events for themselves and the school, students will discover how to best effect change in their communities, on their campus, and for their peers. The course uses sections of *The Student Leadership Guide* by Brendon Burchard, supplemental support from the California Association of Directors of Activities (CADA) *Leadership Handbook*, collaboration with other schools, and conferences.



Professional Growth Systems

Academic Oversight Board Subcommittee
May 24, 2018

PGS Support 2017-18



ST = Support Teachers
PT = Participating Teachers



RIVERSIDE UNIFIED SCHOOL DISTRICT

Outcomes 2017-18

PTs Meeting Standards	PTs Require Improvement	PTs Non-ReElect
77	7	11



RIVERSIDE UNIFIED SCHOOL DISTRICT

Participating Teachers 2018-19

PTs Continuing in PGS	New Hires (estimate)	Referred Permanent Teachers
51	51	41

12
STs

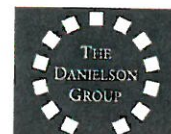
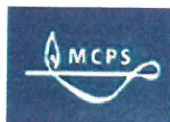
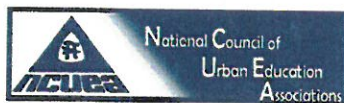
143
PTs



RIVERSIDE UNIFIED SCHOOL DISTRICT

Building Capacity

Professional Development



Collaboration



RIVERSIDE UNIFIED SCHOOL DISTRICT

Next Steps 2018-19

- ❖ Expand support to Permanent Teachers
- ❖ Implement PGS for new Administrators
- ❖ Design PGS for Support Staff
- ❖ Community publicity
- ❖ Division housed at Grant
- ❖ District-wide Danielson Framework rollout



RIVERSIDE UNIFIED SCHOOL DISTRICT

Questions



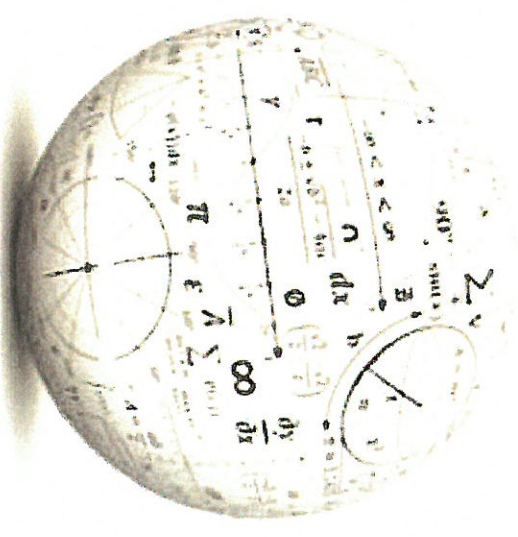
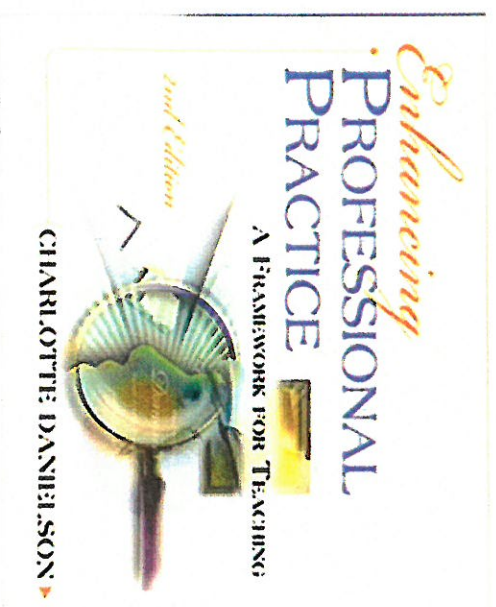
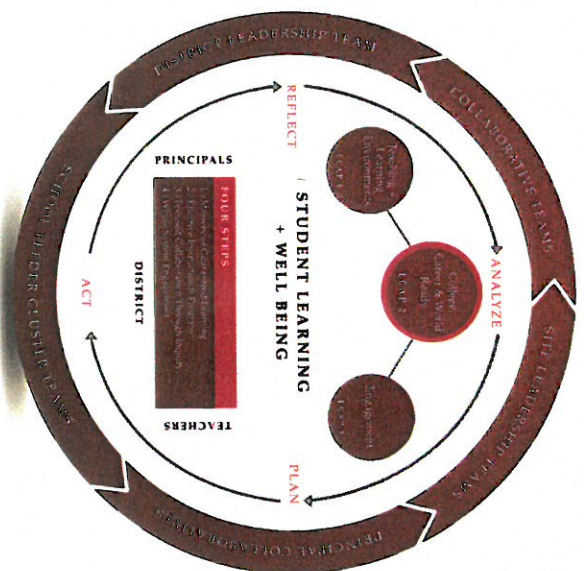


Professional Development Plan

Danielson Framework for Teaching

Academic Oversight Board Subcommittee
May 24, 2018

Professional Development Plan 2018-19



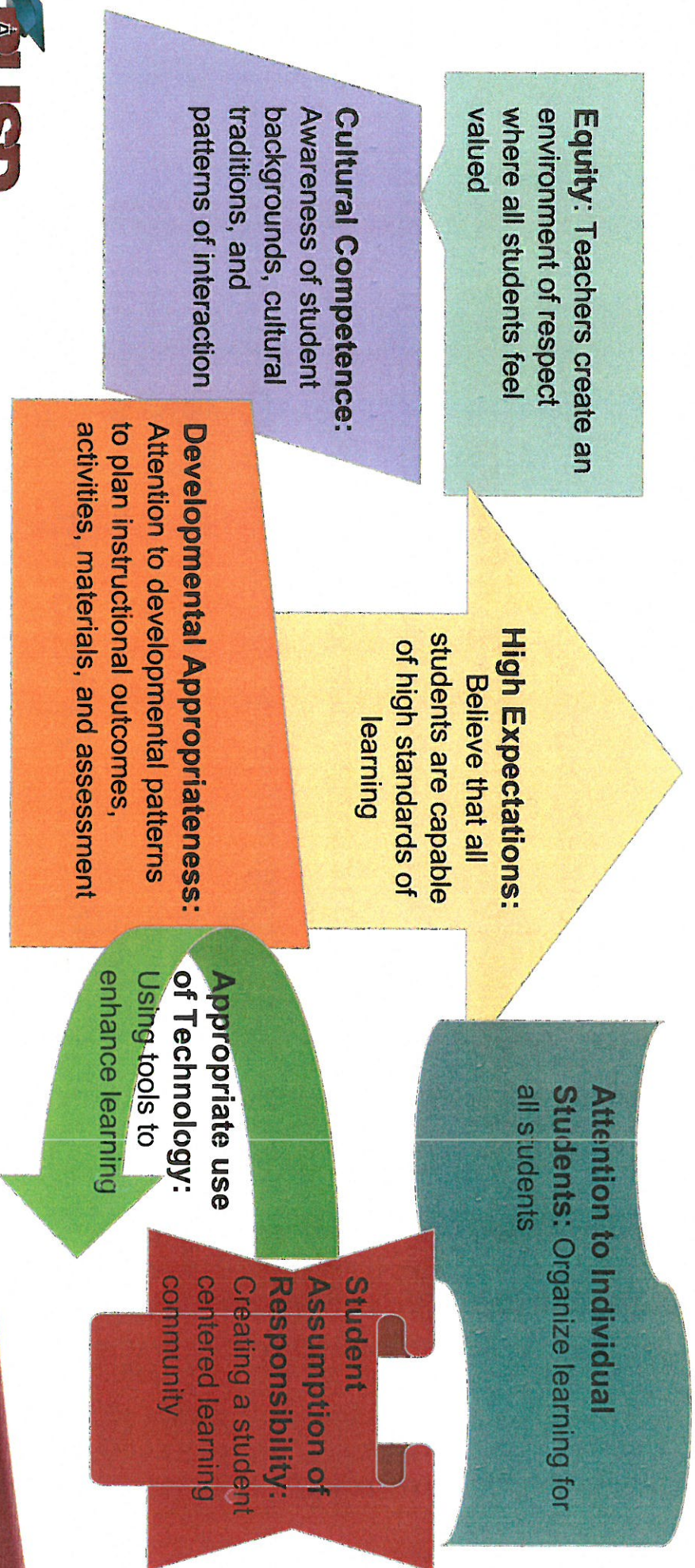
Why the Danielson Framework for Teaching?

- Provides a description of professional practice at varying levels of performance
- Structured for self-assessment and reflection on practice
- Provides a road map structured around a shared understanding of teaching
- Communicates to the larger community what constitutes excellence in teaching
- Based on research - validates effective teaching



Common Themes of the Framework

Reflected in the manner in which teachers do what they do



Framework Aligned with Instructional Guide

RUSD Guide for Instructional Direction

Danielson Framework

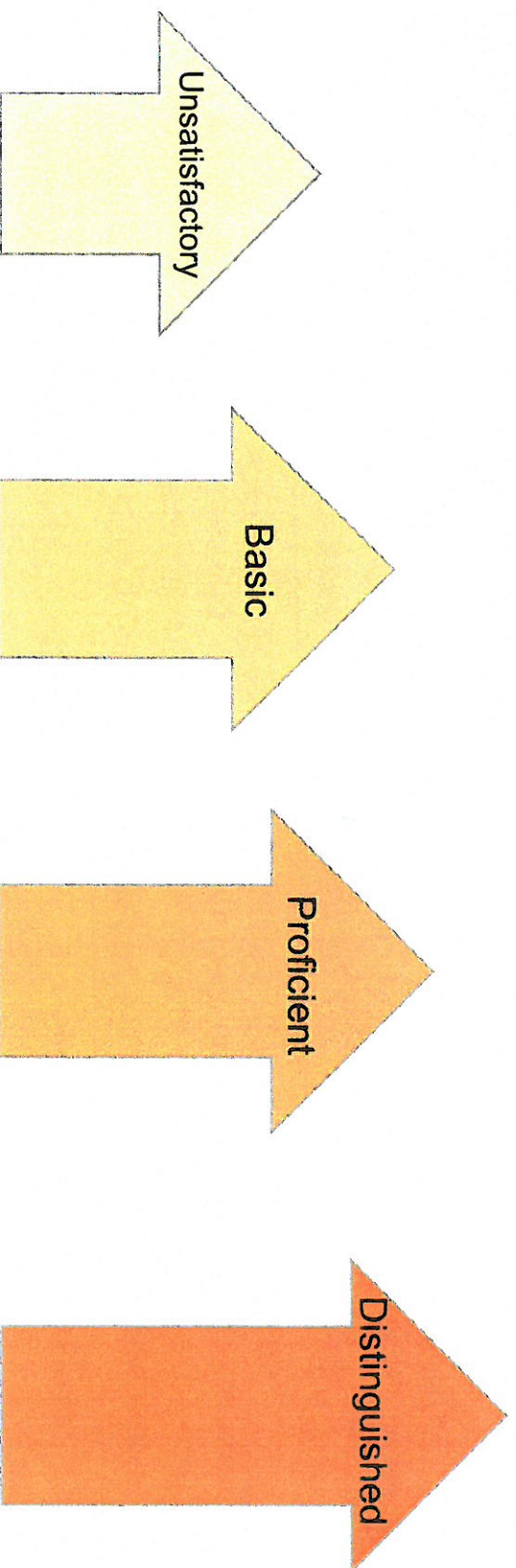
STEP 1 Deliberate planning of high quality, engaging differentiated instruction ensuring defined mastery of guaranteed learning	DOMAIN 1 Planning and Preparation Knowledge of content and students, Setting instructional outcomes, Designing coherent instruction and student assessment
STEP 2 Deeper learning through an effective instructional program moving from teacher-centered to student-centered	DOMAIN 2 Classroom Environment Creating an environment of respect, Creating a culture of learning with student-centered responsibility
STEP 3 Build capacity through focused collaboration guided by informative inquiry	DOMAIN 3 Instruction Communicating with students, Questioning and discussion techniques, Using assessments in instruction
STEP 4 Provide strategic whole system engagement strategies and support for academic success and well being.	DOMAIN 4 Professional Responsibilities Reflecting on teaching, Communicating with families, Professional growth, Service to students



Levels of Performance

Performance of teaching, not of teachers

Higher levels of performance represent greater experience and increased expertise

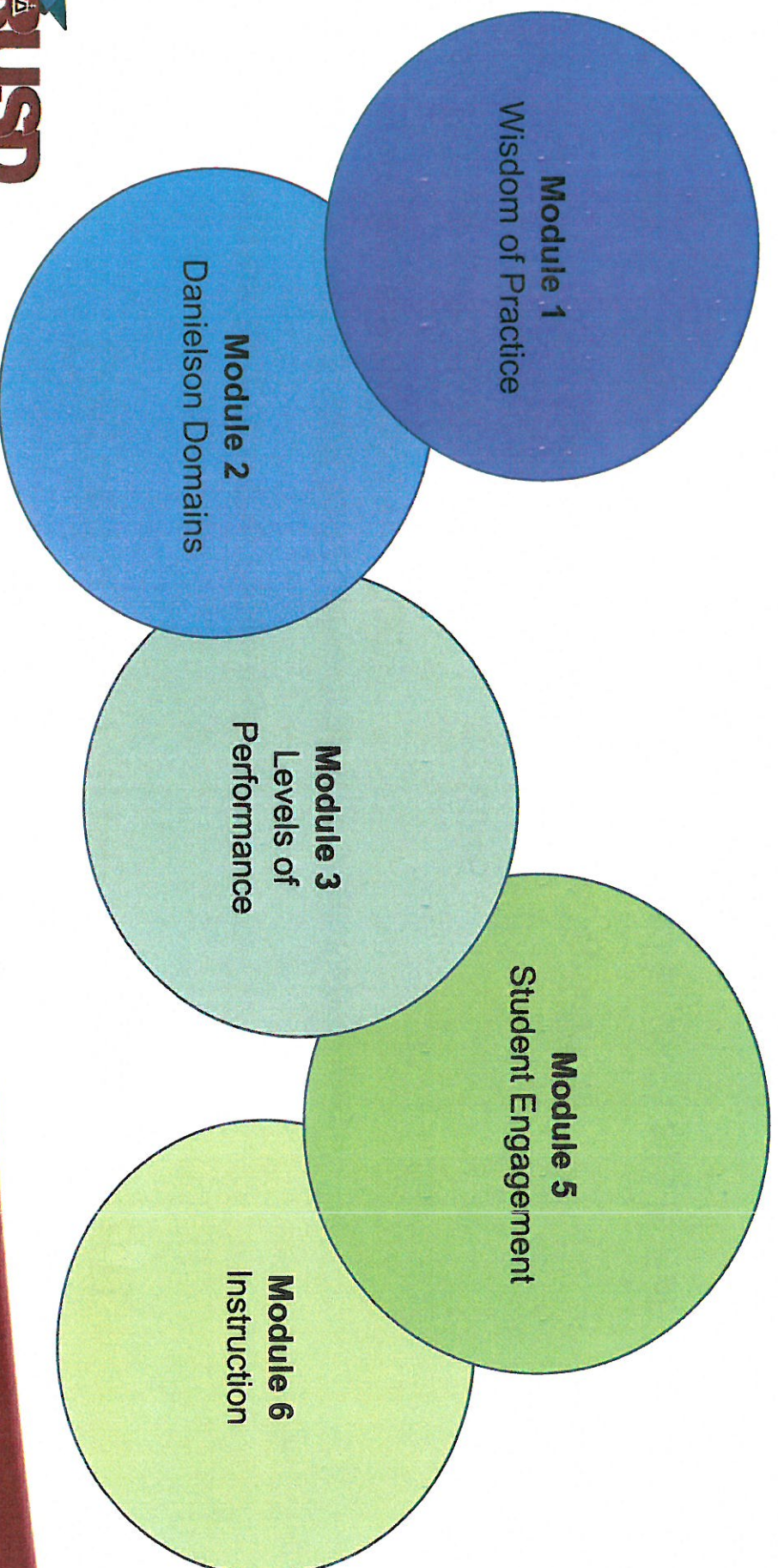


Danielson Framework Rollout

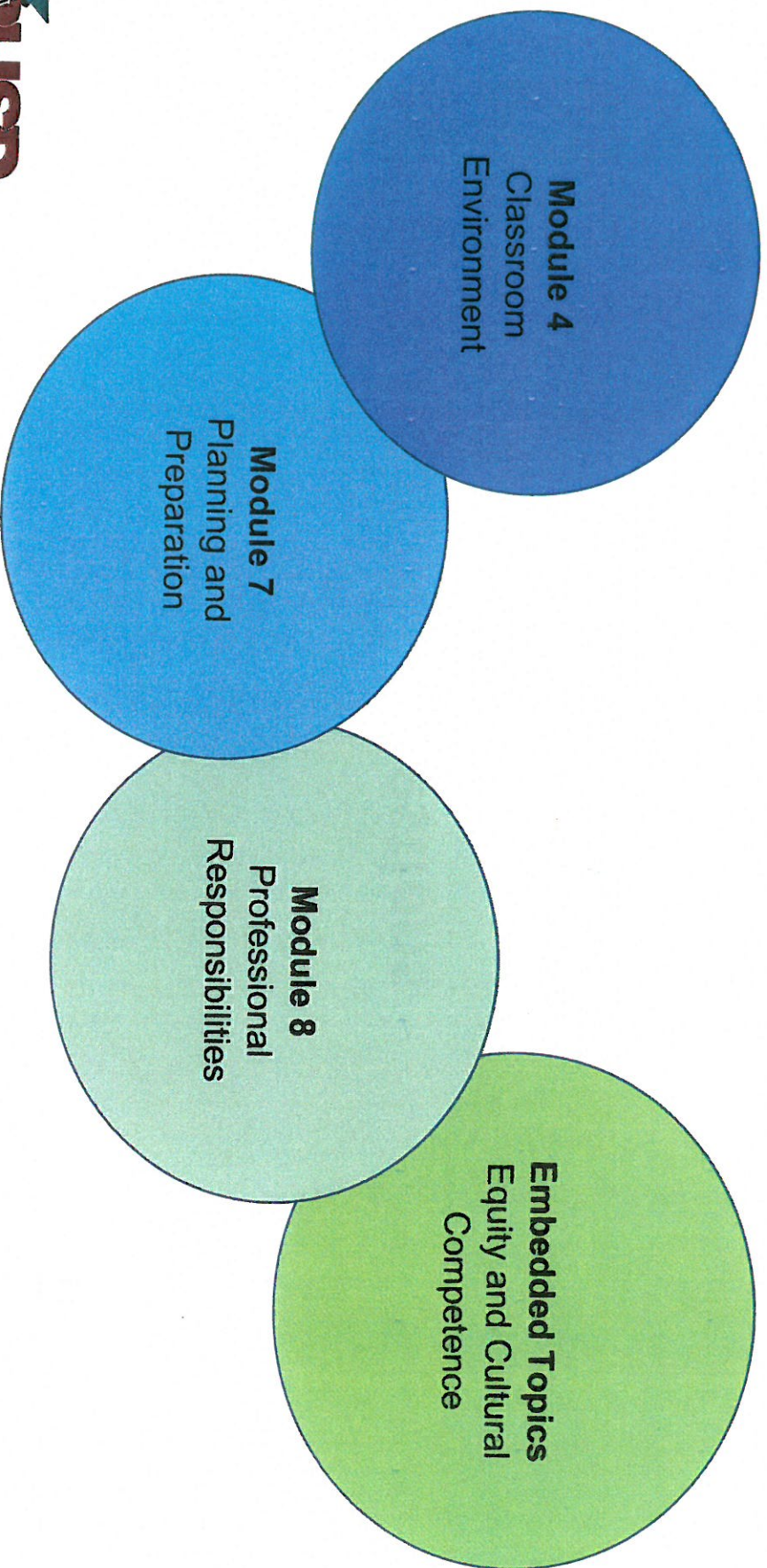
- 8 modules to teach the Framework
- All certificated staff to receive training over two years
 - (completed by June 2020)
- Trainer of Trainers - March & June 2018
 - 1 teacher per site, plus
 - PGS STs, Staff Developers, Instructional Specialists
- Module 0 - Intro to Danielson to be provided at each site in Fall 2018



Danielson Training 2018-19



Danielson Training 2019-20



Questions



Dual Enrollment

A Partnership for Student Success in College & Career

Presentation to the joint meeting of the Boards

May 29, 2018

RCCD RIVERSIDE COMMUNITY
COLLEGE DISTRICT
MORENO VALLEY COLLEGE | NORCO COLLEGE | RIVERSIDE CITY COLLEGE



Overview

Ongoing

- Concurrent Enrollment
- Articulated Agreements
- RCC-RUSD MOU | 2015

Present

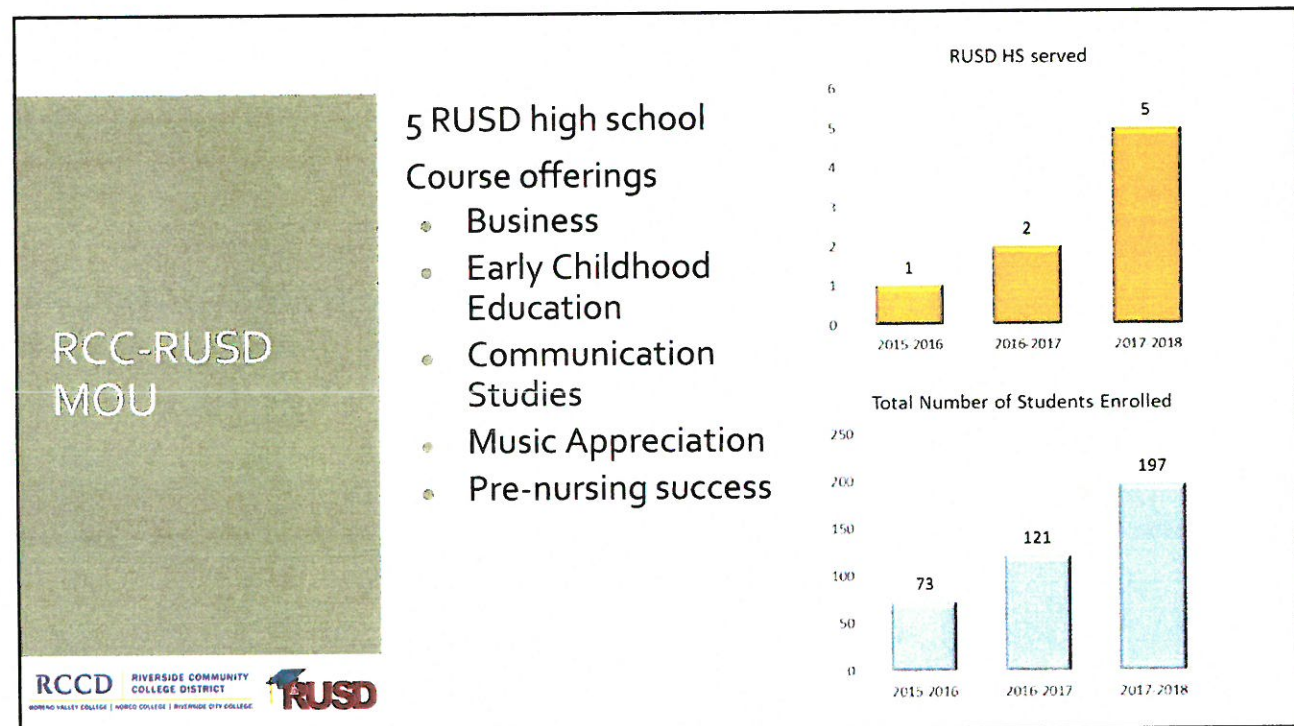
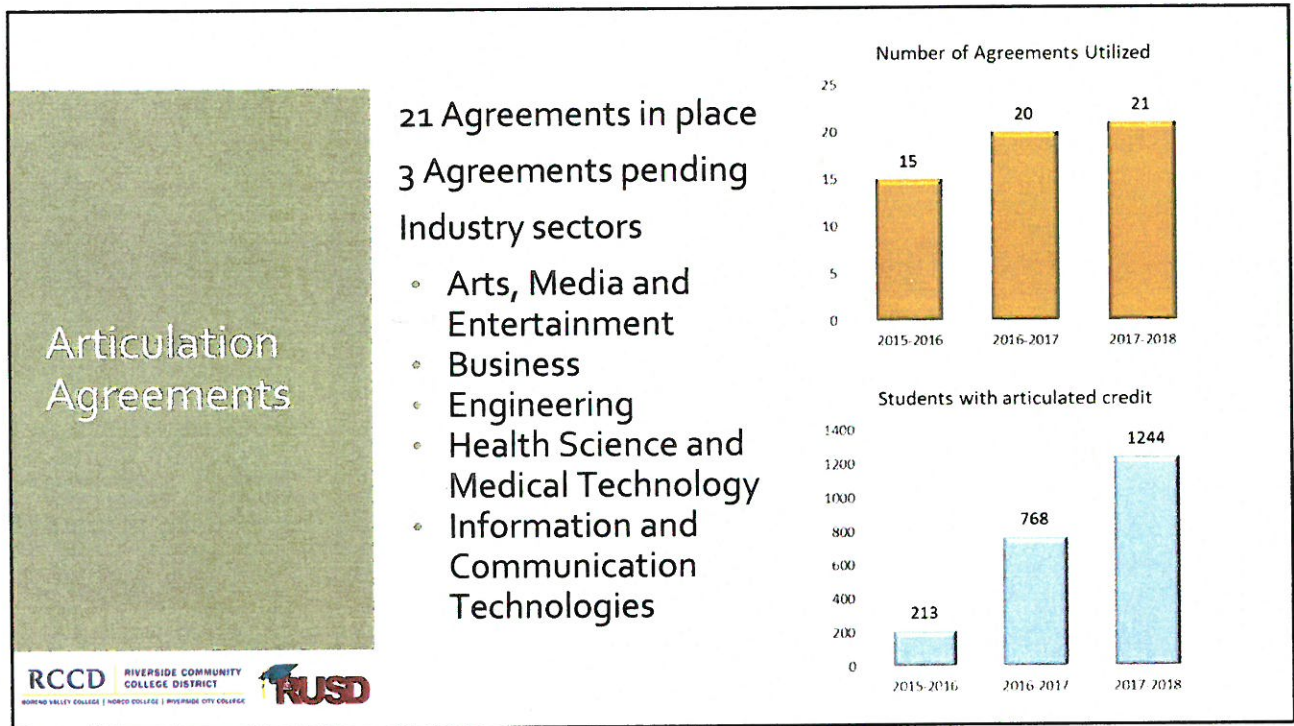
- CCAP | 2018

Future

- Middle College Vision

RCCD RIVERSIDE COMMUNITY
COLLEGE DISTRICT
MORENO VALLEY COLLEGE | NORCO COLLEGE | RIVERSIDE CITY COLLEGE





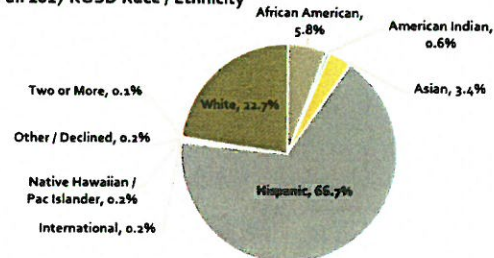
First-Time Freshmen Enrollment

RUSD-RCC Students

First Time Freshmen by Start Term

RUSD High School	Fall 2015	Fall 2016	Fall 2017
Abraham Lincoln Continuation	19	15	11
Arlington High	114	112	126
John W. North High	150	129	125
Martin Luther King Jr. High	207	241	210
Polytechnic High	218	221	180
Raincross High (Continuation)	5	7	6
Ramona High	184	134	145
Riverside STEM Academy	0	0	11
Summit View Independent Study	21	17	17
Total	918	876	831
% of Total Incoming Freshmen	20.8%	20.1%	17.4%

Fall 2017 RUSD Race / Ethnicity



Initial Placement and Student Progress

RUSD-RCC Students

First-Time Freshmen Fall 2017 Placement in English and Math

English Placement	English Placement	Math Placement
College Level	48.0%	40.8%
1 Level Below	9.4%	16.6%
2 Levels Below	2.0%	8.3%
3+ Levels Below	1.6%	2.9%
No Score	39.0%	31.4%
Total	100.0%	100.0%

Student progress: percentage who pass Transfer-Level English or Transfer-Level Math within first year.

First-Time Freshmen from Fall 2011 through Fall 2015 (not including those who are skills-builders or enrolled in CTE certificate programs)

	% Passed English		% Passed Math	
	1st Semester	1st Year	1st Semester	1st Year
Abraham Lincoln Continuation	0.0%	37.5%	0.0%	0.0%
Arlington High	17.8%	56.9%	19.3%	54.2%
John W. North High	20.7%	63.3%	10.9%	39.9%
Martin Luther King Jr. High	27.9%	62.7%	19.8%	49.5%
Polytechnic High	27.2%	64.2%	17.9%	40.6%
Raincross High (Continuation)	18.2%	63.6%	0.0%	0.0%
Ramona High	21.3%	58.9%	18.9%	45.3%
Summit View Independent Study	18.5%	37.0%	0.0%	22.2%
Overall	24.0%	61.5%	17.3%	44.8%

Student Success

Degree and Certificate Awards for Fall 2011 through Fall 2013 First-Time Freshmen

	Assoc. of Arts	Assoc. of Science	Certificate	None (yet)	Total	% Degree/Cert
Abraham Lincoln Continuation	0	1	2	30	33	9.1%
Arlington High	37	13	10	232	292	20.5%
John W. North High	42	9	14	316	381	17.1%
Martin Luther King Jr. High	75	29	19	348	471	26.1%
Polytechnic High	80	18	18	376	492	23.6%
Raincross High (Continuation)	0	1	1	11	13	15.4%
Ramona High	30	8	19	255	312	18.3%
Summit View Independent Study	4	2	1	43	50	14.0%
Overall	268	81	84	1611	2044	21.2%

Transfer for Fall 2011 through Fall 2013 First-Time Freshmen

	UC System	CSU System	Out of State Public	Private	None (yet)	Total	% Transfer
Abraham Lincoln Continuation	0	0	0	2	31	33	6.1%
Arlington High	5	24	8	23	269	292	20.5%
John W. North High	17	29	14	22	359	381	21.5%
Martin Luther King Jr. High	40	69	22	42	429	471	36.7%
Polytechnic High	38	67	13	36	456	492	31.3%
Raincross High (Continuation)	0	0	0	1	12	13	7.7%
Ramona High	8	16	6	30	282	312	19.2%
Summit View Independent Study	3	2	0	2	48	50	14.0%
Overall	111	207	63	158	1886	2044	26.4%

The combination of students who have received a degree, certificate, and / or transferred by the number of years a student took to complete.

% Completion Overall	% Completion			Still Enrolled Fall 2017
	1-2 Years	1-3 Years	1-4 Years	
Abraham Lincoln Continuation	6.1%	9.1%	12.1%	6.1%
Arlington High	5.1%	12.0%	22.9%	15.8%
John W. North High	6.0%	13.6%	22.8%	15.2%
Martin Luther King Jr. High	9.8%	24.6%	39.5%	14.9%
Polytechnic High	7.9%	20.5%	33.9%	18.3%
Raincross High (Continuation)	0.0%	15.4%	23.1%	15.4%
Ramona High	5.4%	12.8%	21.5%	17.9%
Summit View Independent Study	0.0%	6.0%	18.0%	12.0%
Overall	6.9%	17.2%	28.9%	16.1%

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MORRIS VALLEY COLLEGE | MORRIS COLLEGE | RIVERSIDE CITY COLLEGE



College & Career Access Pathways

CCAP

College and Career Access Pathways

Purpose

Expanding dual enrollment for students who may not already be college bound or who are underrepresented in higher education

Goals

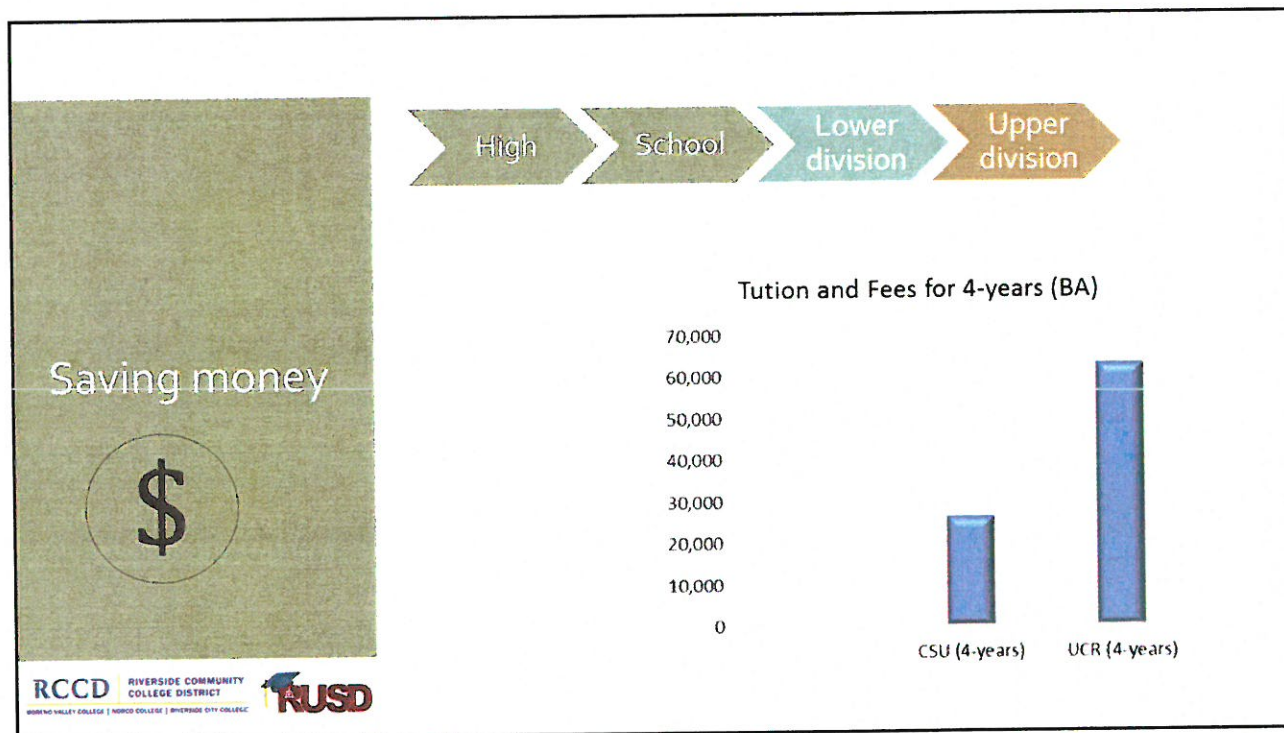
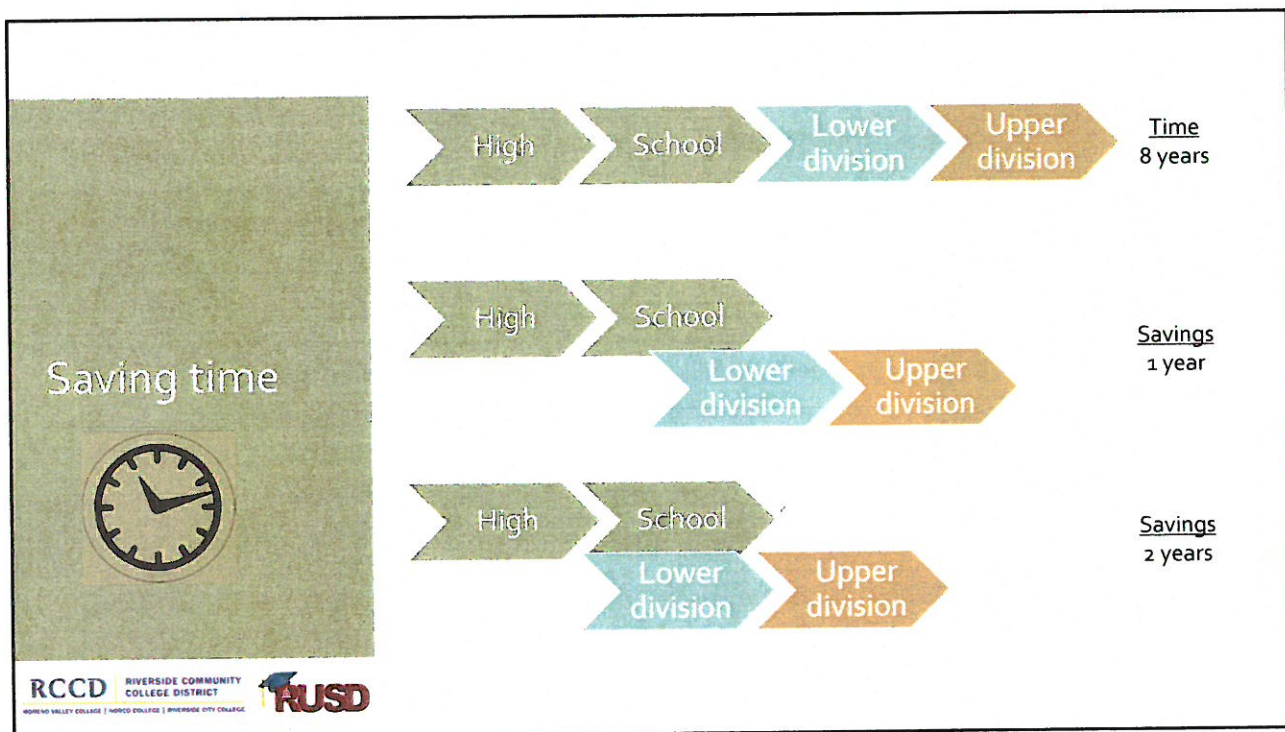
- Seamless pathways to community college for Career & Technical Education or for Transfer
- Improve high school graduation rates
- Improve college and career readiness

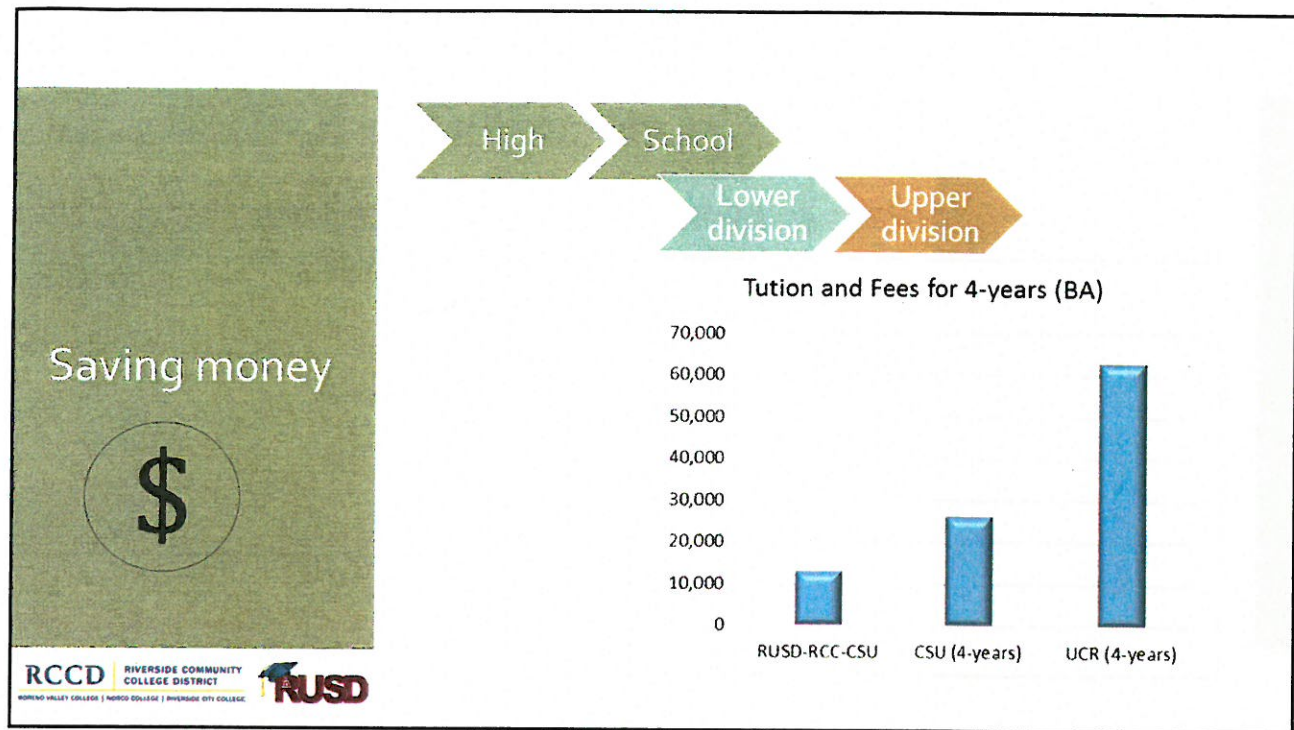
College and Career Access Pathways

Features

- Legal foundation | AB 288
- Courses offered on a Pathway
- Flexible options for scheduling
- Enrollment open to high school students only
- Credits earned for high school graduation & college
- Apportionment
- Impact for students







College and Career Access Pathways

Student Support - Outreach

- RCC Senior Nights
- Application workshops at high schools
- Information source

RCCD RIVERSIDE COMMUNITY COLLEGE DISTRICT
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RUSD

College and Career Access Pathways

Student Support - Admissions & Records

- RCC transcripts
- Application and enrollment issues
- Unified school district invoicing
- High school presence
 - CCAP Applications
 - Adding/Dropping CCAP Classes
 - General Enrollment Support
 - Information source
 - RCC Photo IDs
 - Support transition from CCAP enrollment to "traditional" enrollment at RCC

College and Career Access Pathways

Student Academic Support

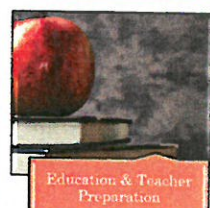
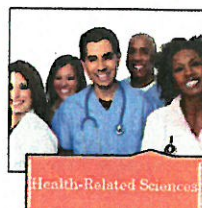
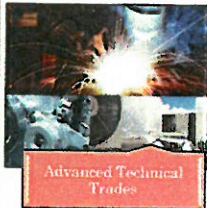
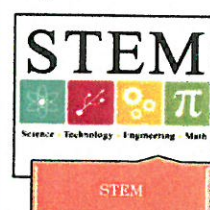
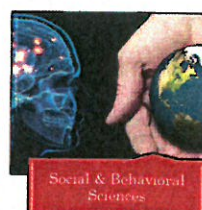
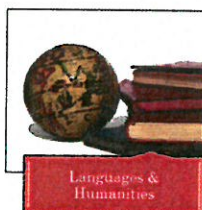
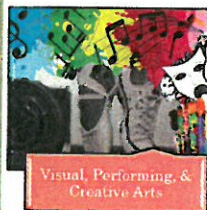
- Counseling
- Educational advising
- Tutoring
- Peer mentors
- Library access
- Faculty Advising

CCAP Pathways

Riverside City College CCAP Pathways												
By semester by grade level												
	Grade 10			Grade 11			Grade 12			Total Units		
	Fall	Units	Spring	Fall	Units	Spring	Fall	Units	Spring			
Liberal Arts General Education Pathway												
THE-3 Introduction to the Theater	3	MUS-89 Music of Multicultural America	3	BIO-36 Environmental Science	3	COM-9 Interpersonal Communication	3	MAT-37 Algebra for Statistics	6	MAT-12 Statistics	4	
		GLA-40 College Success Strategies	2			SPA-1 Spanish I	5	SPA-2 Spanish II	5			
Total Units	3		5		3		8		11		4	36
Business Administration Pathway												
GLA-40 College Success Strategies	2	BUS-10 Introduction to Business	3	BUS-18A Business Law I	3	BUS-20 Business Mathematics	3	GUJ-45 Introduction to College	1	POL-1 American Politics	3	
						BUS-22 Management Communications	3	BNG-50 Basic English Composition	4	BNG-1A English Composition	4	
Total Units	2		3		3		6		5		7	20
Pathway to Law / Paralegal Studies												
GLA-40 College Success	2	PAL-10 Introduction to Paralegal Studies	3	BUS-18A Business Law I	3	BUS-18B Business Law II	3	GUJ-45 Introduction to College	1	POL-1 American Politics	3	
						PAL-14 Legal Ethics	3	BNG-50 Basic English Composition	4	BNG-1A English Composition	4	
Total Units	2		3		3		6		5		7	

Alignment with RCC Guided Pathways

College and Career Access Pathways

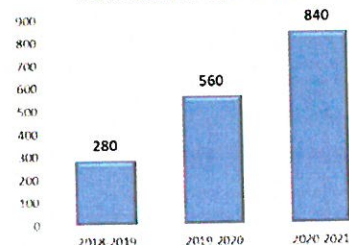


College and Career Access Pathways

Timeline

RUSD HS	Pathway
Arlington	Liberal Arts General Education Business Administration
J. W. North	Liberal Arts General Education
M L King	Liberal Arts General Education
Ramona	Liberal Arts General Education Business Administration
Riverside Poly	Business Administration Pathway to Law / Paralegal

Estimated RUSD CCAP students



Cohort #1

2021 RUSD High School Graduation

2022 RCC Graduation

2024 CSU/UC Graduation

Middle College High School

Future

Middle College High School Vision

Focus on STEM and Career & Technical programs

May include

- Basic Sciences (math, biology, chemistry, physics, geology)
- Computer Science
- Cybersecurity
- Pre-nursing
- Automotive
- Cosmetology
- Culinary
- HVAC
- Welding

Middle College High School Update

January 19, 2017 Meeting

- Dr. Wolde-Ab Isaac
- Dr. Susan Mills
- Dr. FeRita Carter
- Dr. David Hansen
- Lynn Carmen-Day
- Mays Kakish

April 19, 2017 Meeting

- Dr. FeRita Carter
- Mays Kakish

August 22, 2017 Walk Through with RUSD & RCC

- Dr. FeRita Carter
- Chip West
- Dr. Susan Mills
- Dr. Carol Farrar
- Mays Kakish

