

**Superintendent Responses
to the
2024-25 Local Control Accountability Plan (LCAP)**



May 2024

The following questions on the 2024-25 LCAP were generated by the LCAP Parent Advisory Committee, District English Learner Advisory Committee (DELAC), and the LCAP Student Advisory.

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Theme	Question	Superintendent's Response
Budget	Given the state's budget deficit, has the district planned a strategy to maintain the quality of the LCAP programs if the LCAP budget is reduced?	The strategy that will be used is to review the LCAP actions and associated budgets annually and maintain effective actions. Quarterly progress monitoring supports the alignment of actions and budgets.
	What is the difference between concentration and supplemental revenue?	There are three different sources of local funding: base, supplemental and concentration grants. Base Grant: This is a per student allocation from the Local Control Funding Formula (LCFF). Supplemental Grant: This an additional allocation for each unduplicated student for the purpose of increasing or improving base services. Unduplicated means students who are socioeconomically disadvantaged, are English learners, foster or experiencing homelessness. RUSD student population is over 75% unduplicated students. Concentration Grant: This grant is additional funds given to districts with concentrations of unduplicated students over 55%. These grants are meant to provide even more support in order to mitigate impacts experienced by unduplicated students.
	How can the district offset state funding shortfalls?	The district has paid careful attention to the state budget and has taken actions to ensure fiscal stability, including aligning staffing to enrollment. All managers examine any vacancies and all spending to generate savings where possible. Further, the Board has been prudent to commit dollars for deficit spending, should the need occur due to funding shortfalls at the state level.
	For LCAP, my understanding is that the LCAP is a set amount and does not change much each year. Does the District just change how the money is allocated from year to year?	The LCAP is multi-funded with LCFF base grants, supplemental and concentration funds, and other restricted funds such as Title I grants. LCFF funding changes annually based on enrollment, average daily attendance, and the percentage of students who are English Learners, Low-income or Foster Youth (Unduplicated), as well as with changes in the state budget. All Supplemental and Concentration funds are allocated within the LCAP. Although there may be a general decline in student enrollment, the number of qualifying students continues to increase. The focus of contributing actions in the LCAP are principally directed to increasing or improving services for RUSD's unduplicated students.
	Does the LCAP funding that school sites receive come from taxpayer dollars?	School districts are funded from state, federal and local revenues which include taxes among other sources.

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Diverse Course Offerings	When talking about diverse courses on class size? Are you talking about how King offers engineering, Poly culinary?	Diverse course offerings means beyond the basic classes. Career and Technical Education (CTE) is one way of providing diverse offerings. Dual Enrollment is another option for students. The classes offered and student schedules are based on state requirements for high school graduation and college entrance. International Baccalaureate, dual language, honors, Advanced Placement, and academies are additional ways. Courses are offered based on student demand and appropriately credentialed teachers.
English Learners	With EL breaking up between long term English learners and the other category - how will LCAP goals affect the new group of students?	Progress and outcomes for English learners, including Long Term English Learners (LTEL), are monitored through the LCAP. Specific actions focus on English learners, Newcomers, and Long-Term English Learners to improve their English language proficiency and reclassify as fluent English speakers. Actions in place to support English Learner typologies include: • English Language Development (ELD) professional development is designed to increase participants' capacity of what is integrated and designated ELD and how to plan and deliver such instruction. • English Learner TOSAs are strategically assigned to elementary sites with a larger number of ELs to support and build teachers' capacity with integrated and designated ELD. • AVID Excel is offered at five middle school sites that target At Risk and LTEL students with ELPAC scores of 3 and 4. • Additional funding is provided to high schools to fund partial staff to support ELs through the Legacy program.
Family Engagement	In your opinion, what is the best strategy for increasing parent engagement?	A best practice for increasing parent engagement is to find out what parents want and need then find a way to deliver that, if it is within the scope of the district. We will continue gathering feedback as to parent/guardian communication preferences and adapting accordingly while utilizing the various communication tools and platforms that are available to parents/guardians. Schools connect with families through formal and informal activities of interest such as student activities and performances, Family Nights, Parent-Teacher groups, School Site Council, workshops, guest speakers, and English Learner Advisory. Schools work with students and families to support student needs including attendance, behavior, and academics through School Attendance Review Team (SART) and Student Success Team (SST). The new communication tool, Parent Square, will allow

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		for increased two-way communication between schools and families, making the experience user friendly for teachers and families. The Family Resource Center continues to be a valuable resource for many families connecting them to information, resources, and support.
Learning Environments	What services are encompassed by the universal services?	Universal Services, now named, "Supports for Learning Environments", are the services needed to maintain an engaging and equitable learning environment for all students including materials textbooks, classroom technology, highly-qualified staff, professional development, maintenance of facilities, safe learning environments, and high quality staff to maintain services.
LCAP process	How are LCAP-funded programs measured for effectiveness?	All LCAP funded actions have measurable goals with established outcomes and timelines for monitoring progress. Staff regularly tracks implementation and financial data throughout the school year and makes adjustments accordingly.
	I was told that LCAP programs are measured in terms of the process rather than outcomes, why? And would it be more effective to identify what is working and what is not working?	The broad academic focus goals include outcome metrics to measure progress on actions funded by the Local Control Funding Formula (LCFF). Actions and services funded in the LCAP are monitored for implementation and impact on outcome metrics.
School Climate	How much of a priority does RUSD put on diversity, equity, and inclusion?	RUSD places a high importance on diversity, equity, and inclusion and has developed a vision statement to lead our work in equity. "We respect and welcome every student and adult through strong relationships that value diversity, advocate for equity, and demand inclusivity and success for all." This includes four tenets: • Eliminate Disparities and inequitable practices • Implement Inclusive Practices and Policies • Honor Individuality with a focus on high outcomes for all • Guarantee respectful treatment where all individuals feel valued These equity tenets provide the foundation for how RUSD and every school welcomes students, families and employees every day.
	How is school climate studied once you have a general finding? <i>¿Cómo se estudia el clima dentro de las escuelas una vez tienen hallazgos generales?</i>	The 2024 Climate Survey results were analyzed and incorporated into the reflection and development to create LCAP actions. These include considerations to improve School Safety, Teacher-Student Relationships, School Climate, Sense of Belonging, and Engagement. Results by question are shared with district and site leadership. School principals and their site leadership

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		teams use the survey data to develop actions to support students, staff, and families that are incorporated into their School Plans for Student Achievement (SPSA).
	All the groups surveyed thought that the major area for growth was discipline and behavioral issues. What were some of the specifics behind that? Are they wanting more funding for campus supervisors? Security?	Some of the specific concerns included support for students with intensive behavior needs, restroom facilities, and supervision. Feedback from parents, students, and the community requested supervision of restrooms and maintaining safe spaces on campuses. The district is assessing facilities and information on specific student support needs (cause, time, location), to determine the most effective allocation of staff and resources.
	A common theme across partner feedback was the need for more safety at RUSD schools. When we are looking for more district safety, is that just hiring more positions that deal with safety?	The district is reviewing its current practices of supervision across all school campuses to increase safety, overall supervision and accessibility of key areas. Discipline and other reports are made available to the school teams for analysis and to identify effective strategies for increasing safety and student well-being.
Special Education	What are the plans to increase Career & Technical Education(CTE) for students in Special Education?	There is ongoing collaboration between the Special Education and CTE departments on increasing opportunities for all students taking CTE courses. These include support structures and career-oriented structures for students receiving Special Education services and possible articulated or dual-enrollment courses through Riverside Community College (RCC). These will be for students to earn college credit for courses to help students attain proficiency on the College and Career Readiness Indicator on the CA Dashboard.
	What guidance or support does a student exiting Project Team receive? <i>Que guía o apoyo recibe un estudiante que salir de project team?</i>	Parents of students in Project TEAM are invited to participate in a Parent Caravan, twice a year. The Parent Caravan is a tour of day programs for adults post Project TEAM. Parents are also provided contact information for the Department of Rehabilitation, Inland Regional Center, and other resources available for adults with disabilities. These outside agencies are invited to IEP meetings with parent permission to collaborate on services after TEAM completion. During the last semester before completion, parents/caregivers, adult students, and outside agencies participate in an Exit Summary meeting where the team reviews the current IEP plan and discusses plans for next steps for the adult student. These actions are intended to provide connection to programs and resources for their adult students post Project TEAM. While attending TEAM, students have daily vocational instruction. Students participate in vocational rotations with opportunities to volunteer, intern, or work in paid job sites with trained staff support. Community and vocational

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		job sites are located within Riverside and in a variety of industries. Paid job experience include TEAM's coffee pop-up shop, PT Cafe, Joann's, and Grocery Outlet. During these rotations, staff put an emphasis on being as independent as possible. Staff focus on the goal of providing support when needed and then fading support when possible to increase self-confidence and independence. Students have participated in job fairs and job skills training through our TOSA supporting transition and WorkAbility. This year, students with paid work experience or who are working towards paid work participated in a job skills and mock interview workshop hosted by CBU's Career Center. TEAM students working on functional life skills daily within the classroom and during community based instruction trips. Examples of skills would be following verbal directions, completing a job application/resume, following a task analysis to complete a multi-step task, following a recipe to cook a snack, reading and ordering off a menu, following a budget, and asking for clarity or help. Our new transition curriculum addresses a variety of functional life skills aimed at supporting independence and transition post Project TEAM.
Student Engagement	Coming out of COVID has been difficult for the students. What is the plan to get students more engaged with the learning process?	Schools are implementing strategies to increase student engagement with the learning process through high-quality instruction and proactively planning for the diverse needs of our students. This includes programs to connect students to school such as activities, social-emotional learning, counseling, tutoring, credit recovery programs, and attendance/behavior incentives are being implemented and monitored for effectiveness.
	Regarding "real world connections" what are the steps to follow?	Teachers are provided a variety of professional development opportunities including the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) that guide teachers to incorporate real world connections into their curriculum. Additionally, the district's Career & Technical Education (CTE) program continues to expand offering career awareness and job training.
	Do you give students opportunities to engage with your team to provide feedback?	Every year, high school students are randomly selected for student focus groups for LCAP feedback. Additionally, students in grades 5-12 are offered the opportunity to take the annual Culture and Climate survey to share their views on School Safety, Teacher-Student Relationships, School Climate, Sense of Belonging, and Engagement. The high school LCAP Student advisory was added this year to provide feedback, input, and questions on their educational experiences.

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	The Prop 28 funds have been allocated for 2023-24, and it will be up to principals and program directors how to allocate these art funds. How can parents/guardians advocate for proper fund expenditure for this prop and what is the best way to make sure that school sites aren't trying to use these funds for other programs or supplies?	Each school is developing implementation plans, utilizing their AMS funding alongside existing VAPA funding, to support and grow arts education in alignment with their own plan.
	On the topic of school connectedness, in the new LCAP, could students enter extracurriculars regardless of minimum GPA and then have the expectation that students will increase their GPA once admitted?	Schools are exploring many ways for students to participate in extra and co-curricular activities. This feedback will be shared with schools.
Student Learning	What will be implemented in the 2024-25 school year to address the persistent achievement gap and discipline disproportionalities for students of color in RUSD?	Programs that are currently planned for 2024-25 to address disproportionalities for students of color, Foster Youth, Students with Disabilities, or Low-Income include restorative practices, Positive Behavioral Supports (PBS), Heritage/Legacy/Puente programs, Student Assistance Program (SAP) counseling, tutoring, credit recovery, and anti-bias training for staff. Each school site analyzes their achievement data and creates plans of action through their Single School Plan for Achievement (SPSA). Within those plans are school-specific strategies and programs, along with goals to reduce gaps.
	What is the ratio of Tier 1 instruction dollars to Tier 2 /3 program investments?	The actions and services in RUSD's LCAP include funds from multiple sources - LCFF, Federal, and Other State dollars. Within the plan, the ratio of dollars invested in Tier 1 services compared to Tier 2 and 3 is 3:1.