

**RIVERSIDE UNIFIED SCHOOL DISTRICT
EDUCATIONAL SERVICES DIVISION**

Academic Oversight Board Subcommittee Meeting

April 26, 2018

2:30 p.m. – 4:30 p.m.

Conference Room 1

3380 14th St., Riverside, CA 92501

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 March 21, 2018, meeting.

2. Board Policy Review - Federal Program Monitoring (FPM)

RUSD staff will provide an update on the FPM Board Policy for review.

3. Choice Programs K-8, 6-8, 7-9 (School Configuration)

Staff will provide an update regarding Choice Programs.

4. RUSD Dashboard

A progress report will be shared to update the Board on Success Indicator targets and Dashboard completion.

5. Demographics at STEM

Staff will present an overview and analysis of the Riverside STEM Academy 2018-19 5th grade cohort lottery results.

6. Local Control and Accountability Menu

Subcommittee will receive information regarding a proposed “menu” of options for consideration by the Board of Education in making fiscal decisions related to the 2018/2019 LCAP. The menu of options contains proposed actions/services or programs in alignment with Board goals and priorities, current needs based upon data analysis, and/or expansion of existing effective district programs.

7. NGSS Equipment Affordability/Science Costs

Staff will provide information related to RUSD’s NGSS rollout and the related equipment needs.

8. Student Ranking/Latin Honors/Pass, Fail Grades for Students

Subcommittee members will receive information and a recommendation on the implementation of the Latin Honors System and the elimination of Student Ranking in RUSD.

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 May 24, 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

TITLE I PROGRAMS

In order to improve the academic achievement of students from economically disadvantaged families, the district shall use federal Title I funds to provide supplementary services that reinforce the core curriculum and assist students in attaining proficiency on state academic standards and assessments.

(cf. 6011 - Academic Standards)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6162.52 - High School Exit Examination)

The Superintendent or designee shall provide technical assistance and support to any school participating in the Title I program, including consultation in the development and implementation of school plans and activities. (20 USC 6312)

(cf. 0420 - School Plans/Site Councils)

The district and each school receiving Title I funds shall develop a written parent involvement policy in accordance with 20 USC 6318.

(cf. 6020 - Parent Involvement)

Local Educational Agency Plan

The Superintendent or designee shall consult with teachers, principals, administrators, other appropriate school personnel, and parents/guardians of participating students in the development, periodic review, and, as necessary, the revision of a local educational agency (LEA) plan. The plan and any revisions shall be submitted to the Board of Education for approval. (20 USC 6312)

The plan shall address the components specified in 20 USC 6312, which describe the assessments, strategies, and services the district will use to help low-achieving students meet challenging academic standards.

The initial plan shall be submitted to the California Department of Education (CDE) and approved by the State Board of Education. Subsequent revisions of the plan shall be kept on file in the district.

Comparability of Services

State and local funds used in schools receiving Title I funds shall provide services that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds or, if all district schools are receiving Title I funds, that are substantially comparable in each school. Comparability may be determined on a school-by-school basis or by grade span. (20 USC 6321)

TITLE I PROGRAMS (continued)

To demonstrate comparability of services among district schools:

1. The Board shall adopt and implement a districtwide salary schedule.
2. The ratio of students to teachers, administrators, and other staff at each Title I school shall not exceed 110 percent of the average ratio across non-Title I schools.
3. Salary expenditures at each Title I school shall be no less than 90 percent of the average salary expenditure across non-Title I schools.
4. All district schools shall be provided with the same level of base funding per student for curriculum and instructional materials.
5. The Superintendent or designee shall maintain records of the quantity and quality of instructional materials and equipment at each school.

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

In determining comparability, the district shall not include staff salary differentials for years of employment. The district also may exclude unpredictable changes in student enrollment or personnel assignments that occur after the beginning of the school year, state and local funds expended for language instruction educational programs, state and local funds expended for the excess costs of providing services to disabled students, and supplemental state or local funds expended in any school attendance area or school for programs that specifically meet the intent and purposes of Title I. (20 USC 6321)

At the beginning of each school year, the Superintendent or designee shall measure comparability in accordance with the above criteria and maintain records documenting the district's compliance. If any instances of noncomparability are identified, the Superintendent or designee shall promptly implement adjustments as needed to ensure comparability.

Program Evaluation

The Board shall use state assessment results and other available measures or indicators to annually determine whether each participating school is making adequate yearly progress toward ensuring that all students meet the state's proficient level of achievement on state assessments. (20 USC 6316)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

(cf. 6190 - Evaluation of the Instructional Program)

TITLE I PROGRAMS (continued)**Parent Involvement**

Parents of children enrolled in Title I and State Compensatory Education instruction programs shall have an adequate opportunity to participate in the development of a written parent involvement policy, which will become a part of the Local Education Agency (LEA) Plan and establishes the District's expectations for parental involvement.

District Level

The district level parent involvement policy will contain these provisions:

1. Parents will be involved in helping to develop the LEA Plan by having the opportunity to participate in parent advisory committees. Parents' comments will be submitted to the California Department of Education if the LEA Plan is not satisfactory to parents.
2. Parents will be involved in the joint development and review of the School's Single Plan for Student Achievement by having the opportunity to participate in School Site Council, Title I Consultation Group, English Learner Advisory Committee and other parent groups.
3. Technical assistance is provided to schools to assist them in the development and implementation of their parent involvement programs through the assistance of the Title I Family Services Supervisor, professional development for school staff and ongoing school support.
4. Title I/SCE parent involvement activities will be coordinated with Headstart and other preschool parent involvement programs through opportunities to participate in school site parental involvement activities.
5. With the assistance of the District Parent Advisory Committee, a district-wide annual evaluation will be conducted regarding the content and effectiveness of parent involvement programs.
6. Title I/SCE parents are involved in determining the content of parent involvement programs by having the opportunity to participate in school and district level advisory groups.
7. Barriers to parent participation in activities authorized by Title I will be identified with the assistance of parents and district/school staff.

TITLE I PROGRAMS (continued)

Title I/SCE School Level

Each school will jointly develop, with parents, a written parent involvement policy. The District policy may be used if both staff and parents agree to its use.

1. Each school shall convene an annual meeting for Title I/SCE parent to explain the statutory requirements, district programs, and to explain parents' rights to be involved in program decision making.
2. Each school shall offer a flexible number of meetings to enhance parent involvement.
3. Parents will be involved in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I/SCE programs.
4. Parents will be provided:
 - a. timely information about programs
 - b. descriptions and explanations of curriculum and assessments used
 - c. opportunities to meet with other parents
 - d. timely responses to parent questions and concerns

Each Title I/SCE school will develop, jointly with parents, a School-Parent Compact. The Compact will outline:

1. The school's responsibility to provide high quality curriculum and instruction
2. Parents' responsibilities to support their child's education
3. The importance of communication between teachers and parents
4. The shared responsibility of parents, students, and the entire school staff to improve students' academic achievement
5. The shared responsibility between the school and parents to help children achieve the statewide academic content standards
6. Reasonable opportunities to volunteer at the school, participate in their children's class, and observe classroom activities

TITLE I PROGRAMS (continued)

Parent-teacher conferences will be held at least annually at which time the Compact shall be discussed as it relates to the child's achievement.

Parents will receive frequent progress reports.

Parents shall have reasonable access to staff.

Each Title I/SCE school shall provide appropriate assistance to parents, including information about National Goals, State's content and performance standards, and how to monitor their child's progress toward meeting these standards.

Parents in all schools are assured opportunities for involvement by means which will include:

1. Reporting to parents regarding their child's progress.
2. Helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of society.
 - a. Providing materials to parents to help them promote education of children at home.
 - b. Providing parents with techniques and strategies to assist their children in learning at home.
 - c. Building consistent and effective communication between home and school.
3. Educating teachers and other staff, with the assistance of parents, about
 - a. Recognizing the value and usefulness of parents' contributions.
 - b. Reaching out to, communicating with, and working with parents as equal partners.
 - c. Implementing and coordinating parent programs.
 - d. Building ties between parents and the school
4. Providing timely responses to parent recommendations.
5. Involving parents in development of parent involvement program and activities.

TITLE I PROGRAMS (continued)

6. For Title I/SCE targeted assistance schools, timely notification to parents that their child has been selected to participate in Title I/SCE and reasons for the selection.
7. Ensuring that information related to school and parent programs, meetings and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand.
8. For Title I/SCE schools, providing the opportunity for school community elected parents to participate in Compensatory Education District Advisory Committee meetings, which are held at least four times per year.

Parent involvement programs and activities shall be assessed annually for effectiveness and appropriate modifications.

Legal Reference:

EDUCATION CODE

11503 Parent involvement programs in Title I schools

52055.57 Districts identified or at risk of identification for program improvement

54020-54028 Economic Impact Aid

54420-54425 State Compensatory Education

64001 Single plan for student achievement, consolidated application programs

UNITED STATES CODE, TITLE 20

6301 Program purpose

6311-6322 Improving basic programs for disadvantaged students, including:

6312 Local educational agency plan

6313 Eligibility of schools and school attendance areas; funding allocation

6314 Title I schoolwide programs

6315 Targeted assistance schools

6316 School improvement

6318 Parent involvement

6320 Participation of private school students

6321 Comparability of services

7881 Participation of private school students

CODE OF FEDERAL REGULATIONS, TITLE 34

200.1-200.79 Improving basic programs for disadvantaged students

Management Resources: (see next page)

TITLE I PROGRAMS (continued)

Management Resources:

CSBA PUBLICATIONS

Parent Involvement: Development of Effective and Legally Compliant Policies, Governance and Policy Services Policy Briefs, August 2006

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

LEA Plan, rev. May 17, 2006

Provisions for Private School Students, Teachers, and Other Education Personnel in the No Child Left Behind Act of 2001, rev. November 1, 2005

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Title I Fiscal Issues, May 26, 2006

Designing Schoolwide Programs, March 22, 2006

Supplemental Educational Services, June 13, 2005

The Impact of the New Title I Requirements on Charter Schools, July 2004

Parental Involvement: Title I, Part A, April 23, 2004

Serving Preschool Children Under Title I, March 4, 2004

Title I Services to Eligible Private School Students, October 17, 2003

Local Educational Agency Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to Those Areas and Schools, August 2003

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov/iasa/titleone>

No Child Left Behind: <http://www.ed.gov/nclb>

U.S. Department of Education: <http://www.ed.gov>

EDUCATION FOR ENGLISH LEARNERS

The Board of Education intends to provide English learners with challenging curriculum and instruction that develop proficiency in English while facilitating student achievement in the district's regular course of study.

The district shall identify in its local control and accountability plan (LCAP) goals and specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners.

(cf. 0460 - Local Control and Accountability Plan)
(cf. 3100 - Budget)

The Superintendent or designee shall encourage parent/guardian and community involvement in the development and evaluation of programs for English learners.

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 6020 - Parent Involvement)

English learners shall be provided English language development instruction targeted to their English proficiency level and aligned with the state content standards and curriculum framework. The district's program shall be based on sound instructional theory, use standards-aligned instructional materials, and assist students in accessing the full educational program.

(cf. 6011 - Academic Standards)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6171 - Title I Programs)

The Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

(cf. 4112.22 - Staff Teaching English Learners)

The district shall provide effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), administrators, and other school or community-based organization personnel to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom. (20 USC 6825)

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

EDUCATION FOR ENGLISH LEARNERS (continued)

To support students' English language development, the Superintendent or designee may provide an adult literacy training program that leads to English fluency for parents/guardians and community members.

Identification and Assessment

The Superintendent or designee shall maintain procedures for the accurate identification of English learners and an assessment of their proficiency and needs in the areas of listening, speaking, reading, and writing in English.

Once identified as an English learner, a student shall be annually assessed for language proficiency until he/she is reclassified based on criteria specified in the accompanying administrative regulation.

English learners' academic achievement in English language arts, mathematics, science, and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with testing variations in accordance with 5 CCR 853.5 and 853.7. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law. (Education Code 60603, 60640; 5 CCR 853.5, 853.7)

(cf. 6152.51 - State Academic Achievement Tests)

Language Acquisition Programs

In establishing the district's language acquisition programs, the Superintendent or designee shall consult with parents/guardians and the community during the LCAP development process. He/she shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing a language acquisition program. (Education Code 305)

Language acquisition programs are educational programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards. The language acquisition programs provided to students shall be informed by research and shall lead to grade-level proficiency and academic achievement in both English and another language. (Education Code 306)

The district shall offer English learners a structured English immersion program to ensure that English learners have access to the core academic content standards, including the English language development standards, and become proficient in English. In the structured

EDUCATION FOR ENGLISH LEARNERS (continued)

English immersion program, nearly all of the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English. (Education Code 305-306)

For the purpose of determining the amount of instruction to be conducted in English in the structured English immersion program, "nearly all" means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

In addition, language acquisition programs offered by the district may include, but are not limited to, the following: (Education Code 305-306)

1. The district may offer a dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.

(cf. 6142.2 - World/Foreign Language Instruction)

2. The district may offer a transitional or developmental program for English learners that provides literacy and academic instruction in English and a student's native language and that enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher order thinking skills, including critical thinking, in order to meet state academic content standards.

Parents/guardians of English learners may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (Education Code 310)

The district's language acquisition programs for grades K-3 shall comply with class size requirements specified in Education Code 42238.02. (Education Code 310)

(cf. 6151 - Class Size)

At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the types of language acquisition programs available to students enrolled in the district, including, but not limited to, a description of each program. (Education Code 310)

(cf. 5145.6 - Parental Notifications)

EDUCATION FOR ENGLISH LEARNERS (continued)

When an English learner is determined pursuant to state and district reclassification criteria to have acquired a reasonable level of English proficiency pursuant to Education Code 313 and 52164.6, or upon request by the student's parent/guardian, the student shall be transferred from a language acquisition program into an English language mainstream classroom.

Program Evaluation

To evaluate the effectiveness of the district's educational program for English learners, the Superintendent or designee shall report to the Board, at least annually, regarding:

1. Progress of English learners towards proficiency in English
2. The number and percentage of English learners reclassified as fluent English proficient
3. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1
4. The achievement of English learners on standards-based tests in core curricular areas
5. Progress toward any other goals for English learners identified in the district's LCAP
6. A comparison of current data with data from at least the previous year

The Superintendent or designee also shall provide the Board with regular reports from any district or schoolwide English learner advisory committees.

Legal Reference: (see next page)

EDUCATION FOR ENGLISH LEARNERS (continued)

Legal Reference:

EDUCATION CODE

300-340 English language education, especially:
305-310 Language acquisition programs
313-313.5 Assessment of English proficiency
430-446 English Learner and Immigrant Pupil Federal Conformity Act
33050 State Board of Education waiver authority
42238.02-42238.03 Local control funding formula
44253.1-44253.11 Qualifications for teaching English learners
48980 Parental notifications
48985 Notices to parents in language other than English
52052 Numerically significant student subgroups
52060-52077 Local control and accountability plan
52130-52135 Impacted Languages Act of 1984
52160-52178 Bilingual Bicultural Act
56305 CDE manual on English learners with disabilities
60603 Definition, recently arrived English learner
60605.87 Supplemental instructional materials, English language development
60640 California Assessment of Student Performance and Progress
60810-60812 Assessment of language development
62005.5 Continuation of advisory committee after program sunsets

CODE OF REGULATIONS, TITLE 5

853.5-853.7 Test administration; universal tools, designated supports, and accommodations
11300-11316 English learner education
11510-11517 California English Language Development Test

UNITED STATES CODE, TITLE 20

1412 Individuals with Disabilities Education Act, state eligibility
1701-1705 Equal Educational Opportunities Act
6311 Title I state plan
6312 Title I local education agency plans
6801-7014 Title III, language instruction for English learners and immigrant students
7801 Definitions

CODE OF FEDERAL REGULATIONS, TITLE 34

100.3 Discrimination prohibited
200.16 Assessment of English learners

COURT DECISIONS

Valeria G. Wilson, (2002) 307 F.3d 1036
California Teachers Association v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d 1141
McLaughlin v. State Board of Education, (1999) 75 Cal.App.4th 196
Teresa P. et al v. Berkeley Unified School District et al, (1989) 724 F.Supp. 698

ATTORNEY GENERAL OPINIONS

83 *Ops.Cal.Atty.Gen.* 40 (2000)

Management Resources:

CSBA PUBLICATIONS

English Learners in Focus, Issue 1: Updated Demographic and Achievement Profile of California's English Learners, Governance Brief, rev. September 2016

Management Resources continued: (see next page)

EDUCATION FOR ENGLISH LEARNERS (continued)

Management Resources: (continued)

CSBA PUBLICATIONS (continued)

English Learners in Focus, Issue 3: Ensuring High-Quality Staff for English Learners, Governance Brief, July 2016

English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning, December 2015

Academic Criterion for Reclassification, CDE Correspondence, August 11, 2014

English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve, 2014

Common Core State Standards for Mathematics, rev. 2013

Next Generation Science Standards for California Public Schools: Kindergarten through Grade Twelve, 2013

English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012

Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Accountability for English Learners Under the ESEA: Non-Regulatory Guidance, January 2017

English Learner Tool Kit for State and Local Educational Agencies (SEAs and LEAs), rev. November 2016

English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as Amended by the Every Student Succeeds Act (ESSA), Non-Regulatory Guidance, September 23, 2016

Dear Colleague Letter: English Learner Students and Limited English Proficient Parents, January 7, 2015

Assessment and Accountability for Recently Arrived and Former Limited English Proficient (LEP) Students, May 2007

WEB SITES

CSBA: <http://www.csba.org>

California Association for Bilingual Education: <http://www.gocabe.org>

California Department of Education: <http://www.cde.ca.gov/sp/el>

National Clearinghouse for English Language Acquisition: <http://www.ncela.us>

U.S. Department of Education: <http://www.ed.gov>

PARENT INVOLVEMENT

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall consult with parents/guardians and family members in the development of meaningful opportunities for them to be involved in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 1230 - School-Connected Organizations)
(cf. 1240 - Volunteer Assistance)
(cf. 1250 - Visitors/Outsiders)

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

(cf. 5020 - Parent Rights and Responsibilities)

The district's local control and accountability plan shall include goals and strategies for parent/guardian involvement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

(cf. 0460 - Local Control and Accountability Plan)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

(cf. 0500 - Accountability)

BP 6020(b)

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying BP 6020(b)

PARENT INVOLVEMENT (continued)

administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

(cf. 6171 - Title I Programs)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities and shall ensure that priority is given to schools in high poverty areas in accordance with law. (20 USC 6318, 6631)

(cf. 3100 - Budget)

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

BP 6020(c)

PARENT INVOLVEMENT (continued)

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

PARENT INVOLVEMENT (continued)

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

Legal Reference: (see next page)

BP 6020(d)

PARENT INVOLVEMENT (continued)

Legal Reference:

EDUCATION CODE

11500-11506 Programs to encourage parent involvement

48985 Notices in languages other than English

51101 Parent rights and responsibilities

52060-52077 Local control and accountability plan

54444.1-54444.2 Parent advisory councils, services to migrant children

56190-56194 Community advisory committee, special education

64001 Single plan for student achievement

LABOR CODE

230.8 Time off to visit child's school

CODE OF REGULATIONS, TITLE 5

18275 Child care and development programs, parent involvement and education

UNITED STATES CODE, TITLE 20

6311 State plan

6312 Local educational agency plan

6314 Schoolwide programs

6318 Parent and family engagement

6631 Teacher and school leader incentive program, purposes and definitions

CODE OF FEDERAL REGULATIONS, TITLE 28

35.104 Definitions, auxiliary aids and services

35.160 Communications

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Title I School-Level Parental Involvement Policy

Family Engagement Framework: A Tool for California School Districts, 2014

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Parental Involvement: Title I, Part A, Non-Regulatory Guidance, April 23, 2004

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Family, School, Community Partnerships:
<http://www.cde.ca.gov/ls/pf>

California Parent Center: <http://parent.sdsu.edu>

California State PTA: <http://www.capta.org>

National Coalition for Parent Involvement in Education: <http://www.ncpie.org>

National PTA: <http://www.pta.org>

Parent Information and Resource Centers: <http://www.pirc-info.net>

Parents as Teachers National Center: <http://www.parentsasteachers.org>

U.S. Department of Education: <http://www.ed.gov>

DRAFT

PARENT INVOLVEMENT

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall consult with parents/guardians and family members in the development of meaningful opportunities for them to be involved in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 1230 - School-Connected Organizations)
(cf. 1240 - Volunteer Assistance)
(cf. 1250 - Visitors/Outsiders)

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

(cf. 5020 - Parent Rights and Responsibilities)

The district's local control and accountability plan shall include goals and strategies for parent/guardian involvement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

(cf. 0460 - Local Control and Accountability Plan)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

(cf. 0500 - Accountability)

BP 6020(b)

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying BP 6020(b)

PARENT INVOLVEMENT (continued)

administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

(cf. 6171 - Title I Programs)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities and shall ensure that priority is given to schools in high poverty areas in accordance with law. (20 USC 6318, 6631)

(cf. 3100 - Budget)

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

BP 6020(c)

PARENT INVOLVEMENT (continued)

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

PARENT INVOLVEMENT (continued)

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

Legal Reference: (see next page)

BP 6020(d)

PARENT INVOLVEMENT (continued)

Legal Reference:

EDUCATION CODE

11500-11506 Programs to encourage parent involvement

48985 Notices in languages other than English

51101 Parent rights and responsibilities

52060-52077 Local control and accountability plan

54444.1-54444.2 Parent advisory councils, services to migrant children

56190-56194 Community advisory committee, special education

64001 Single plan for student achievement

LABOR CODE

230.8 Time off to visit child's school

CODE OF REGULATIONS, TITLE 5

18275 Child care and development programs, parent involvement and education

UNITED STATES CODE, TITLE 20

6311 State plan

6312 Local educational agency plan

6314 Schoolwide programs

6318 Parent and family engagement

6631 Teacher and school leader incentive program, purposes and definitions

CODE OF FEDERAL REGULATIONS, TITLE 28

35.104 Definitions, auxiliary aids and services

35.160 Communications

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Title I School-Level Parental Involvement Policy

Family Engagement Framework: A Tool for California School Districts, 2014

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Parental Involvement: Title I, Part A, Non-Regulatory Guidance, April 23, 2004

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Family, School, Community Partnerships:
<http://www.cde.ca.gov/ls/pf>

California Parent Center: <http://parent.sdsu.edu>

California State PTA: <http://www.capta.org>

National Coalition for Parent Involvement in Education: <http://www.ncpie.org>

National PTA: <http://www.pta.org>

Parent Information and Resource Centers: <http://www.pirc-info.net>

Parents as Teachers National Center: <http://www.parentsasteachers.org>

U.S. Department of Education: <http://www.ed.gov>

DRAFT

STAFF DEVELOPMENT

The Board of Education believes that, in order to maximize student learning and achievement, certificated staff members must be continuously learning and improving their skills. The Superintendent or designee shall develop a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills and become informed about changes in pedagogy and subject matter.

(cf. 6111 - School Calendar)

The Superintendent or designee may involve teachers, site and district administrators, and others, as appropriate, in the development of the district's staff development program. He/she shall ensure that the district's staff development program is aligned with district priorities for student achievement, school improvement objectives, the local control and accountability plan, and other district and school plans.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 0420 - School Plans/Site Councils)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

TEACHER SUPPORT AND GUIDANCE

The Board of Education recognizes the link between teacher effectiveness and student learning and desires to provide structured, individualized support and guidance to teachers as necessary to enhance their performance and support teacher retention. The Superintendent or designee shall develop a program of intensive professional development and consultation to help interns and beginning teachers apply their academic preparation more effectively in the classroom and to assist other teachers who need additional development in subject matter knowledge, instructional methods, and/or classroom management.

(cf. 4112.21 - Interns)

The Superintendent or designee shall coordinate individualized teacher support and guidance activities developed pursuant to this policy with other district staff development programs and staff evaluation processes.

(cf. 4115 - Evaluation/Supervision)

(cf. 4131 - Staff Development)

Teachers may volunteer to participate in the district's Teacher Professional Growth System or may be referred to such services based on their performance evaluation.

Support Teachers shall be experienced certificated personnel who are knowledgeable about teacher development and needed competencies and have strong interpersonal and communication skills. Support may include, but is not limited to, classroom observations, regular meetings with the support teacher, and an individualized plan for professional development or coursework that takes into consideration the teacher's assignment and prior preparation and experience. The roles and responsibilities of support teachers shall be clearly defined in writing and communicated to all participants.

The Superintendent or designee shall ensure the timely assignment of qualified support teachers to participating teachers and for reassignment as needed. He/she shall also ensure that each support teacher receives appropriate training to serve in a support capacity and is provided adequate time and resources to assist other teachers.

The district may provide a stipend to support teachers in accordance with the collective bargaining agreement and district budget.

(cf. 3100 - Budget)

(cf. 4141/4241 - Collective Bargaining Agreement)

The performance of a participating teacher shall be monitored by the support teacher, Superintendent or designee, and/or a review panel of teachers and administrators in order to determine whether the teacher has met program goals and teaching standards/competencies and to make recommendations for follow-up support or employment action, as appropriate.

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. 4117.6 - Decision Not to Rehire)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

TEACHER SUPPORT AND GUIDANCE (continued)

The Superintendent or designee shall regularly evaluate the district's Professional Growth System programs and shall report to the Board regarding program effectiveness in meeting district goals for teacher quality and retention. Evaluation reports may include, but are not limited to, data on program enrollment and completion, subsequent retention rates of participating teachers, and interviews or surveys of program participants.

(cf. 0500 - Accountability)

Beginning Teacher Induction Program

The Superintendent or designee shall inform beginning teachers who possess a preliminary credential about induction programs or other options that are available to help them fulfill the requirements of the clear multiple subject, single subject, or education specialist credential pursuant to Education Code 44259.

(cf. 4112.2 - Certification)

The district's beginning teacher induction program shall meet program standards adopted by the CTC and shall support beginning teachers in meeting the competencies described in the California Standards for the Teaching Profession.

The beginning teacher's knowledge and classroom practice shall be regularly assessed using multiple measures and the results shall be used to monitor and revise individual induction plans. The Superintendent or designee shall maintain a complete record of each participating teacher's progress toward completion of clear credential requirements.

When the teacher has successfully completed the induction program, the Superintendent or designee shall recommend to the CTC that he/she be awarded a clear teaching credential.

Legal Reference (see next page)

TEACHER SUPPORT AND GUIDANCE (continued)

Legal Reference:

EDUCATION CODE

44259 *Credential requirements*

44259.5 *Standards for professional preparation programs*

44275.4 *Credential requirements, induction, out-of-state teachers*

44325-44328 *District interns*

44450-44468 *University interns*

44830.3 *Interns, professional development and guidance*

CODE OF REGULATIONS, TITLE 5

80021 *Short-term staff permit*

80021.1 *Provisional internship permit*

80026.5 *Orientation, guidance, and assistance for emergency permit holders*

80033 *Intern teaching credential*

80055 *Intern credential*

80413 *Credential requirements*

80413.3 *Credential requirements; teachers with out-of-state credentials*

Management Resources:

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

SB 2042 Multiple Subject and Single Subject Preliminary Credential Program Standards, rev. February 2014

Intern Preservice, Support and Supervision Requirements: Preparation to Teach English Learners, Program Sponsor Alert 13-06, June 3, 2013

Education Specialist Teaching and Other Related Services Credential Program Standards, rev. May 2013

Multiple and Single Subject Induction Programs (program standards, preconditions, and language addressing the teaching of English learners), rev. January 2013

California Standards for the Teaching Profession, October 2009

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

California Federation of Teachers: <http://www.cft.org>

California Teachers Association: <http://www.cta.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Policy
adopted:

RIVERSIDE UNIFIED SCHOOL DISTRICT
Riverside, California

STAFF DEVELOPMENT

The Board of Education believes that, in order to maximize student learning and achievement, certificated staff members must be continuously learning and improving their skills. The Superintendent or designee shall develop a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills and become informed about changes in pedagogy and subject matter.

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California Teachers Association: <http://www.cta.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>



RUSD Dashboard & Success Indicator Targets Update

Academic Oversight Board Subcommittee

Dr. Jacqueline Perez, Assistant Superintendent, Instructional Support

Dr. Roger Yoho, Consultant

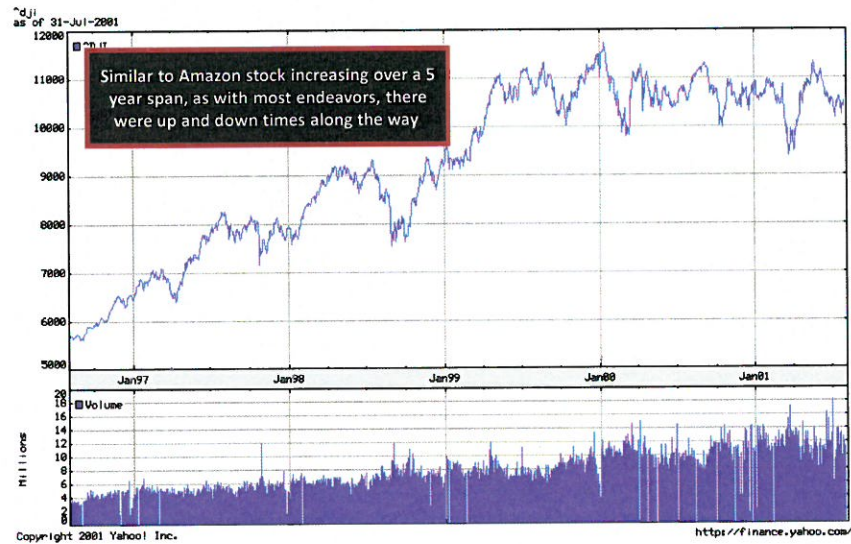
Thursday, April 26, 2018

- Define the purpose for Success Indicator Targets
- Provide context to the development process
- Provide an update to the development of Success Indicators Targets

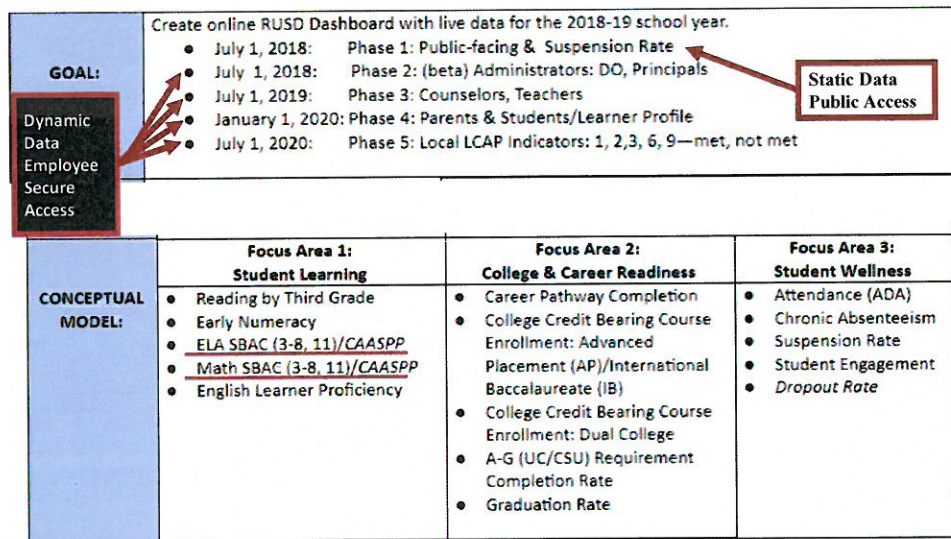
OBJECTIVES



The California State Board of Education and California Department of Education emphasize continuous improvement instead of once a goal is met no real improvement is required as in California's former accountability system (i.e., Academic Performance Index).



RUSD is developing two kinds of information: static and dynamic information



Static vs. Dynamic Information

- “Static” information is information that changes and is reported on an annual basis similar to the California Department of Education’s annual release of Smarter Balanced assessment results.
 - Static information is available to the general public via the Internet.
 - RUSD’s annual reporting of how well it meets its own Successor Indicator targets is static information since RUSD’s targets are annual targets.



Static vs. Dynamic Information (Cont.)

- “Dynamic” information is information that changes periodically throughout the year.
 - Dynamic information is accessed via a secure web location since the information involves confidential student level information. Access is restricted based upon the employees’ responsibilities or parent/guardian’s legal access to their child’s confidential information.
 - For example, tracking a high school student’s progress in completing her or his A-G course requirements as the student progresses from 9th grade through 12th grade is frequently changing dynamic information.



Success Indicator Target Development

Target development includes information from, when available, the state, other school systems across the state, county, school district, school, and student group information.

English Language Arts Success Indicator Target Ranges

The following table provides a summary of the target ranges for the English Language Arts Success Indicator. The targets are based on the state data and are intended to provide a benchmark for the district's performance.

Target Range	Target Value
Blue	4.0 or Higher
Green	3.0 to 3.9
Yellow	1.1 to 2.9
Orange	0.0 to 1.0
Red	-0.1 or Lower

Mathematics Success Indicator Target Ranges

The following table provides a summary of the target ranges for the Mathematics Success Indicator. The targets are based on the state data and are intended to provide a benchmark for the district's performance.

Target Range	Target Value
Blue	12.0 or Higher
Green	9.0 to 11.9
Yellow	4.1 to 8.9
Orange	0.0 to 4.0
Red	-0.1 or Lower

Proposed targets are shared with various stakeholder groups to obtain their feedback on them. Stakeholder groups include, in part, the Cabinet. Principals and Success Indicator Team.



Sample Target Ranges

Potential Annual
English-Language
Arts and
Mathematics
Success Indicator
Target Ranges

		1-Year Target (2018-2019)	3-Year Target (2021-2022)
		DFL3	DFL3
Blue	Very High	4.0 or Higher	12.0 or Higher
Green	High	3.0 to 3.9	9.0 to 11.9
Yellow	Medium	1.1 to 2.9	4.1 to 8.9
Orange	Low	0.0 to 1.0	0.0 to 4.0
Red	Very Low	-0.1 or Lower	-0.1 or Lower



Inclusion of Success Indicators Targets into the Annual LCAP Development Process

	3-Year Targets Revised Each Year			
2018-2019	Original 3-Year Target Set			
2018-2020		3-Year Target Revised		
2018-2021			3-Year Target Revised	
2018-2022				3-Year Target Revised
2018-2023				
2018-2024				
2018-2025				



THANK YOU.



Riverside STEM Academy (RSA) Demographics Revised to include Numbers of Students

Last week, we provided an analysis of the results of the revised lottery process which used census block information based on language, educational attainment, and income to more accurately reflect RUSD's population. The chart below now also includes the numbers of students represented in each area.

Ethnicity	17-18 Cohort		18-19 Cohort		RUSD
American Indian	1.85%	N=2	0.00%	N=0	0.36%
Asian	16.67%	N=18	14.81%	N=16	3.5%
Filipino	2.78%	N=3	0.93%	N=1	1.10%
Black	10.19%	N=11	8.33%	N=9	6.34%
White	38.89%	N=42	33.33%	N=36	21.45%
Hispanic	29.63%	N=32	42.59%	N=46	63.58%
Unknown	0.00%	N=0	0.93%	N=1	0.01%

Language	17-18 Cohort		18-19 Cohort		RUSD
English Only	79%	85	70%	73	63%
English Learners	21%	23	30%	35	37%

Parent Education	17-18 Cohort		18-19 Cohort		RUSD
Graduate/Post Grad	45%	N=49	29%	N=31	13.9%
College Degree	34%	N=37	29%	N=31	20.1%
Some College	13%	N=14	23%	N=25	26.7%
High School Diploma	6%	N=6	5%	N=5	20.4%
No High School Diploma	2%	N=2	2%	N=2	17.4%
Unknown	0%	N=0	12%	N=14	0%

Free Reduced Lunch	17-18 Cohort		18-19 Cohort		RUSD
Students Qualified	37%	40	42%	44	61%

Gender	17-18 Cohort				18-19 Cohort				RUSD
	Applicants		Accepted		Applicants		Accepted		
Females	50.4%	105	43.6%	51	44%	90	34%	38	48.8%
Males	49.6%	103	56.4%	57	56%	114	66%	70	51.2%

<24>

Staff, in collaboration with the demographer, analyzed the lottery gender data. We had more male applicants from low income and non-English speaking households. As we work to enhance our recruitment and outreach efforts, staff will address ways to increase outreach to our female students in low income and non-English speaking households.



Local Control Accountability Plan Annual Update & 2018-2019 Menu

May 1, 2018

Outcomes

- Review the LCAP Development Timeline
- Review Development Process for LCAP Menu
- Discuss Staff Recommendations for 2018-2019 LCAP Menu of Actions & Services
- Provide Direction to Staff based on Menu Recommendations

RUSD LCAP Timeline

Fall (September, October, November)	Winter (December, January, February)	Spring (March, April, May)	Summer (June, July, August)
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Implement
2017-2018 LCAP

Public Hearing
June 5, 2018

Monitoring Period 1
(Mid November)

Monitoring Period 3
(End of March)
Complete Annual Update
Board Recommendations

LCAP Adoption
June 26, 2018

Governor's Budget Proposal

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

Present Draft for Review &
Comment:
LCAP Advisory & DELAC

Stakeholder Engagement
(Include. LCAP Advisory)



Development Process for LCAP Menu

1. Board Goals & Priorities
2. California Dashboard (Including RUSD Student Groups)
3. Stakeholder Engagement
4. Effectiveness of Current Actions & Services




Recommendations for 2018-2019

LCAP Menu – Board Priorities

1. 

Ongoing Board Priorities	Current Financial Support for Priority
Branding/Marketing	\$412,000
Career Technical Education	\$9,800,000
Counselors (Career/College)	\$925,000
Counseling Social/Emotional (SAP)	\$3,800,000
Dual Enrollment (Middle College)	\$60,000
English Learners	\$7,700,000
Family Outreach/Community Outreach	\$928,000
Foster Youth	\$70,000
Mathematics (Adopt New Materials)	\$4,000,000
Professional Growth Systems	\$2,800,000
Reading by Third/Early Literacy	\$1,281,000
STEM High School	\$415,000
Success Indicators	
Visual and Performing Arts	\$9,100,000
Web Access (1:Web)	\$150,000

2.

3. 

Actions Already Committed to by Board - Taken off Menu	
Comparability Study	\$500,000
Differentiated Support for Identified students with disabilities	\$150,000
Dual Enrollment Plan	\$225,000
Dual Language Instruction	\$250,000
Flexible Schedule (MS)	\$500,000
Math Instructional Materials	\$6,000,000
Total	\$7,625,000.00

Color Legend	Additional "Ask" for Board Priority	Prior Board Commit.



Recommendations for 2018-2019 LCAP Menu – 1 Time Expenses

1. 
2. 
3. 

Actions to Prioritize - \$2,875M in 1 time funds			
ACTIONS/TOPICS	ASK 18-19 - LCAP Year 2 of 3	RUNNING TOTAL	NOTES
Safety Plan	465K	\$465,000.00	Raptor System, ID Badges, Secure Doors, Panic Buttons, Radio Upgrades, Staff Training
PGS/Danielson Roll-out	400K	\$865,000.00	Professional learning for teachers & admin in Danielson Framework - 9 Modules - 2 Year Total
Success Indicators & Assessment (RUSD Customized Dashboard)	80K	\$945,000.00	Annual site staff training in CALPADS data input processes/procedures
Visual And Performing Arts	330K	\$1,275,000.00	Begin elem. dance, expand elem. Music, diversify art offerings, PD for staff, collaboration with pro artists
Reading by 3rd Materials (K-2 ELA)	500K	\$1,775,000.00	New Common Core aligned early literacy materials for grades K-2 (Partially Funded LCAP)
Branding/Marketing	280K	\$2,055,000.00	Expand reach of RUSD, strengthen community messaging, bring new families to RUSD



Recommendations for 2018-2019

LCAP Menu – Ongoing Expenses

Actions to Prioritize - Ongoing Funds			
ACTIONS/TOPICS	ONE TIME COST	ONGOING COST	NOTES ON ONGOING ADDITIONS TO ACTIONS/SERVICES
Safety Plan	465K	230K	*Ongoing - Director of Safety = \$200K *Raptor System Annual Fees = \$30K
pc-3/Danielson Roll-out	400K	290K	Professional Learning for teachers and administrators in the Danielson Framework - 9 Modules
Success Indicators & Assessment (RUSD Customized Dashboard)	80K	750K	*Ongoing - Plan Includes: Clean & Accurate Data Initiative (5 Data Quality Techs) = 450K Assessment Techs (3) = 300K (ongoing). They support: RUSD Dashboard Maintenance Assessment Creation & Implementation Assessment Report Building/Assistance to Sites
Visual And Performing Arts	330K	900K	*Ongoing - 1.8 M Total Needed per VAPA Option 3 in Plan. 900K already in LCAP 330K (Reducible) = Expansion of programs; PD 570K (Staffing) = 2 Cert. FTE; 2 Class. FTE
Crisis Counselors		450K	*Ongoing - 3 Psychs (Go Guardian Support)
Reading by 3rd Materials (K-2 ELA)	500K		

Color Legend	
Ongoing Expense	One Time Expenditures



Discussion and Direction to Staff





Local Control Accountability Plan Annual Update & 2018-2019 Menu

May 1, 2018

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STEM High School	\$415,000
Success Indicators	
Visual and Performing Arts	\$9,100,000
Web Access (1:Web)	\$150,000

2.

3. 

Actions Already Committed to by Board - Taken off Menu	
Comparability Study	\$500,000
Differentiated Support for Identified students with disabilities	\$150,000
Dual Enrollment Plan	\$225,000
Dual Language Instruction	\$250,000
Flexible Schedule (MS)	\$500,000
Math Instructional Materials	\$6,000,000
Total	\$7,625,000.00

Color Legend	Additional "Ask" for Board Priority	Prior Board Commit.



Recommendations for 2018-2019 LCAP Menu – 1 Time Expenses

- 1.
- 2.
- 3.

Actions to Prioritize - \$2,875M in 1 time funds			
ACTIONS/TOPICS	ASK 18-19 - LCAP Year 2 of 3	RUNNING TOTAL	NOTES
Safety Plan	465K	\$465,000.00	Raptor System, ID Badges, Secure Doors, Panic Buttons, Radio Upgrades, Staff Training
PGS/Danielson Roll-out	400K	\$865,000.00	Professional learning for teachers & admin in Danielson Framework - 9 Modules - 2 Year Total
Success Indicators & Assessment (RUSD Customized Dashboard)	80K	\$945,000.00	Annual site staff training in CALPADS data input processes/procedures
Visual And Performing Arts	330K	\$1,275,000.00	Begin elem. dance, expand elem. Music, diversify art offerings, PD for staff, collaboration with pro artists
Reading by 3rd Materials (K-2 ELA)	500K	\$1,775,000.00	New Common Core aligned early literacy materials for grades K-2 (Partially Funded LCAP)
Branding/Marketing	280K	\$2,055,000.00	Expand reach of RUSD, strengthen community messaging, bring new families to RUSD



Recommendations for 2018-2019

LCAP Menu – Ongoing Expenses

Actions to Prioritize - Ongoing Funds			
ACTIONS/TOPICS	ONE TIME COST	ONGOING COST	NOTES ON ONGOING ADDITIONS TO ACTIONS/SERVICES
Safety Plan	465K	230K	*Ongoing - Director of Safety = \$200K Raptor System Annual Fees = \$30K
PD3/Danielson Roll-out	400K	290K	Professional Learning for teachers and administration in the Danielson Framework - 9 Modules
Success Indicators & Assessment (RUSD Customized Dashboard)	80K	750K	*Ongoing - Plan Includes: Clean & Accurate Data Initiative (5 Data Quality Techs) = 450K Assessment Techs (3) = 300K (ongoing). They support: RUSD Dashboard Maintenance Assessment Creation & Implementation Assessment Report Building/Assistance to Sites *Ongoing - 1.8 M Total Needed per VAPA Option 3 In Plan. 900K already in LCAP 330K (Reducible) = Expansion of programs; PD 570K (Staffing) = 2 Cert. FTE; 2 Class. FTE
Visual And Performing Arts	330K	900K	
Crisis Counselors		450K	*Ongoing - 3 Psychs (Go Guardian Support)
Reading by 3rd Materials (K-2 ELA)	500K		

1.

2.

3.

Color Legend	Ongoing Expense	One Time Expenditures





Discussion and Direction to Staff





Latin Honors & Class Ranking

May 1, 2018

Process

- 2015-2017: Think Tank
 - Students, Counselors, Site Administrators, Teachers, Parents, Board members, District Administrators.
- 2017-2018: Planning and Recommendations
 - Surveyed top 35 of each grade level
 - Supt. Student Advisory, Counselors, Administrators



Research

- Great Schools Partnerships
- Oak Park Unified School District
- Colleges/Universities



Latin Honors System

Three different levels of recognition (non-weighted GPA)

- Summa Cum Laude
 - 3.9000-4.0000
- Magna Cum Laude
 - 3.7000-3.8999
- Cum Laude
 - 3.5000-3.6999



Added Recognition for Rigorous Course of Study

- Highest Honors
 - 16+
- High Honors
 - 11-15.5
- Honors
 - 6-10.5
- Distinction
 - .5-5.5
- 0.5 pts per Honors Semester
- 1.0 pts per AP Semester/Dual Enrollment Course



If Latin Honors was used for 2017 Seniors...

Number of Seniors	460	500	774	589	455	44
High School	AHS	NHS	KHS	PHS	RHS	STEM
Summa Cum Laude	23	15	54	20	7	8
Magna Cum Laude	19	21	74	45	19	4
Cum Laude	26	22	65	55	25	7
Total Recognized	68	58	193	120	51	19

AHS 2017 Seniors

Latin Honors	Honors Recognition	AHS
Summa Cum Laude	Highest Honors	7
Summa Cum Laude	High Honors	4
Summa Cum Laude	Honors	5
Summa Cum Laude	Distinction	1
Summa Cum Laude	None	6
Magna Cum Laude	Highest Honors	3
Magna Cum Laude	High Honors	4
Magna Cum Laude	Honors	7
Magna Cum Laude	Distinction	4
Magna Cum Laude	None	1
Cum Laude	Highest Honors	1
Cum Laude	High Honors	3
Cum Laude	Honors	11
Cum Laude	Distinction	6
Cum Laude	None	5
Total Students Recognized/Total Seniors		68/460

Recommendations for 2018-19

Class of 2022 (Incoming 9th)

- Remove class rank from Aeries and transcripts
- Elimination of Vals/Sals
- Add Latin Honors
- Messaging to Parents, Students and Community

Class of 2021, 2020, 2019 (incoming 10th - 12th)

- Class rank remains in Aeries and transcripts
- Continue Vals/Sals
- Add Latin Honors



Questions



HEAD START GOVERNANCE UPDATE

APRIL 26, 2018

ACADEMIC OVERSIGHT SUB-COMMITTEE

2018-19 HEAD START GRANT APPLICATION

- Consent Agenda Item on May 1, 2018

APPLICATION FOR FEDERAL ASSISTANCE

- \$1,254,731 Grant (+ recent \$1,357)
- \$313,683 Non-Federal Match (+ recent \$339)

BUDGET SUMMARY

- Personnel Costs
- Borrego Health funds Health Specialist
- 2% COLA Increase = Separate Application
- Non-Federal Share Plan

CERTIFICATIONS AND ASSURANCES

- Follow Federal Laws
- Limits on Staff Compensation
- Limits on Administrative Costs
- Drug-Free Workplace
- Smoke-Free Workplace

HEAD START ORGANIZATIONAL CHART

- Staff are split funded with State Preschool

IDENTIFICATION OF AGENCY PROGRAMS

- Jefferson
- Longfellow
- Fremont
- Madison
- Jackson
- Highgrove

PROGRAM CALENDAR

- Follows elementary school calendar with the exception of:
 - Early Release Days
 - Two additional parent conferences in May