



**Superintendent Responses
to the
2023-24 Local Control Accountability Plan (LCAP)**

The following questions on the 2023-24 LCAP were generated by the LCAP Parent Advisory Committee and District English Learner Advisory Committee (DELAC).

Riverside Unified School District
**Superintendent Responses to the 2023-24 Local Control Accountability Plan
 (LCAP)**

Question	Superintendent's Response
When the school invests in curriculum and programs, it doesn't always appear there is a period of implementation, evaluation, and judgment. There is a lot of inconsistency across the District. Will the District use more consistent evaluation of programs across the District for effectiveness and success?	At the District level, investment in curriculum goes through a rigorous process. A diverse group of teachers and other staff members are brought together for the decision making process. Evaluation includes using the review criteria template offered by the California Department of Education, adding criteria that is specifically important to us here in RUSD. The team makes sure that the materials align to the State content standards and the State frameworks, will be coordinated with District initiatives and will support all student programs including English learners and students with special needs. An implementation plan is set and various staff support and monitor at the sites. With 50 sites and thousands of teaching staff, we strive to have high quality implementation and will continue to do so.
What are we going to do when the school Single Plan for Student Achievement (SPSAs) do not align with LCAP? Shouldn't there be consistency across school SPSAs?	School Plans for Student Achievement (SPSA) are developed in alignment to the District LCAP and reflect individual school site needs as determined by District and State assessment results and feedback from educational partners such as parents, students and teachers. As a result, individual site goals are not exact replicas of District LCAP goals, but support moving the District in the direction of the LCAP goals. School Site Councils, charged with developing and approving school plans, are supported by the State and Federal Programs (SFP) Office to ensure compliance to federal statute and alignment to District direction. Before the School Board approves school plans, the SFP Office reviews each plan to ensure it is in alignment with District goals, as well as State and Federal requirements. Prior to SPSAs being approved by School Site Councils, and subsequently the School Board, the plans have been vetted by the SFP Office and any instances of misalignment are rectified. Any purchases made with LCAP funds must be aligned to the school site SPSA and the goal and activity from the SPSA must be stated on the requisition along with a justification of how the purchase is aligned to the LCAP purpose of increasing and improving services for Foster Youth, Low Income students and English learners.
Why are schools not consistent with policies, processes, curriculum, and goals?	Schools are consistent in that all RUSD schools follow the School Board policies and comply with the Education Code of the State of California. Schools are not identical, however, because they are allowed and encouraged to establish goals and adopt strategies that best serve their own site as guided by their School Plan for Student Achievement (SPSA). Schools have different populations and the processes are designed to meet the needs of the specific students at any individual school site. (For example, one site might emphasize support in reading where another emphasizes math. One might focus on grades or skills different from another). All of the SPSAs are approved by the Board of Education and the State and Federal Programs Office along with the School Site Council.

Riverside Unified School District
**Superintendent Responses to the 2023-24 Local Control Accountability Plan
 (LCAP)**

Question	Superintendent's Response
What kind of training can we provide to parent volunteers? Parents who volunteer on campus for free should be involved in parent meetings with site administrators. (i.e., principal trainings or teacher trainings)	Each school site offers opportunities for family engagement, including coffee with the principal, family nights, and parent workshops and meetings. Family Resource Center workshops are scheduled based on the needs and interests of the school's community. Teachers, counselors, District personnel, and guests hold presentations at individual school sites to support student success. Workshop topics include supporting learning at home, attendance, reading, Science, Technology, Engineering and Math (STEM), and social-emotional support. Parent meetings include English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA)/ Parent Teacher Organization (PTO), District African American Parent Advisory Committee (DAAPAC), School Site Council (SSC), LCAP Parent Advisory Committee, and other opportunities. These meetings are open to the public. The RUSD Family Resource Center (FRC) provides opportunities to gain knowledge, skills, and tools to support student learning, wellness, and college and career readiness. Topics to support volunteers include: • The importance of communicating with teachers, staff, counselors, and administrators • How decisions are made at your school • The roles of the principal, teachers, and staff • Volunteer and leadership opportunities for parents • Special academic programs and after-school activities • How to take positive action to help your child and your school community In partnership with California State Parent Teacher Association (PTA), the School Smarts Parent Engagement Program is offered at the FRC and school sites. School Smarts develops parent leaders, strengthens communities, and creates effective partnerships between families and their schools. The seven-session curriculum addresses the science behind parent engagement, school governance, decision-making, communication skills, leadership, and advocacy.
What does the Superintendent intend to do to increase A-G rates and academic proficiency across the District?	RUSD is proud of our 52.3% A-G rates for 2021-22 graduates as seen on the CDE Dataquest data site in May 2023. Our A-G rate is 6th of the 21 Districts in the County and is higher than both the County and the State rate. We will strive to increase this rate even more by using the following resources: • Developing an environment where students know what A-G means, what is required for completion and what benefits it can provide. • Transcript analysis is done by counselors quarterly to be sure students are in the correct classes for A-G eligibility. • Students / Families who decide not to pursue A-G have to sign a statement stating they know their student is coming off the A-G track. This provides an opportunity for counselors to have conversations with parents about the importance of students taking and passing courses that are aligned to the State's A-G framework. • Each high school administration team is provided with a data set that

Riverside Unified School District
**Superintendent Responses to the 2023-24 Local Control Accountability Plan
 (LCAP)**

Question	Superintendent's Response
	identifies students who could be on track with A-G completion if their schedule was adjusted. This data allows schools to have conversations with their counselors and students about access to classes and opportunities to adjust schedules to meet A-G completion. • High Schools work with their feeder elementary and middle schools on an A-G campaign so parents and students know what they must do to be A-G by the end of high school. • Middle schools complete transcript analysis focusing on high school readiness. This allows schools to provide early intervention or extension opportunities where necessary.
How close is the District to achieving 100% of all students in the District having devices and internet connection at home?	100% of students in TK-12 have been provided a device to engage in daily instruction via digital curriculum and resources. Even when a Chromebook is not functioning or not brought to school, a loaner Chromebook is immediately available for the student. All requests for mobile hotspots were fulfilled for the school year and will continue to be available next year upon request. Discount internet opportunities are offered to all families in the District.
How will the District address the learning loss our students have experienced and that still exists? What is the status of funding to address this ongoing issue?	Learning loss due to COVID has been addressed through strong efforts of our teachers and school site staff first by assessing students to identify areas of need, by focusing on grade-level standards and by providing time and tools for remediation/review. Staff has identified essential standards in core subjects at each grade so that teachers know what content should be mastered and allows room to introduce other standards, making time for remedial or review work. Additional supports such as structured math courses will also be added for the 2023-24 school year. Additionally, Expanded Learning (after school programs and tutoring), Paper tutoring (online), College Corps, and professional development for teachers are also avenues the District uses to address learning loss. Larger scale summer school programs continue to be available since 2021 so students can make up classes they have failed and/or take courses during summer to free up their schedules during the regular school year. Because learning is impacted by student readiness, perseverance, and impact of the environment, we are implementing our Multi-tiered System of Supports initiative in which the three domains of academics, social emotional learning and behavior are areas of focus. LCAP funding will continue to support credit recovery teachers at each of the high schools to assist students during the school day with learning loss and makeup work to ensure students have enough credits for graduation.
What is the plan to increase parent engagement?	On an annual basis, schools self-assess family engagement efforts and create family engagement goals according to the needs of their community. Schools review resources, staff, and practices to provide equitable opportunities for family engagement. Opportunities for family engagement include student and family celebrations, recognitions, performances, information meetings, parent groups, School Site Councils (SSC), and workshops to support learning and wellness. Schools must develop, at minimum, one family engagement goal within the Single Plan for Student Achievement (SPSA). Principals and District

Riverside Unified School District
**Superintendent Responses to the 2023-24 Local Control Accountability Plan
(LCAP)**

Question	Superintendent's Response
	department managers have access to their culture and climate survey data to gather insights, as well as create an action plan and method to monitor progress to increase the sense of belonging in their own workplaces for students and families. Research shows that creating a welcoming climate, sharing information between families and schools, and supporting student success hold the most significant promise and are associated with increased student achievement (California Department of Education. Family Engagement Framework: A tool for California School Districts, CDE 2014). Best practices to increase family engagement at the site level will include: • Creating a welcoming and family-friendly climate • Office staff and support staff to welcome and assist families • Accessible communication in languages and platforms necessary to support the diversity of families • Programs reflect, respect, and value the diversity of the families • Removing obstacles to participation, including economic barriers to participation • Ensuring accessible programming • Parent workshops support student learning and wellness • Parent classroom observations • Home visitation • Social-emotional support and family well-being • Connections to community resources and extracurricular activities The Families In Schools (FIS) Family Engagement Institute will be offered through the Family Resource Center in Fall 2023. The institute helps participants learn about research-based strategies and best practices that engage parents and guardians in authentic and meaningful ways to support student achievement, increase effective communication between staff and families, and bridge a college and career-ready culture.
Who would you be bringing to train the new teachers who are hired? How effective is that program?	Professional Growth Systems (PGS) has a committed group of Support Teachers who coach a roster of 14-18 new teachers. Coaching is one-on-one or small group and includes observations, setting goals, identifying areas of need and targeted instructional coaching. New teachers receive an average of 1 hour a week of support from PGS. It is effective in retaining high-quality teachers. Retention rates of teachers supported in PGS are between 94-98%. Compared to the national averages of 84-90%. New teachers also receive Professional Development through Instructional Services in content specific areas.
How will we get teachers to love teaching again?	The District provides an array of professional development offerings throughout the year (both online and in person). Our Professional Growth Systems (PGS) department provides coaching to new and veteran teachers to assist with improving their instructional practices. RUSD also provides a leadership academy to interested employees who would like to further their skills and

Riverside Unified School District
**Superintendent Responses to the 2023-24 Local Control Accountability Plan
(LCAP)**

Question	Superintendent's Response
	experiences in leading at their school site or other District departments. School site principals also create positive culture and climate at their school sites to help enhance instructional practices.
At my son's high school, many times when I pick him up, I can see that the security is not there. Many times I have seen students interchanging drugs and other things. Also, my son comes home wanting to use the restroom because he says that the bathrooms are very busy, many times students are doing things that they should not be doing, like smoking and other things. So I wanted to touch on that.	Please report. If you see something suspicious, say something. Contact WeTip at: (844)951-2990 or submit a tip at bit.ly/RUSDWETIP. This year, we launched a detection system for bathroom smoke/vaping and will continue implementation. Smoking and loitering in the restroom is against school and District policy and students are disciplined appropriately if they are not following the rules. District is also providing 6 additional custodians to assist with school restroom cleanliness. RUSD is providing 31 additional campus supervisors for the 2023-24 school year to increase campus safety across all schools. These campus supervisors will also receive additional training this year for restorative practices and de-escalating violence.
How much money do you bring in for English Learners?	The LCAP designates five different Actions and Services to support English Learners (EL). There are 6,750 (16.9%) EL students enrolled in RUSD. District programs include: English Learner Professional Development for teachers, Designated English Learner programs for EL's during the school day, Dual Language Immersion programs at schools sites, and strategic and intensive instructional programs for newcomers who do not speak any English. Additional dollars also support the interpretation and translation services across the District as well. LCAP funding for English Learners totals \$19,885,960 (LCAP supplemental and concentration) which is \$2,946 per student.
What percentage do you invest in equity? How much? And How?	RUSD has had an equity definition and equity tenets since 2017 (see RUSD Website). All District efforts strive to meet the mission, the values, the equity definition and equity tenets. We spend designated LCAP funds by providing well-equipped schools with well-prepared staff and materials plus other services and supports to meet those aspirations.
I would like to know how the funding received due to COVID was assigned/ distributed?	The main source of the COVID recovery funding came from Elementary and Secondary School Emergency Relief Fund (ESSER) I, II, III, the Expanded Learning Opportunities (ELO) Grant and the Learning Recovery Grant. For ESSER, majority of funds were used to purchase learning software, transportation for HEARTS, technology help desk personnel, MERV 13 filters for classrooms, COVID testing kits, noon duty supervisor support, contract tracing nurses, new HVAC systems at school sites, and Project TEAM site upgrades. For ELO, majority of funds were used to purchase staffing and supplies for before and after school programs, as well as larger summer school

Riverside Unified School District
**Superintendent Responses to the 2023-24 Local Control Accountability Plan
 (LCAP)**

Question	Superintendent's Response
	session to assist with learning recovery, site attendance team staffing, STEM programs, high school site allocations for learning recovery, Heritage program, credit recovery software, SAT prep, accelerated reading programs, FastBridge/Universal Screeners, and District wellness initiatives. Learning Recovery funds will be used primarily for math support programs, reducing combination classrooms, expanded summer school, increased school psychologist staffing, and teacher professional development.

LCAP Parent Advisory Priorities for 2023-24 *(not in any specific order)*

- Training on diversity & inclusion for everyone- (agree with the plan for LCAP moving forward, stay the course)
- Math instruction/tutoring - (agree with the plan for LCAP moving forward, stay the course)
- Advanced Placement (AP) test fees - (agree with the plan for LCAP moving forward, stay the course)
- Increase number of campus supervisors (trained) - (agree with the plan for LCAP moving forward, stay the course)
- More investment in camps (science, etc.) and make camps equitable - (agree with paying fees from LCAP)
- Improve parent engagement
- Programs that will increase inclusion of A-G completion for all students
- AVID for every student
- Accountability for funds spent in LCAP - make public if these investments are working or not
- Conduct a student voice survey about their interaction with campus supervisors
- Work on improving attendance, staffing for home visits, provide resources needed
- Professional Development (PD) for Classified and Certificated employees, PD on the latest practices in education to help teachers like to teach again
- Training/inclusion of parent ambassadors
- Randomize student focus group selection
- School site administrators more present at drop-off and dismissal
- Continue investment in Career Technical Education (CTE) programs and industry partnerships
- "Share promise" programs for Community College - make this program known to middle and high school students
- Add training for noon duty supervisors, not just training for campus supervisors only
- Improve school climate with a more welcoming atmosphere, which includes training for the front office
- Add Transitional Kindergarten (TK) aides in each classroom