

**RIVERSIDE UNIFIED SCHOOL DISTRICT
EDUCATIONAL SERVICES DIVISION**

Academic Oversight Board Subcommittee Meeting

March 7, 2019

9:00 a.m. – 11:00 a.m.

District Office, Room 1

3380 14th Street, 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 January 16, 2019 meeting.

2. Local Control Accountability Plan (LCAP)

Staff will provide a brief report on the development of the LCAP to date, an annual update on the 2018-2019 LCAP, and will provide the Board of Education with staff recommendation for additions and or modifications to the LCAP via a Menu of options. The LCAP is scheduled to come back to the Board of Education on June 11, 2019 for a Public Hearing. Final approval and adoption of the LCAP will be recommended to the Board of Education at the June 25, 2019 Board meeting.

3. Multi-Tiered System of Support (MTSS)/Inclusive Practices

Subcommittee will receive a report on Multi-Tiered System of Support and Inclusive Practices including background on what a Multi-Tiered System of Support and Inclusive Practices are, as well as information on Inclusive Models and next steps.

4. Course Proposal

Staff will provide a recommendation for the approval of 20 courses in the content areas of VAPA (1), CTE (11), Science (7), and Math (1). These courses would be available for the 2019-2020 academic school year pending Board Approval.

5. Wellness Center Initiative Concept

Staff will provide information about the work that has been done regarding an initiative to establish Wellness Centers at RUSD High Schools.

6. Homelessness Partnership

Subcommittee will receive information regarding homelessness work in partnership with the City of Riverside, Riverside County, and a faith based organization.

7. STEM District Planning Committee

Staff will request approval of committee members.

8. Core Knowledge

Subcommittee will hear an update on Core Knowledge, including a program overview.

9. Schedule of Meetings

The subcommittee's next meeting has been scheduled for May 2, 2019 from 9:00 a.m. – 11:00 a.m. in Conference Room 3, 3380 14th Street, Riverside, CA 92501.

Conclusion

Subcommittee Members Comments

Adjournment



LOCAL CONTROL ACCOUNTABILITY PLAN 2019-2020 MENU

LYNN CARMEN DAY, CHIEF ACADEMIC OFFICER

EDUCATIONAL SERVICES

APRIL 9, 2019

OUTCOME

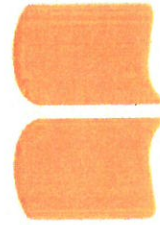
Provide direction to staff on proposed adjustments to LCAP actions and services.

BOARD GOALS | THREE LOCAL GOALS



GOAL ONE

Provide high quality teaching and learning environments for all students.



GOAL TWO


Prepare all students to be college, career and world ready upon graduation.



GOAL THREE

Fully engage students, parents and the community in support of short and long term educational outcomes.

RUSD LCAP Timeline

Fall (September, October, November)	Winter (December, January, February)	Spring (March, April, May)	Summer (June, July, August)
Implement 2018-2019 LCAP			
Monitoring Period 1 (Mid November)	Monitoring Period 2 (Mid February)	Monitoring Period 3 (End of March) Complete Annual Update Board Recommendations	Public Hearing June 11, 2019 LCAP Adoption June 25, 2019
	Governor's Budget Proposal	May Revise	Submit to RCOE June 29, 2018
		Draft 2019-2020 LCAP Submit to RCOE (Prelim Review) May 13, 2019	RCOE Review June – August 2019
LCAP Advisory	Stakeholder Engagement (Include. LCAP Advisory)	Present Draft for Review & Comment: LCAP Advisory & DELAC	

Development Process for LCAP Menu

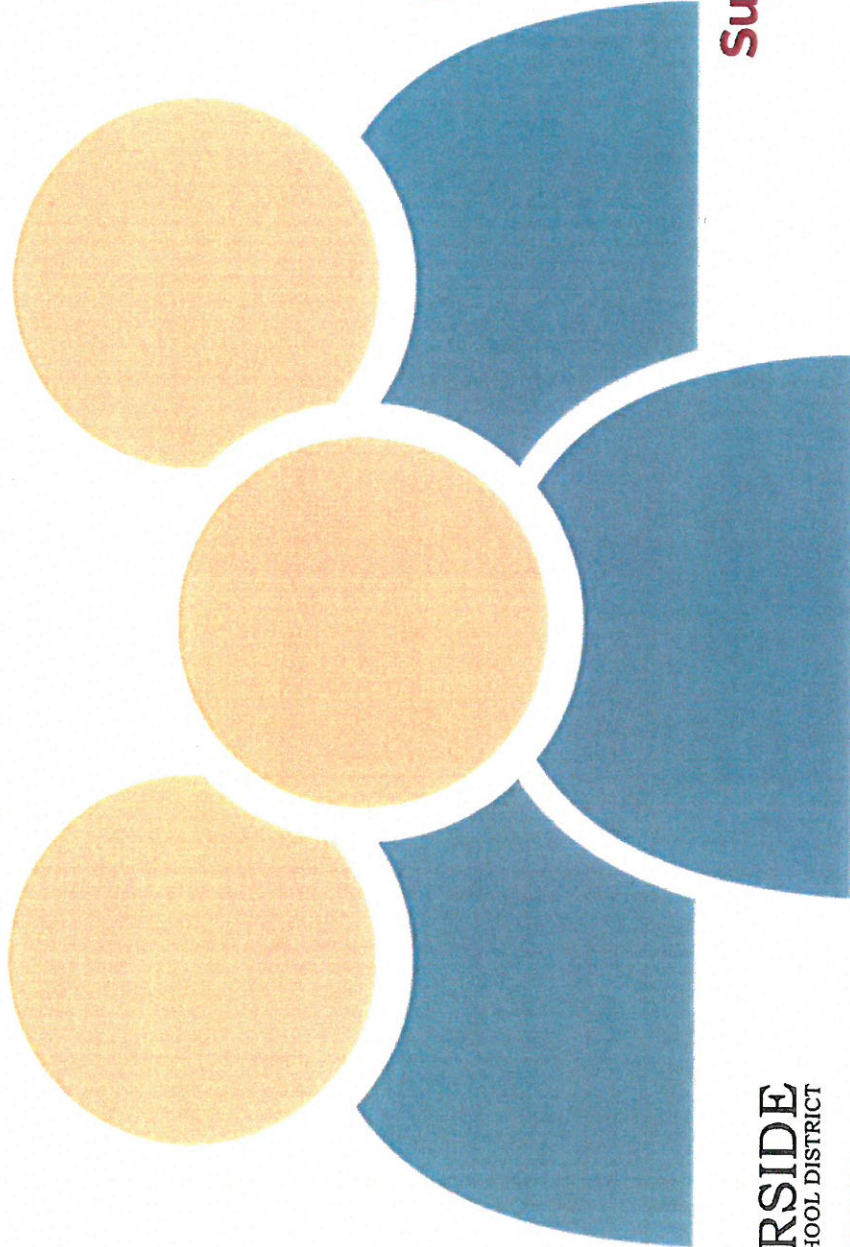
Board Goals
and
Priorities

Stakeholder
Engagement

Data
Monitoring

California
Dashboard

Stakeholders



Students

Parents

**Community
Members**

**LCAP Advisory
Committee**

**Classified
Association**

**Certificated
Association**

**District English
Learner
Advisory
Council**

**Superintendent's
Advisory
Committee**

Stakeholder Engagement Themes

Facilities

English Learners

College Career Counseling

Social Emotional Support

Activities and Athletics

Improved Instruction

Technology

Equity and Diversity

Foster Youth

Support for Struggling Students

Communication

Parent Engagement

Increased Staffing

Science and STEM

Special Education, Inclusion

Professional Development

Positive Student Discipline

Career Technical Education

Data Monitoring

Strengths

Early Literacy
Early Childhood Education
Elementary Summer School
Career Technical Education
Professional Growth Systems
AVID
Credit Recovery

Adjustments

North Feeder Program
Multi-Tiered Systems of Support
IB Middle Years Program
Adult Engagement

Data Monitoring - California Dashboard

High Priority Gaps

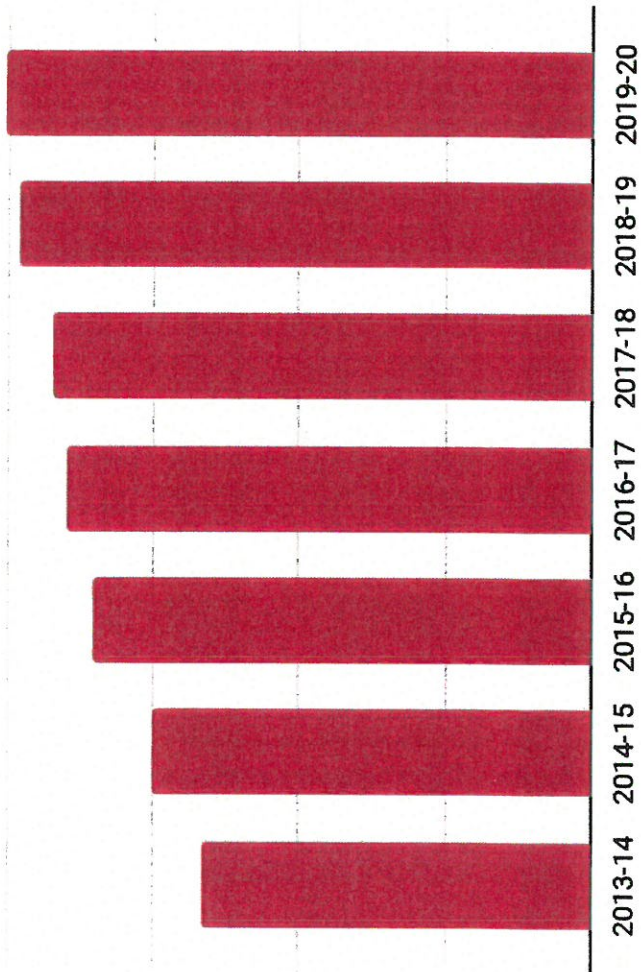
Foster Youth
Graduation Rate
College Career Indicator
Suspension

Students with Disabilities
English Language Arts
Mathematics
Graduation Rate
College Career Indicator

African American
Suspension

Local Control Funding Formula Story

■ LCFF \$ in millions



Recommendations for 19-20 Menu

New/Expanded

Re-Allocations

Process

****For Academic Oversight - not for Board Presentation**

What worked well with the process used in the past?

Where in the process did you get stuck?

What will be most helpful to make decisions?



RUSD

RIVERSIDE
UNIFIED SCHOOL DISTRICT

RIVERSIDE UNIFIED SCHOOL DISTRICT

**LOCAL CONTROL
ACCOUNTABILITY PLAN**



RUSD
RIVERSIDE
UNIFIED SCHOOL DISTRICT

Planning Session
April 9, 2019



2019-2020 RUSD LCAP Development

Purpose: Provide Direction to Staff on Proposed Adjustments to Actions and Services

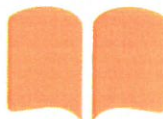
LCAP Timeline	Pg 1
Stakeholder Engagement Themes	Pg 2
Data Monitoring Summary	Pgs 3-6
Success Indicator Summary	Pg 7
Menu	Pg 8
Appendix	
Stakeholder Feedback by Group	Pgs 9-18
California Dashboard Detail	Pg 19
18-19 LCAP Summary	Pgs 20-23
Menu Reference Additional Background Information	Pgs 24-25

Board Priorities | Three Local Goals



GOAL ONE

Provide high quality teaching and learning environments for all students.



GOAL TWO


Prepare all students to be college, career and world ready upon graduation.



GOAL THREE

Fully engage students, parents and the community in support of short and long term educational outcomes.

2018-2019 LCAP Timeline

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RUSD Community and Staff Stakeholder Themes

2019-2020 LCAP Development

Item	Votes
Maintain and update facilities	
Increase support, resources, materials for English Learners	
Increase social emotional/mental health support for students	
Increase support for struggling students through intervention and tutoring	
Increase classified staffing to meet site needs, especially translators	
Increase parent education opportunities at multiple times of day	
Provide more college/career counseling	
Provide updated technology for students and sites equally	
Provide training to ALL staff to increase student engagement	
Provide science/NGSS/STEM curriculum, teacher training, materials and resources for labs	
Provide materials, training, resource to meet the needs of students with disabilities	
Increase support for Foster Youth	
Increase Career Technical Education offerings at all sites	
Provide support for ALL staff (including classified) dealing with student discipline behaviors	
Increased opportunities for activities such as Science Fair, History Day, clubs, athletics, arts	

This is a sampling of themes to be reviewed and prioritized by LCAP Advisory on March 12, 2019. This will be updated with prioritized themes.

RUSD LCAP Data Monitoring Summary

2018-2019 Actions and Services

Action	Action/Service	18-19 Budget	Is the program working?
Goal 1: Provide high quality teaching and learning environments for all students			
1.1a	30 minutes certificated staff	\$11,304,137	Yes
1.1a	Professional Development Plan, Staff Developers, Shared Leadership	\$2,684,722	Yes
1.1a	Coding for all	\$289,887	Yes
1.1b	Districtwide STEM strategy and NGSS transition	\$522,115	Progressing
1.1c	English Learners PD and monitoring	\$651,799	Progressing
1.1d	Assistant principals (elementary and secondary)	\$1,904,892	Yes
1.1e	Staffing to achieve Grade Span Average Target	\$4,575,195	Yes
1.1f	Materials Adoption: Math	\$1,908,192	Progressing
1.1g	Pre K-2 Early Literacy Gateway Program	\$40,000	Yes
1.2a	Digital Literacy and Professional Development	\$2,426,023	Yes
1.2b	Digital Inclusion	\$20,000	Yes
1.2c	Preventative maintenance of classroom display equipment	\$170,250	Yes
1.2d	Technology Procurement Specialist	\$89,234	Yes
1.2e	Internet Safety and Disaster Recovery	\$275,000	Yes
1.2f	Clean and Accurate data entry training	\$56,379	Yes
1.3a	Competitive Compensation	\$15,189,713	Yes
1.3b	Recruitment	\$50,000	Yes
1.3c	Leadership Development and Interest Based Problem Solving	\$30,000	Yes
1.3d	CTE teacher credentialing	\$42,000	Yes
1.3e	Professional Development for Classified staff and subs	\$50,000	Yes
1.4	Professional Growth Systems	\$4,117,427	Yes
1.5a-c	Deferred Maintenance, Greenscape, Team Cleaning	\$1,193,565	Yes
1.5d	Safety Plan	\$465,000	Yes

Action	Action/Service	18-19 Budget	Is the program working?
Goal 2: Prepare all students to be college, career, and world ready upon graduation			
2.1a	Multi-Tiered System of Support (MTSS) Universal Screeners	\$447,190	Progressing
2.1b	Intervention for English Learners (LAB, AVID Excel, Newcomer)	\$1,019,261	Progressing
2.1c	Tier II and Tier III interventions (elementary and secondary)	\$4,805,763	Progressing
2.1d	North Feeder MTSS Program	\$458,478	No
2.1e	Site allocations for unduplicated students	\$5,297,403	Yes
2.1f	Summer School	\$4,787,173	Yes
2.1g	Credit Recovery	\$731,370	Yes
2.1h	Overallocations for High Schools ELD sections	\$374,354	Yes
2.1i	Differentiated support for students with disabilities - inclusion training	\$150,000	Progressing
2.2a	College/career workshops	\$193,103	Yes
2.2b	Districtwide VAPA Plan	\$2,144,643	Yes
2.2c	AVID Program	\$1,397,350	Yes
2.2d	Heritage Program	\$335,769	Yes
2.2e	Puente Program	\$24,000	Yes
2.2f	Advanced Placement (AP) Exam fees for unduplicated students	\$145,000	Yes
2.2g	International Baccalaureate Middle Years Program	\$622,243	No
2.2h	Legacy Program	\$415,098	Yes
2.2i	STEM Enrichment	\$110,000	Progressing
2.2j	Dual Enrollment	\$125,000	Yes
2.2k	Foster Youth Case Management	\$200,000	Progressing
2.3a	Grant Writer	\$180,053	Yes
2.3b	Dual Language Immersion Program	\$8,907,945	Yes
2.3c	Core Knowledge Program	\$176,985	Yes
2.3d	Leader in Me Program	\$15,165	Yes
2.3e	Riverside STEM Academy Lottery and Outreach	\$51,190	Yes
2.3f	Personalized Learning/Custom Schools	\$1,059,656	Yes

2.4a	10 Counselors	\$959,160	Yes
2.4b	Professional Development for Counselors	\$25,000	Yes
2.5a-d	Career Technical Education Programs	\$1,653,617	Yes
2.5e	Project Lead the Way Program	\$308,334	Yes
2.6 a-e	Early Childhood Preschool	\$710,454	Yes

Action	Action/Service	18-19 Budget	Is the program working?
Goal 3: Fully engage students, parents, and the community in support of short and long-term educational goals			
3.1a	Student Assistance Plan (SAP) Program	\$4,195,192	Yes
3.1b	Child Welfare Attendance, Campus Supervisors, Homeless, Foster	\$1,977,193	Yes
3.1c	Restorative Practices	\$90,000	Yes
3.1d	Increase services to students with disabilities (Program Specialist)	\$174,682	Yes
3.2a	Family Resource Center	\$583,922	Yes
3.2b	Parent Education Events	\$285,000	Yes
3.2c	Translation services	\$1,160,837	Yes
3.2d	Cultural Proficiency	\$220,000	Progressing
3.3a	Science Enrichment	\$792,560	Yes
3.3b	Middle and High School Activities	\$2,016,602	Yes
3.3c	Middle School Sports	\$107,990	Yes
3.3d	Freshman and Sophomore Athletics	\$577,615	Yes
3.3e	High School Athletics	\$1,758,644	Yes
3.3f	Coaching Institute	\$34,000	Yes
3.3g	HERO Program	\$75,000	Yes
3.3h	Adult and Student Engagement	\$219,700	Yes
3.3i	Flexible Schedule Middle School	\$500,000	Yes
3.4a	Digital Communication	\$214,469	Yes
3.4b	Communications and Marketing Plan	\$467,858	Yes
3.4c	Update crisis management	\$7,500	Yes

RUSD Data Summary

California Dashboard

Area	Strengths	Opportunities
English Language Arts	All but 3 student groups improved distance from standard	Students with Disabilities, Foster, African American, Pacific Islander
Math	All but 2 student groups improved distance from standard	Students with Disabilities, Foster, African American, Hispanic, American Indian
Graduation Rate	Maintained High status in green as a district	Students with Disabilities, Foster
College Career Index		Students with Disabilities, Foster
Chronic Absenteeism	African American group improved	Pacific Islander
Suspension	Majority of student groups improved or maintained.	African American, Foster

RUSD Stakeholder Feedback Summary by Group

2019-2020 LCAP Development

Top Themes by Stakeholder Group			
Parents	Students	Teachers	Classified
Communication	Facilities	Science/NGSS	Staffing
Facilities	College Career	Special Education	Translators
Intervention/Tutoring	Social Emotional	Teacher Duties	Professional Devel.
Parent Engagement	Activities	Collaboration	Parent Engagement
College Career	Athletics	English Learners	Discipline
Technology	Instruction		All Students
Social Emotional	Technology		Social Emotional
Instruction	Cultural Diversity		Career Tech Ed
Relationships	English Learners		Facilities
Staffing	Intervention		Foster Youth

Most Common Topics

Four Groups: None

Three Groups: Facilities, English Learners, Social Emotional

Two Groups: Intervention, Parent Engagement, College Career, Technology, Instruction, Staffing

See following pages for more detail by group.

Email mbrandin@rusd.k12.ca.us to request access to raw data.

Parent LCAP Feedback

2/28/19

8 Parent/Community meetings (AAPAC, DELAC, RCPTA, Community Forum)

Total of 250 attendees

1,254 parent surveys (English and Spanish combined)

1,124 parent comments

Item	Percent of parent comments
Communication <ul style="list-style-type: none"> • Increase face to face communication • More frequent communication about progress • Timely communication • Too many forms of communication are confusing • Poorly designed website 	11.8
Facilities <ul style="list-style-type: none"> • Modernize and update facilities • Keep campuses clean, especially bathrooms • Remove portables • Maintain facilities, esp. sports and science labs 	8.2
Tutoring and Intervention <ul style="list-style-type: none"> • Provide early intervention • Increase personnel for EL, FY, SWD, struggling students • Extended hours for school facilities for help • Provide after school, summer school, lunch tutoring • Provide one on one tutoring • Provide math tutoring/intervention 	7.5
Parents <ul style="list-style-type: none"> • Increase parent education (esp math and tech) and activities • Provide child care • Provide opportunities at different times of day • Increased translation access at sites • Improve communication about parent education 	7.1
College/Career Readiness <ul style="list-style-type: none"> • Increase counselors • Provide college counseling to all, not just AVID • Provide more/earlier info to parents regarding college • Provide SAT prep courses 	5.9
Technology <ul style="list-style-type: none"> • Increase technology, one to one • Ensure site equity in access to technology • Increase teacher training • Provide textbooks in addition to technology 	5.8

Social Emotional Support <ul style="list-style-type: none"> ● Increase SAP Counselors/SE support at all levels ● Provide more info to parents about SE resources 	5.6
Instruction <ul style="list-style-type: none"> ● Increase rigor and relevance to improve engagement/motivation ● Promote/train for student centered instruction ● Focus on more than just test results 	4.7
Relationships <ul style="list-style-type: none"> ● Help ALL feel welcome and respected: increase staff members' friendliness and attention 	3.9
Personnel and Staffing <ul style="list-style-type: none"> ● Increase staff performance through training and accountability ● Increase personnel: Spanish speaking, translators, classroom aides ● Increase diversity of staff 	3.7
Activities <ul style="list-style-type: none"> ● Increase activities: after school, sports, clubs, dances, arts. ● Increase academic activities: science fair, history day, robotics with equity among campuses ● Start activities at earlier grades 	2.6
Homework <ul style="list-style-type: none"> ● Reduce/eliminate homework ● Ensure homework is aligned to curriculum 	2.0
Special Education <ul style="list-style-type: none"> ● Increase opportunities for mainstreaming ● Improve instruction ● Earlier intervention ● More support for special ed parents to understand needs, rights, services 	1.8
Discipline and Bullying <ul style="list-style-type: none"> ● Implement positive responses to behavior/PBIS ● Remove disruptive students ● Improve bullying interventions 	1.8
Class Size: reduce	1.7
Science and STEM <ul style="list-style-type: none"> ● NGSS aligned curriculum ● Increase lab opportunities, equipment, facilities ● Increase STEM opportunities all campuses 	1.5
Career Technical Education <ul style="list-style-type: none"> ● Increase variety of CTE courses ● Ensure equity of course offerings across campuses ● Increase vocational education/trades 	1.5
Food and Nutrition <ul style="list-style-type: none"> ● Provide healthy food choices 	1.4

<ul style="list-style-type: none"> • More staffing to shorten time in line • Modernize cafeteria • Lower cost meals 	
Math <ul style="list-style-type: none"> • Provide more support such as intervention • Provide parent education • Dissatisfaction with new textbook 	1.3
Arts <ul style="list-style-type: none"> • Increase programs • Start programs at Kindergarten • Provide more arts curriculum • Update arts facilities 	1.3
Common Core: Eliminate	1.2
Safety and Security <ul style="list-style-type: none"> • Closed campus is not welcoming • Increase drop off/pick up safety 	1.0

Other (less than 1.0%):	
<ul style="list-style-type: none"> • Remove AR • Increase afterschool programs • Core Knowledge in MS • Increase elective choices • Provide diversity training • Increase bussing availability • Increase DLI • Increase AVID • Start time too early • Increase PE • Increase Heritage and Legacy • Provide curric on life skills 	<ul style="list-style-type: none"> • Increase opportunities for parents to be involved with decision making • Ensure equity in funding across sites • Provide curriculum for high achievers/GATE • Move start date back to late Aug • Revise and communicate grading policies • Provide more library books, esp Spanish • Revise and communicate policies: info on sex ed, transgender • All schools to science camp • RSA lottery: do not allow students who do not have academic skills

Parent Survey Responses (Spanish and English)

1,254 responses

% or parents Strongly Agree and Agree

I feel welcome at my child's school **76%**

The school uses many ways to communicate with me, such as handbooks, newsletters, notes home, parent conferences, emails, parent education events, phone calls, etc **83%**

I am satisfied with the information the school provides me on my child's progress. **72%**

RUSD provides my child with the opportunity to learn skills needed for their future. **71%**

I have a voice/input in school and district decision making. 42%

I am satisfied with the information the school has provided on ways to access technology, such as computers and other devices at home. **65%**

I am satisfied with the parent education opportunities my school offers. 59%

I am encouraged to become involved in the school through opportunities such as parent councils and volunteering. **68%**

The school has ways to increase parent participation for school events, such as providing translation services and childcare. **52%**

My child's school has facilities with up-to-date technologies. **62%**

My child's school sets high expectations for student achievement. **77%**

My child's school maintains the buildings, classrooms, and grounds. **72%**

My child's school provides a well-rounded curriculum. **72%**

I understand what types of social-emotional supports are available to students. **47%**

Best time of day for school meetings and parent education events

6:00-8:00 pm **42%**

4:00-6:00 pm **28.7%**

7:30-9:30 am **16%**

2:00-4:00 pm **8.8%**

I prefer school communication be sent by:

Email **85%**

Phone **45.6%**

notes/flyers **39%**

Web based services such as Remind **37.3%**

Newsletter **24.8%**

Website **23.6%**

Social media **21%**

I would like more information about:

College Career Readiness **51.7%**

How to help my child with math **47.9%**

State Testing **38.3%**

How to help my child with reading/English **37.6%**

Technology **34.6%**

Mental Health **30.5%**

Internet Safety **26.6%**

Parenting skills **20.5%**

Other: after school care, focus and organization, homework help, basic life skills, LGBT, learning disabilities, technology for special needs, STEM in K-6, bullying, learning styles, tutoring services, managing stress, music programs, vocational programs, support programs, augmenting academically weak curricula at home, recruitment and hiring practices, parent voice, how to keep my child on task, school transfers, writing, how to help my child with Spanish

Student LCAP Feedback

2/28/19

Facilities	Upgrades/additional restrooms *****
	Increase beautification *****
	Desk upgrades *****
	more maintenance in the fields. ****
	Covered areas to protect against rain and heat ****
College Career	Increasing counseling support, (help with classes, college and career plans) *****
	It takes too long for a counselor to call you. *****
	AVID is helpful for students to find guidance in what they want to do. *****
	The counselors are good at recommending classes that will fit for our interests and possible career paths. *****
	I'm not sure what I want to do ***
	There doesn't seem to be a lot of options, we need a wider variety of jobs **
Social Emotional	Its hard when you don't have the tool and resources to go to college **
	Programs to reduce stress levels *****
	More SAP counselors *****
	I'm depressed ****
Activities	We need programs about stress and anxiety relief ***
	School needs to communicate about clubs more efficiently *****
	Less out of pocket expenses for students to participate *****
	Offer more clubs. *****
Athletics	More funding for more sports equipment *****
	More athletic programs *****
Instruction	Better communication from teachers *****
	Patience/understanding from teachers *****
	Teach for us to learn, not just to get through assignment *****
	We need more lecture/discussion time ****
	Teachers do not reach out if you are struggling, you have to do it ****
	Teachers to be more cognizant of our strengths and weaknesses ****
	Some teachers don't care - believe in us and we will believe in ourselves ****
	More flexibility from teachers ***
Technology	Frequent use of technology in the classroom helps students to be successful *****
	Too much technology is replacing instruction from teacher ****
	Better Wifi please!! ***
	There needs to be a balance between paper and technology **
	Too many websites are blocked **

	We need to have Wifi and computers for students who do not have it at home **
	Some people are slacking off when given free time with technology. *
	Technology is rarely used in our classes *
Diversity	We need representation around our school and in our textbooks that represent diversity *****
English Learners	More support for english learners *****
Intervention	We need more tutoring *****
	Peer Tutoring.***
	There is a lot of support from teachers and counselors **
	AERIES is helpful for parents and students **
Math	More hands on learning, not just worksheets ****
	Some teachers just want to rush through and get things done ***
	The new grading system is poor **
	We need more math classes that will actually help us in the future **
	More lectures would be good. **
Reading	Reading is not fun it's boring. It's hard to enjoy what you are reading. Need ability to choose our own books *****
	Have more discussions *****
	Too many assignments in a short period of time *****
Science	Science needs to be more hands on, more labs and experiments*****
	Programs need to be engaging, focus, a purpose. ****
	More CTE type programs ***
Safety	There is a lot of security at our school and it makes us all feel safe *****
	More campus supervisors for how many students. **
	School shooter training ***
Food & Nutrition	Better food options *****
	Split lunch into two groups *****
	Lunch lines are really long and some students don't get to eat.*****
Materials	We need current books, something more relateable *****
	Books need to be replaced/damaged *****
	Provide more books to be available in the library, not everyone can afford to buy them **
Other	More CTE Programs *****
	We need more field trips ****
	Cover costs for AP tests ***
	Provide transportation ***
	We need repairs for instruments **

2018 - 2019 LCAP Student Survey Feedback Summary

92% of Students feel welcome and accepted on campus

76% of students feel their teachers demonstrate high expectations for all students

40% of students feel that their school should do more to get students involved in afterschool activities

41% of students do not feel they are treated equally by their teachers

77% of students feel their teachers allow them to see things from more than one point of view

94% My school efficiently uses technology in the classroom

LCAP Student Paper-Survey Responses 138 responses

74% of students polled report that they have their future dream job identified

26% of students report they have not identified their dream job

Themes for Goal One: Provide High Quality Teaching and Learning Environments for all Students

My school sets high expectations for student achievement: **66%** responded "most of the time"

At my school teachers encourage students on a regular basis: **57%** responded "most of the time"

My teachers use technology in a way that helps me learn more: **56%** responded "most of the time"

My teachers encourage critical thinking and use real work/relevant projects: **59%** responded "most of the time"

My school and teacher effectively communicate with me and my family and treat everyone fairly: **46%** responded "most of the time"

Themes for Goal Two: Prepare all students to be College, Career and World Ready upon Graduation

My teachers show me how to be prepared and organized for school: **54%** responded "most of the time"

My school prepares me to be successful in college and at a career in the future: **62%** responded "most of the time"

My school promotes a healthy lifestyle for everyone, and encourages students to engage in a variety of after school opportunities: **49%** responded "most of the time"

I have access to school counselors who will help me with my college applications and provide me with career information: **67%** responded "most of the time"

My teachers care about my grades; my being in the class matters to them: **64%** responded "most of the time"

Themes for Goal Three: Fully Engage Students Parents & Community in support of Short/Long Term Education Outcomes

I feel safe when I am at school **72%** responded "most of the time"

Adults at my school treat me with respect: **66%** responded "most of the time"

My teachers value my background and culture: **59%** responded "most of the time"

I am comfortable talking to teachers, and have access to counselors for support beyond just scheduling classes (ie: problems concerning family, friends, emotions etc...) **60%** responded "most of the time"

Students who are learning English receive sufficient instruction, learning materials and tutoring **47%** responded "most of the time"

RCTA Stakeholder Feedback
2/12/19

Items
Next Generation Science <ul style="list-style-type: none">• Districtwide Plan• Materials Adoption TK-12• Hands on Materials
STEM High School <ul style="list-style-type: none">• Concerns about large amount of money• Consider delay or eliminate
Special Education <ul style="list-style-type: none">• Provide funding for materials
Teacher Duties <ul style="list-style-type: none">• Feeling over tasked, especially when asked to support other teachers
Collaboration <ul style="list-style-type: none">• Provide for vertical teaming
English Learners <ul style="list-style-type: none">• Training and materials, especially newcomers• Provide training on EL Road Map• Integration of ELD and ELA

CSEA Stakeholder Feedback 2/19/19

Item	Number of Votes
Increase classified personnel (translator and attendance): to ensure quality and clean data	11
Increase translator support at both district and site levels: based on site number of ELs, increased hours per day, months per year, provide space	10
Increase classified PD: use alternative formats - not out of work day	9
Increase access for Parent Education: increase personnel to provide opportunities at other times, provide child care, provide translation. Suggested topics discipline and attendance	8
Provide support for classified staff dealing with behaviors that may end in suspension: treatment of campus supervisors	8
Provide increased training and staffing to ensure clean data entry	6
Increase support for ALL students: average and high students, VAPA, TK-2, shop programs	4
Continue or increase SAP counselors: especially elementary	4
Expand CTE Pathway access	2
Increase maintenance for facilities	2
Maintain and train Foster Youth interns/support	1
Recruit and stipend bilingual employees	1

RUSD California Dashboard Detail

Indicator/ Group	All	Amer. Ind.	Asian	Black	Filipino	Hispanic	Pacific Isl	White	Mult. Races	SED	EL	SWD	Foster	Homeless
ELA		++	+		-	+	-		+	+	+			+
Math					-		+	+	+	+	+		-	+
ELPI	No data due to new test													
Grad. Rate			+	-	-	+		-	+		+	-	-	
CCI					-			-	++		-	-	-	-
Chron. Ab.		+	-	-		+	+	-	+	+			+	
Susp.		-		+		+	-		-	+	+		++	+
Number per group	41,090	157	1,415	2,548	480	28,159	161	8,804	749	27,818	6,824	4,571	189	1,901
Percent	100%	0.4%	3.4%	6.4%	1.2%	63.6%	0.4%	21.4%	1.8%	67.2%	16.6%	11.1%	0.5%	4.6%

COLORS	
	Highest
	Lowest

SYMBOLS	
++	Increased Significantly
+	Increased
	Maintained
-	Decreased
- -	Decreased Significantly

INDICATORS	
ELA	English Language Arts CAASPP Test grades 3-8 and 11
Math	Math CAASPP Test grades 3-8 and 11
ELPI	English Language Progress Indicator for English Learner Students
Grad Rate	Graduation Rate % of students who graduate in 4 years or 1 yr alternative
CCI	College and Career Indicator: a-g, dual enrollment, CTE pathways, AP, IB, Biliteracy, ROTC, Level 3 CAASPP
Chron. Ab.	Chronic Absenteeism: Missing 10% of school days, grades K-8 . **Decrease**
Susp.	Suspension Rate % of students who are suspended . **Decrease**

GROUPS			
All	All	White	White
Amer. Ind.	American Indian	Mult. Races	Multiple Races
Asian	Asian	SED	Socio-economically Disadvantaged
Black	Black, African American	Eng. Learner	English Learner
Filipino	Filipino	SWD	Students with Disabilities
Hispanic	Hispanic	Foster	Foster
Pacific Isl.	Pacific Islander	Homeless	Homeless

<https://www.caschooldashboard.org/reports/33672150000000/2018>

RUSD LCAP Summary

2018-2019

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 \$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; NGSS/STEM Coordinator) \$447,071 LCFF / \$75,044 T 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) \$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) \$1,904,892 LCFF
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	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) \$40,000 LCFF
1.2 Support digital integration, infrastructure, digital inclusion, maintenance, procurement, safety	
1.2a	Increase Digital integration in the instructional setting (student devices; teacher & classroom refresh; tools & resources; technical assistance; Digital Literacy & Citizenship professional development) \$2,306,023 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
1.2c	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) \$89,234 LCFF
1.2e	Increase Internet Safety and Disaster Recovery (software; disaster recovery services; equipment) \$275,000 LCFF
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) \$15,189,713 LCFF
1.3b	Recruit highly qualified personnel and ensure teachers are properly credentialed \$50,000 TITLE II
1.3c	Provide quality leadership development (Interest based prob solve; Assistant Principal development) \$30,000 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
1.4 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) \$3,682,426 LCFF / \$435,001 LCFF 1-time
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
1.5b	Support Green scape services \$276,410 LCFF

1.5c Support Team Cleaning services \$417,155 LCFF
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 1 time
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) \$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) \$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 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 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) \$5,297,403 LCFF
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 T1 / \$65,000 TITLE III / \$1,689,592 LCFF (One-time)
2.1g Continue to provide credit recovery at each comprehensive high school \$731,370 LCFF
2.1h Provide support to comprehensive high schools for ELD courses to better meet student needs. \$374,354 LCFF
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) \$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) \$1,814,643 LCFF / \$330,000 LCFF (One-time)
2.2c Continue to implement Advancement Via Individual Determination (AVID) program (instructional support; tutors; field trips; guest speakers) \$1,272,350 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) \$335,769 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 \$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) \$622,243 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
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
2.2j Increase Dual Enrollment opportunities for juniors and seniors (fees, materials, books) \$125,000 LCFF

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)
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 \$180,053 LCFF
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)
2.3c Continue to implement and expand Core Knowledge (Instructional Support Teacher on Special Assignment) \$176,935 LCFF
2.3d Continue the Leader in Me program at Woodcrest Elementary (professional development; fees) \$15,165 LCFF
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
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
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) \$959,160 LCFF
2.4b Increase professional development of counselors \$25,000 College Readiness Grant
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) \$261,356 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) \$207,785 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) \$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) \$152,135 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) \$7,840 LCFF / \$70,551 Child Development
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 \$133,162 TITLE I
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) \$4,195,192 LCFF
3.1b Support for Child Welfare and Attendance (Pupil Services; Homeless; 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
3.1d 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) \$583,922 LCFF

3.2b	Continue to provide parent workshops and the Parent Education Summit in collaboration with District and community partners \$110,000 LCFF / \$175,000 T1
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 Sped
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) \$792,560 LCFF
3.3b	Continue to support opportunities for co-curricular and extra-curricular activities (Middle School and High School Activities/VAPA) \$2,016,602 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) \$577,615 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
3.3g	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) \$208,500 LCFF / \$11,200 LCFF (One-time)
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)
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) \$214,469 LCFF
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)
3.4c	Reevaluate and update the crisis management and response structure (publications of tools/resources) \$7,500 LCFF

RUSD Wellness Center Initiative

Foundational Capability – (Core system capability/structure) – RUSD Current structure)	Functional Capability – (Elaboration of core capability)	Action Steps	RACI			
			Responsible	Accountable	Consulted	Informed
SAP, School Counselors, Psychological Services, Health Services, Peer Mentoring Pilots, Crisis Team, Foster Interns, Employee Assistance	Wellness Center Initiative Planning Team	10/30/18 Initial Meeting - overview of need, existing programs, next steps	Chief Academic Officer	Chief Academic Officer	Executive Cabinet	Superintendent
		12/14/18 Alignment of initiative with District Mission/Vision & Core Values - dialogue @ vision and scope of Initiative	Chief Academic Officer	Chief Academic Officer	NA	NA
		1/14/19 Sub-committee development of action plan steps	Director Pupil Services	Chief Academic Officer	NA	NA
		2/8/19 3:00-4:30 at CRC	Director Pupil Services	Chief Academic Officer	NA	NA
		3/8/19 3:00-4:30 at CRC	Director Pupil Services	Chief Academic Officer	NA	NA
		4/12/19 3:00-4:30 at CRC	Director Pupil Services	Chief Academic Officer	NA	NA
		5/17/19 3:00-4:30 at CRC	Director Pupil Services	Chief Academic Officer	NA	NA
	Site Visits/Data Collection January-February 2019	Coachella Valley/Desert Hot Springs - Borrego Health Center Collaboratives with school districts (site visits)	Director Pupil Services & Coordinator Wellness & Engagement	Director Pupil Services	Chief Academic Officer & Wellness Planning Team	Executive Cabinet
		Fresno Unified School District (data collection)	Director Pupil Services & Coordinator Wellness & Engagement	Director Pupil Services	Chief Academic Officer & Wellness Planning Team	Executive Cabinet
		Moreno Valley Unified (site visit)	Director Pupil Services & Coordinator Wellness & Engagement	Director Pupil Services	Chief Academic Officer & Wellness Planning Team	Executive Cabinet
		Austin School District (data collection)	Director Pupil Services & Coordinator Wellness & Engagement	Director Pupil Services	Chief Academic Officer & Wellness Planning Team	Executive Cabinet
	Partner Engagement February-March 2019	Borrego Health	Director Pupil Services	Director Pupil Services	Lead Nurse, Coordinator Wellness & Engagement	Chief Academic Officer
		Riverside University Health Systems/Mental Health & Social Services	Coordinator Wellness & Engagement	Director Pupil Services	Director Pupil Services	Chief Academic Officer
		Institutions of Higher Education	Coordinator Wellness & Engagement	Director Pupil Services	Director Pupil Services	Chief Academic Officer
		Kaiser Permanente	Lead Nurse	Director Pupil Services	Director Pupil Services	Chief Academic Officer
		Other agencies as needed	Director Pupil Services	Director Pupil Services	Chief Academic Officer	Superintendent
	Visit/Data Analysis & Proposal March-May 2019	Wellness Center Initiative Planning Team work session	Director Pupil Services	Director Pupil Services	Chief Academic Officer	Executive Cabinet
		Presentation to Cabinet/BOE	Director Pupil Services	Chief Academic Officer	Executive Cabinet	Board President
		MOU with partner(s)	Contract Analyst	Director Pupil Services	CBO Designee, Chief Academic Officer	Executive Cabinet & BOE
	2019-2020 Pilot	Tentative Pilot Ramona and/or Arlington Feeders	Site Administrators	Director Pupil Services & Coordinator Wellness & Engagement	Chief Academic Officer	Executive Cabinet & BOE
		Benchmark points/data collection	RAE, Program Partner(s)	Director Pupil Services	Chief Academic Officer	Executive Cabinet & BOE
		Monthly collaborative meetings	Site Administrators, Program Partner(s), Pupil Services Team	Director Pupil Services	Chief Academic Officer	Superintendent



Multi-Tiered System of Support and Inclusive Practices

MARCH 19, 2019

MTSS Inclusive Practices



Excellence + EQUITY

All Means All

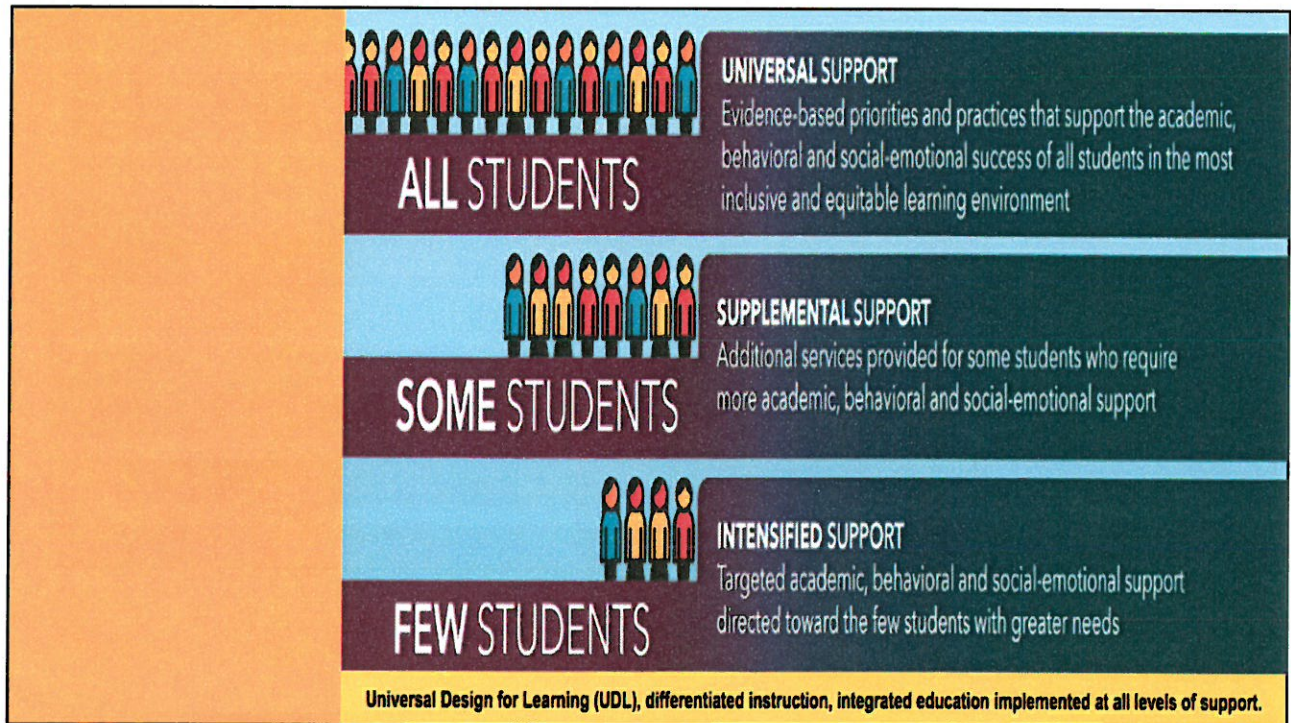
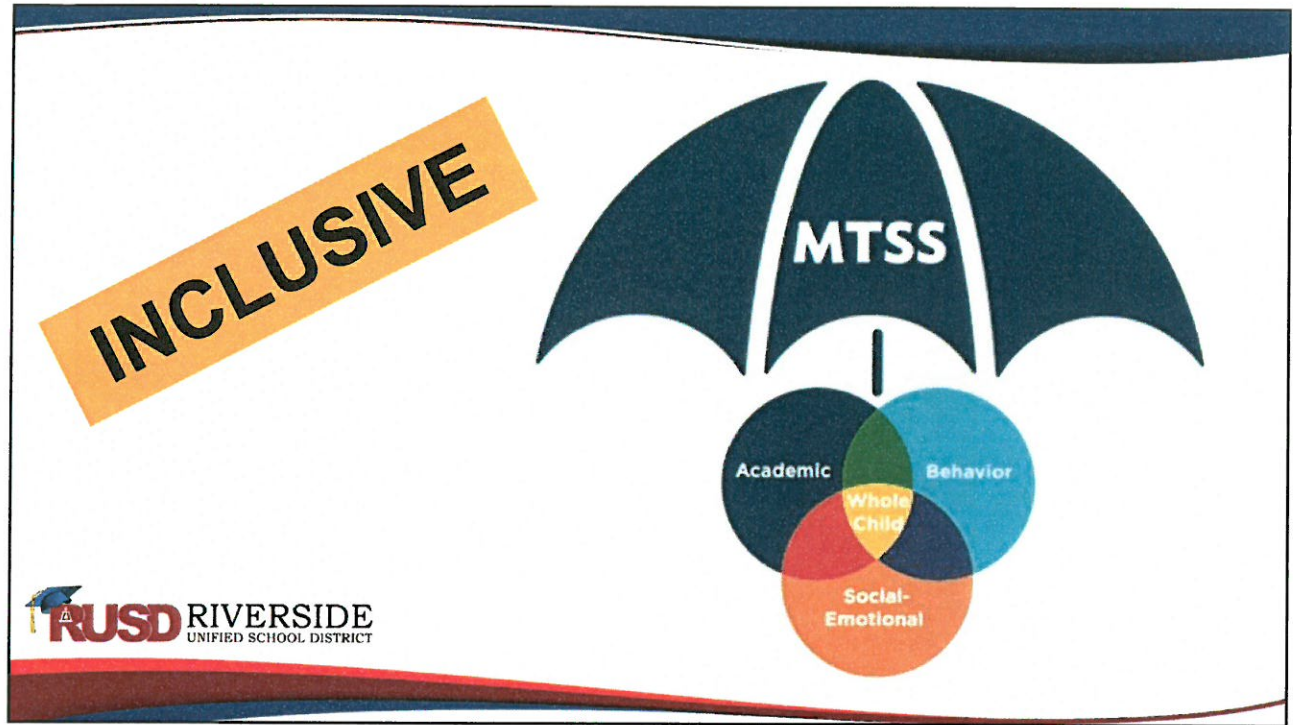
Excellence and equity for all students is about creating a system where all students are fully valued, welcomed, well supported, and engaged in learning. A continuum of support must be in place to ensure all students are benefiting from and engaged in learning.



RUSD Equity Definition

Equity is accomplished when **access** is based on need, and **every student** is provided with what they individually require to **learn and succeed** to fulfill their academic and social advancement.





2017 CA Dashboard

RUSD - 2017 Dashboard Data		ALL	EL	FY	HOM	SED	SWD	Amln	Asian	AI/Am	Fil	Hisp	PI	2+	W
Priority 4	Academic - ELA						1								
	Academic - Math						2								
	EPLI														
Priority 5	Graduation Rate						3								
	Chronic Abs.														
Priority 6	Suspension														
Priority 8	College/Career														

2018 CA Dashboard

RUSD - 2018 Dashboard Data		ALL	EL	FY	HOM	SED	SWD	Amln	Asian	AI/Am	Fil	Hisp	PI	2+	W
Priority 4	Academic - ELA						1								
	Academic - Math						2								
	EPLI	N/A													
Priority 5	Graduation Rate			1			3								
	Chronic Abs.														
Priority 6	Suspension			2											
Priority 8	College/Career			3			4								

Performance Indicator Review

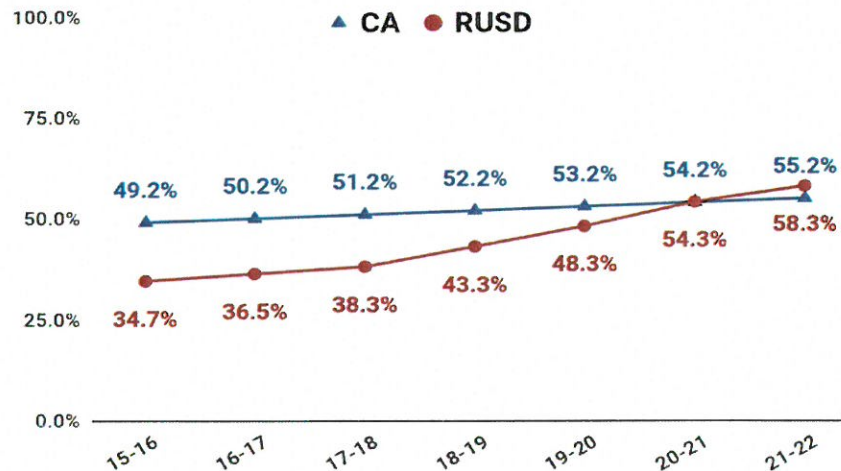
Least Restrictive Environment

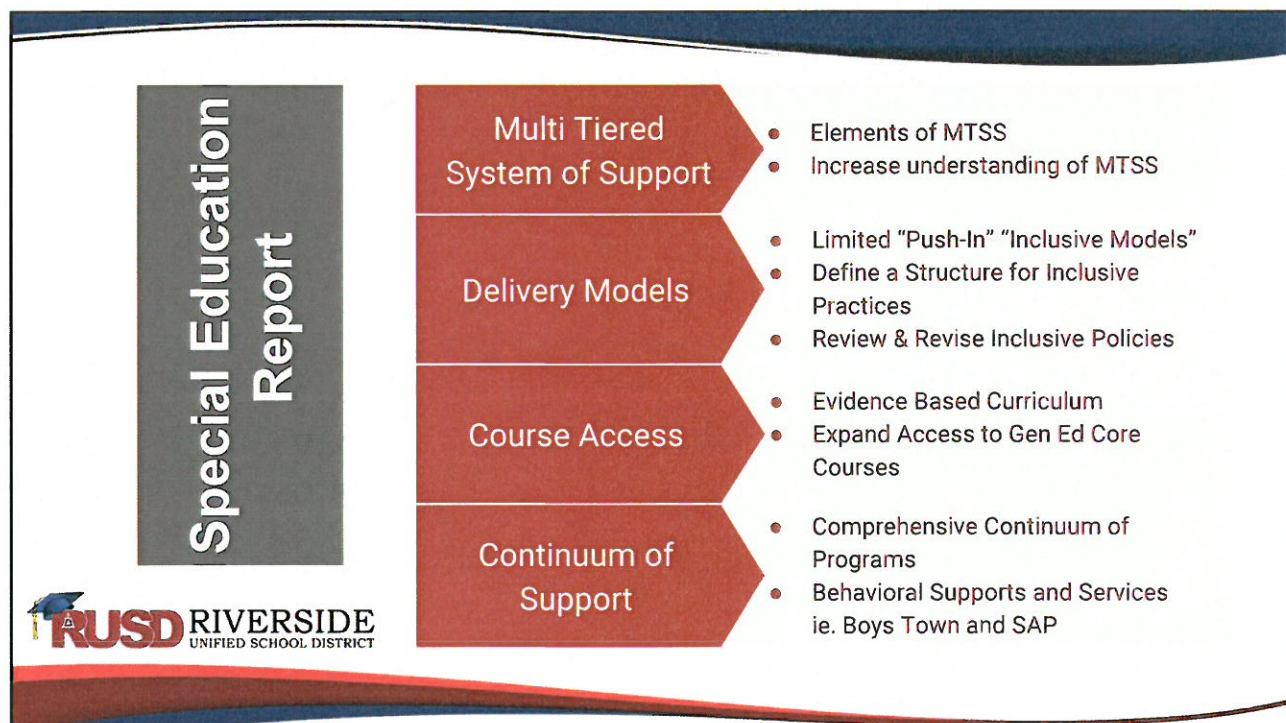
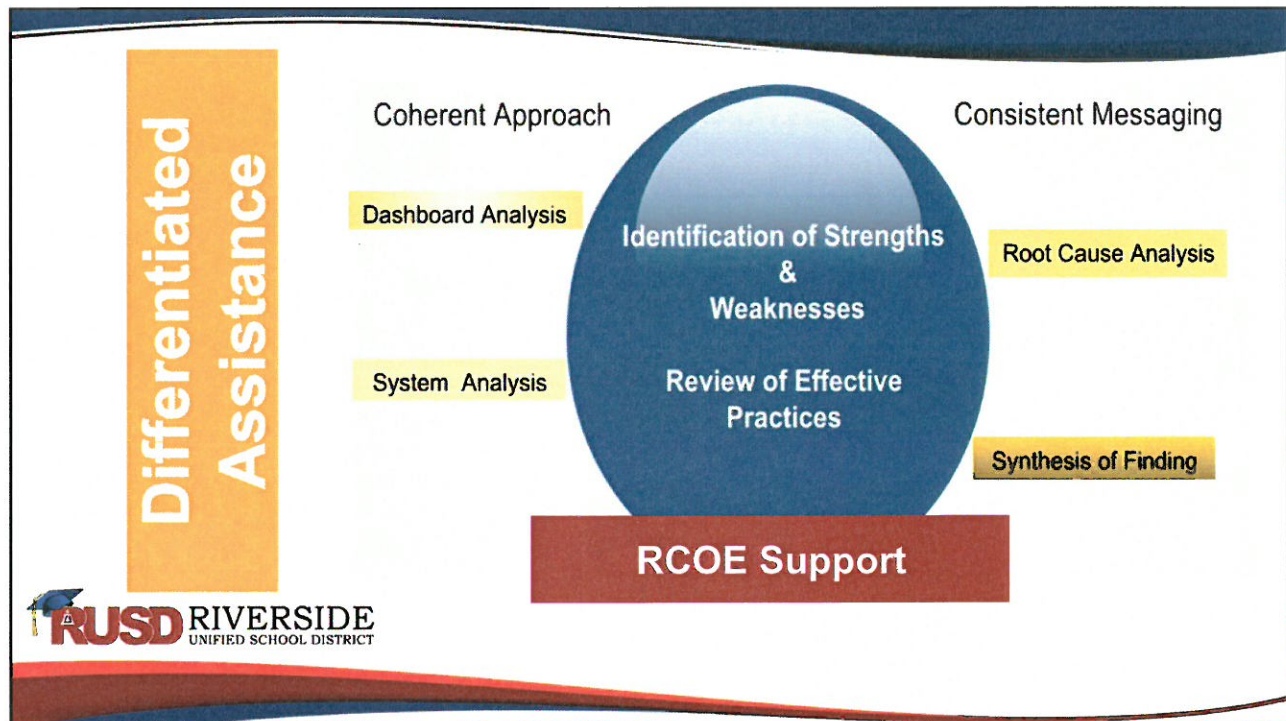
>80 percent inside gen ed

	RUSD	State Target
2015-16	34.7%	49.2%
2016-17	36.5%	50.2%
2017-18	38.3%	51.2%




Percent of Students in General Education 80% or More







MEMBERS




Personnel




School Site




Partnerships



Instruction



Special Education



RUSD RIVERSIDE
UNIFIED SCHOOL DISTRICT

<p>Eliminate disparities and inequitable practices</p>	<p>Implement inclusive practices and policies</p>
<p>Honor individuality with a focus on high outcomes for all</p>	<p>Guarantee respectful treatment where all individuals feel valued</p>

TIMELINE

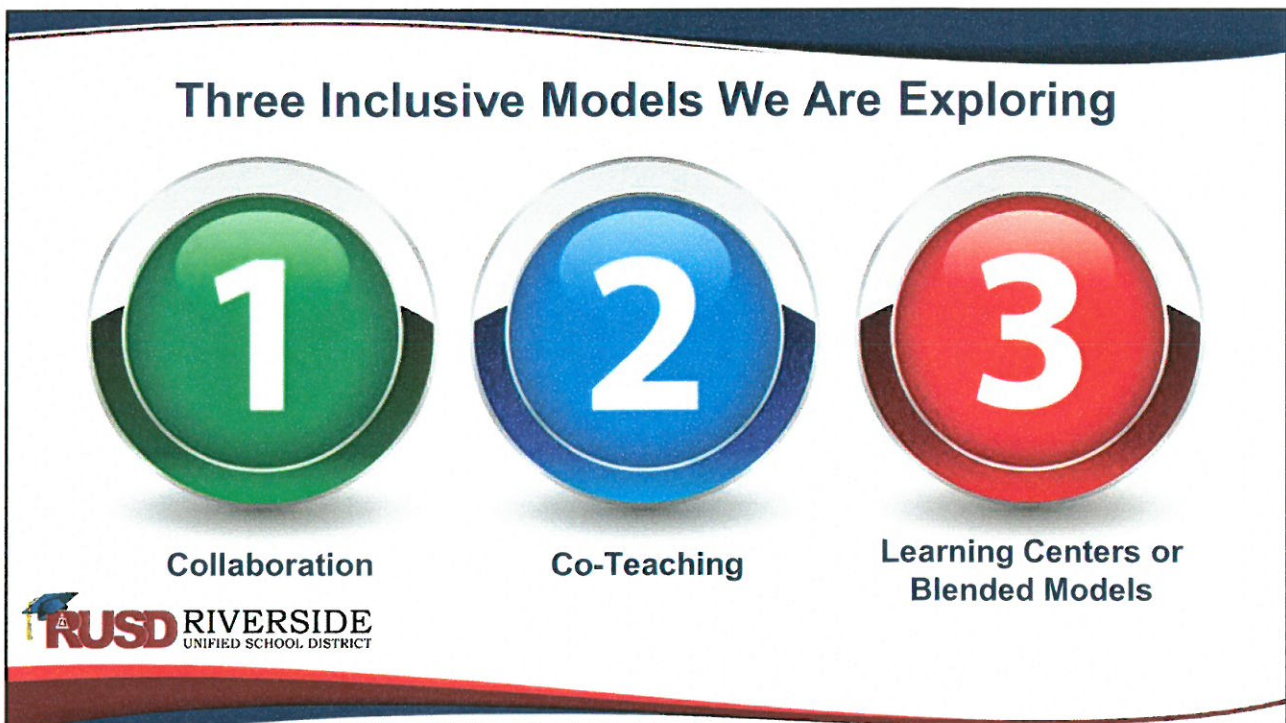
NOV. 14	NOV. 29	DEC. 6	DEC. 17	JAN. 8	PLAN
• MTSS	• INCLUSIVE PRACTICES	• INCLUSION MODEL - Collaboration	• INCLUSION MODEL - Co-Teaching	• INCLUSION MODEL - Learning Centers	<ul style="list-style-type: none"> • Jan. 24 • Jan. 30 • Feb. 4 • Feb. 8 • Mar. 7
					Visits Spring 2019

Increase percentage of students participating in general education 80% or more of their day from 38.3% to 58.3%

Create a system of learning and collaboration around inclusive practices



Increase observable inclusive practices



Rollout

Policy
Mission / Vision
Communication / Messaging

Professional Development
Fiscal - Personnel / Time / Resources
Infrastructure Alignment

18-19	19-20	20-21	21-22	22-23
<ul style="list-style-type: none"> • MTSS • Inclusive Practices • Resolution • Design • Analysis of IEP Data • Stakeholder Engagement 	<ul style="list-style-type: none"> • Prof Dev • Negotiations • Define MTSS Tiers • Increase Inclusive Practices • Monitor IEP Data 	<p>Implementation:</p> <ul style="list-style-type: none"> • 3 Elementary Blended Models • 1 Middle School • 1 High School • Collaboration & Co-Teaching Models 	<ul style="list-style-type: none"> • Elementary Scale Up • Cohort 1 Add Learning Centers • Cohort 2 Collaboration & Co-Teaching Models 	<ul style="list-style-type: none"> • Cohort 2 Add Learning Centers



Brief Description of Course Proposals available for 2019-2020

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

Math Reason w/Connections Math Susan Jagers DO Yes- C No Yes Yes

The MRWC course is designed as a 4th year mathematics course that will prepare students for college-level mathematics, including pre-calculus, calculus, and other quantitative reasoning courses. MRWC is designed for any student who earns a minimum grade of C in Integrated Math 3 or Algebra 2.

Biology of the Living Earth Science Ashley Fulmer DO Yes- D No Yes Yes

Biology of the Living Earth is a college preparatory, life science lab class aligned with the Next Generation Science Standards. In this class, students deepen their understanding of biological core ideas, building off their experiences and prior knowledge.

Honors Bio of the Living Earth Science Ashley Fulmer DO Yes- D No Yes Yes

Honors Biology of the Living Earth is aligned with the Next Generation Science Standards and fulfills the life science laboratory requirement. In this class, students explore relationships between the living and nonliving components of Earth's systems.

Chemistry in the Earth System Science Ashley Fulmer DO Yes-D No Yes Yes

Chemistry in the Earth System is a college preparatory, physical science lab class aligned with the Next Generation Science Standards. In this class, students deepen their understanding of the core ideas of chemistry building off their experiences and prior knowledge. NGSS performance expectations are used to blend core ideas with scientific and engineering practices and crosscutting concepts, which are usable knowledge that can be applied across the science disciplines

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

Honors Chemistry in the Earth System Science Ashley Fulmer DO Yes-D No Yes Yes

Honors Chemistry in the Earth System is aligned with the Next Generation Science Standards that fulfills the physical science laboratory requirement. In this class, students will develop a deep understanding of the chemical nature of our world. Students are required to demonstrate the ability to conduct scientific inquiry and engineering practices within the NGSS performance expectations.

Physics of the Universe Science Ashley Fulmer DO Yes-D No Yes Yes

Physics of the Universe is a college preparatory, physical science lab class aligned with the Next Generation Science Standards. In this class, students deepen their understanding of the core ideas of physics, building off their experiences and prior knowledge. NGSS performance expectations are used to blend core ideas with science and engineering practices and crosscutting concepts.

Honors Physics of the Universe Science Ashley Fulmer DO Yes-D No Yes Yes

Honors Physics of the Universe is aligned with the Next Generation Science Standards and fulfills the physical science laboratory requirement. This course focuses on developing a deep understanding of physics and the physical processes that govern everything in the Universe.

IB Design Technology SL CTE-Elect Ashley Fulmer North Yes-G Yes Yes

We are creating this course to allow students to study engineering design and technology within their course load, primarily as a means to support their participation in our FIRST Robotics Competition team. We also intend for this course to serve as a pathway for students participating in the IB Diploma Program who intend on pursuing careers in engineering/design.

Course Title	Grad Req.	ISS	School	Submitting A-G	Book Adoption	Curriculum Committee	Curriculum Council
Advanced Digital Media Arts Advanced Digital Media Arts is the culminating technical course for the Media Arts Academy technical program. Its purpose is to provide students with advanced techniques in video production, photography, graphic and fashion design, and animation while also providing students with intern possibilities as well as development of an electronic portfolio of work to be presented at the end of the senior year.	CTE-VAPA	Ron Weston	CTE	Yes- F	No	Yes	Yes
Business, Tech, & 21st Century Skills The purpose of this course is to introduce students to basic economic and business concepts as well as develop and enhance technical skills used in the business world: computer skills in keyboarding, word documents, spreadsheets, database, and presentation graphics using both Microsoft Office products and Google Docs.	CTE-Elect	Ron Weston	CTE	Yes- G	No	Yes	Yes
Career Exploration & 21st Century Skills Elect Career Exploration and 21st Century Skills designed to match students needs and expectations with satisfying career options. Students will learn general information about what a career is and become familiar with various career paths and how to maneuver through the process.	Elect	Ron Weston	CTE	Yes- G	No	Yes	Yes
Computer Game Programming Computer Game Programming is the second course for Poly High School's Computer Science Pathway. This course allows students to gain a foundational understanding of industry standards (Information and Communication Technology) in programming utilizing game engines like Unity for 2D and 3D games.	CTE-Elect	Ron Weston	CTE	Yes- G	No	Yes	Yes

Course Title	Grad Req.	ISS	School	Submitting A-G	Book Adoption	Curriculum Committee	Curriculum Council
Criminal Justice: Law Enforcement CTE-Elect This course is the second course in the three year Law & Protective Services Academy pathway. The course will offer deeper exposure for students to specific constitutional issues, hands on instruction, physical training and community-based service projects.		Ron Weston	RVS	Yes- G	No	Yes	Yes
Design for Digital Print I This introductory course is designed to educate students on the ever-changing digital world of Digital Media, as well as to provide hands-on experience with industry standard software and equipment. The purpose of this course is to provide a project-based digital media program, which guides students to achieve the standards in the visual arts and career technical training, by providing students with the technical instruction and practical experiences for aspiring graphic arts designers.	CTE-Elect	Ron Weston	CTE	Yes-G	Yes	Yes	Yes
Design for Digital Print II This is an advanced level course which builds on Design for Digital Print I, which further explores the utilization of the artistic elements and principles of design via digital graphic applications – Adobe InDesign, Illustrator and Photoshop - within a real world context.	CTE-Elect	Ron Weston	CTE	Yes-G	Yes	Yes	Yes
Design for Digital Print III This is a capstone course in graphic communications, graphic design, typography, photography, and digital printing. Students will learn advanced page layout and design for professional digital print preparations and publishing using Adobe InDesign, Illustrator, Photoshop and additional Adobe Creative Cloud software.	CTE-Elect	Ron Weston	CTE	Yes-G	Yes	Yes	Yes



Wellness Center Initiative Concept

MARCH 5, 2019

Center Concept

- Executive Summary
- Strategy
- Expert Group



Expert Group

- School Nurse
- Psychiatrist
- Judy Carpenter
- Howard Saner
- Medical Doctor
- Mathew Chang/Dr. Davis
- Pediatrician
- Sarah Mack
- Clinical Pharmacist
- Social Worker



Wellness Center Strategy



RUSD – Comprehensive Wellness Center Initiative

RUSD Mission: Riverside Unified School District provides engaging, innovative, and equitable learning experiences for all students.

RUSD Core Values:

Community

We work diligently to build bridges between our schools and community in order to create rich learning experiences and opportunities for all. Strategic connections with our partners are core to the success of our District.

Engagement

RUSD is committed to creating an engaging learning environment that promotes curriculum, programs, physical spaces, and the development of relationships that enable students to feel welcome, connected and inspired.

Equity

We are committed to implementing inclusive practices and policies that honor the rich diversity of our district and the greater region. With a focus on positive outcomes for all, we will work diligently to ensure all students have their needs met, strengths fostered, and graduate prepared for success.

Excellence

We value lifelong learning, personal integrity, achievement and accomplishment. We seek to inspire and empower students to reach their highest potential.

Innovation

RUSD is future-oriented in the design of its schools and educational programs. Personalization, creativity, and technology are central to the District's approach to preparing students for an increasingly fast-paced world.

Well-being

We cultivate graduates who succeed academically, are physically and mentally healthy, and are active and engaged citizens. The District strives to create safe and multidimensional educational environments that support students' development as they become well-rounded individuals.

Wellness Project Mission: Provide students and their families with the foundational social/emotional, mental health, and physical health supports necessary to ensure that all RUSD students can equitably engage in and access learning experiences.

Wellness Project Vision: Riverside Unified School District will be a regional, state, and national model of collaborative, comprehensive and integrated wellness response centers which are regionally located by high school feeder group to provide supplemental health, social/emotional, and mental health supports to students and their families beyond the those core services provided by existing District programs and staff (i.e. – SAP, Psychological Services, School Counselors, Health Services).

Goal:

Create an effective, comprehensive response system (Wellness Centers) in collaboration with external partners, to address the socio-emotional, stress, and health-related needs that interfere with students' academic achievement and is; 1) integrated into the school environment, and 2) provides appropriate services that are sustainable for the long term.

Objectives:

1) Engage current collaborative partners, and potential new partners such as: Borrego Health, Care Solace, Kaiser Permanente, UC Riverside Medical School/Health Services, Riverside County Mental Health, Riverside Probation, Loma Linda University, La Sierra University, Cal Baptist University, Loyola Marymount University - LA and the Phillip R. Lee Institute for Health Policy Studies at the University of California-San Francisco, in the planning and implementation of Wellness Centers on RUSD school campuses

2) Utilize and expand upon RUSD's internal wellness practices such as: Student Assistance Plan Counselors, RUSD Crisis Team, School Guidance Counselors, Family Resource Centers, Health Services, Multi-Tiered Systems of Support, Health Corps, Peer Mentoring, Cups of Happy, CBITS, CAST, Soy Como TU, Therapy Dogs, Counseling Interns, Project Kind and RUSD Employee Assistance program in the planning and implementation of Wellness Centers on RUSD school campuses

Context:

In RUSD 2017-18 school data indicated: 1) 315 students disciplined for drug related offenses, 2) 286 students suspended for drug related offenses, and 3) 54 expulsions/suspended expulsions for drug related offenses. In addition, the *Go Guardian* monitoring tool by Google used to signal when students are viewing websites that have suicide-related content flagged over 740 RUSD students visiting these sites last year.

RUSD's 2017-18 Student Gallup Poll Data revealed only 49% of students feel "engaged" at school while the rest feel "not engaged" and/or "actively disengaged." Our RUSD students are also struggling with "hope" and the idea of a bright future for themselves. 43% of our young people feel hopeful, 57% feel "stuck" and/or "discouraged."

While the effects of severe stress and trauma may not be readily visible, health science is revealing how trauma impacts brain development, particularly when experienced in childhood. Exposure to these traumatic events may impact a child's healthy social, emotional and cognitive development which may interfere with learning. Left untreated, youth who are exposed to complex trauma often fail to meet socioemotional developmental competencies on par with their same-aged peers, and are more likely to respond to stressful situations with limited or underdeveloped coping strategies, such as aggression, dissociation, and avoidance (Kinniburgh, Balustein, & Spinnazola, 2005).

A successful, comprehensive school wellness model removes the social/emotional and health barriers to access, reduces the stigma attached to mental health and improves the capacity of children to heal from trauma. This model is predicated on the belief that

children do not develop in a vacuum, and restorative work with children must extend beyond the walls of the therapy room and must involve the participation of teachers, parents, and any other significant supporters in the child's life to promote resilience (Cook et al., 2005) (AISD, 2016).

What Can Wellness Centers on School Campuses Do?

- Promote positive youth development, health, and wellness for individual students via self, teacher and parent-referrals for health, personal and mental health problems handled through case management, clinical support, support groups, peer mentoring and other activities such as after-school programs, mentoring, tutoring, and parent training, etc.
- Provide wellness campaigns, including the dissemination of information to students and parents regarding services, and how to identify the need for services
- Adopt a common, compatible set of strategies, policies and procedures designed to enhance healthy development for students and families that focus on core competencies such as: Positive Identity, Personal Agency, Self-Regulation, Social Relationship Skills, Preventative Health Strategies, Healthy Living, and a Prosocial System of Belief
- Ensure collaborative planning, coordination, and partnership among school personnel, non-profits probation and police officers, members of the medical field, mental health/public health service providers, youth-related agencies, community leaders, and members of the RUSD Wellness Advisory team
- Utilize an approach to student wellness that is grounded in health, well-being, and competence rather than risk, problems, and other negative outcomes.
Be a nurturing and caring setting where students are safe and feel comfortable enough to express their issues; including those students who may have been accustomed to negative and disciplinary responses from school personnel previously
- Develop a "Culture of Wellness" throughout the district

BE EXTRAORDINARY



Homelessness Partnership

MARCH 5, 2019

Impact on RUSD

- Drawings/Design
- Find Occupant
- Other Ideas



