

Riverside Unified School District
Superintendent Responses to the 2022-2023 LCAP

The following questions on the 2022-2023 LCAP were generated by the LCAP Advisory Committee and District English Learner Advisory Committee (DELAC).



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Theme	Question	Superintendent's Response
Legacy and Heritage Program	Parents would like a more detailed presentation/information regarding these programs. Is there equity among both of these groups?	During the 2022-23 school year, staff will provide overviews of the Heritage and Legacy programs to our parent groups to discuss implementation and successes of this work. Each program has a school site contact, resources are allocated to the programs in alignment with program structure, each has had positive outcomes, each are reviewed annually, and updated when needed.
Student Wellness	What is going to be done to increase the number of full-time SAP counselors? (There are not enough counselors to care for the number of students at the schools.)	As part of the expansion of the Multi-Tiered System of Support (MTSS), RUSD is hiring six (6) additional School Assistance Program (SAP) Counselors for the 2022-2023 school year. This is an increase to the additional nine (9) Student Assistance Program Counselors hired for the 2021-2022 school year. There will be 41 SAP Counselors for the school year 2022-23.
School Safety	There is a need for supervision at the schools and cleanliness of schools and school bathrooms (dignity for students). What is the current plan to address this?	Supervision of Schools: During the (2021-2022) school year, Elementary sites that are supported with a half time Assistant Principal were provided with a campus supervisor. For the 2022-2023 school year this level of support will be continued. Additionally, Elementary sites determined to be in need of additional support will be able to hire a substitute campus supervisor using COVID Recovery funds that are still available. Middle schools are staffed with two site administrators (principal & assistant principal), as well as three campus supervisors. Comprehensive high schools have an administration team that consists of a principal and four assistant principals. In addition, high schools are provided with seven campus supervisors. We maintain strong partnerships and communication with the Riverside Police Department and the Riverside Sheriff's Department. Through the School Resource Program, Riverside Police Department provides five School Resource Officers. Each one is assigned to support a comprehensive high school and their feeder schools, and additional assistance is requested when deemed necessary. Lastly, district personnel are dispatched to school sites when there is a need for

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		additional support. Cleanliness of School Bathrooms: Each school is allocated daytime custodial staff who have daily schedules. Each staff has dedicated time in their respective schedule for daily restroom checks and maintenance. Every school has night cleaning staff who are tasked with the full cleaning and disinfecting of every restroom on a daily basis.
School Translators	What is the plan for increasing the amount of translators across the District?	There are 35 translators budgeted for 2022-23. Five (5) are district-wide translators and 30 are assigned to the school sites. Translators are assigned to school sites based on the number of families requiring Spanish translation. For other languages, including American Sign Language (ASL), translation services are contracted through the Riverside County Office of Education or other vendors. Additionally, students who complete our Dual Language Immersion (DLI) program have the opportunity to earn their Translator Certificate. Beginning in June 2023, we will have a strong group of DLI graduates who can apply to RUSD's Translator positions. We are currently recruiting for 10 part time and 1 full time Translator positions for school sites.
Parent Involvement	What can be done to help families that need internet access and training and assistance in navigating schooling? (Families of unduplicated students)	Families can access the Affordable Connectivity Program (ACP) for internet connectivity. Families can check their eligibility by going to www.getinternet.gov. Linkages to the Affordable Connectivity Program are provided through EveryoneOn, Human-I-T and SBX Youth and Family Services. To help bridge the digital divide, RUSD has partnered with the County of Riverside, Information and Technology Program. The Digital Equity Program equips parents and caregivers with basic computer skills, email and social media communication, digital citizenship, Microsoft and Google Suite, affordable internet options, Aeries Parent Portal, navigating district and school websites, and student learning apps and resources. Upon completing eight hours of instruction, families

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		receive a free refurbished desktop computer bridging home and school connections. In addition, the RUSD Innovation and Learning Engagement department works with school site libraries to provide students with hotspots if requested by families. These devices are checked out for the entirety of the school year to be used for students' access to the Google Classroom and other online assignments. The hotspots are returned at the end of the school year.
English Learners	What can be done to help parents learn how to help their EL student get reclassified?	Reclassification is an important goal for our English learners and, as such, information is regularly presented at District English Learner Advisory Committee (DELAC) and individual school site English Learner Advisory Committee (ELAC) meetings. The information is also shared out at our RUSD Family Resource Center through parent workshops in order to keep families up to date and connected with resources to help their child progress in their English language development. School sites look forward to getting back to pre-COVID practices of holding parent information nights where help is provided on a variety of topics that keep them engaged in their child's learning. As a district, RUSD continues to look for opportunities to provide our community with information and tools to support their children.
Parent Involvement	How can the District increase strategies to remove barriers to parent involvement? (School Smarts Program?)	RUSD provides access to information, resources, and skills to support student learning and wellbeing. Site-level and district family engagement practices are tailored to meet the unique needs of families. Through personalized support and educational workshops provided by sites and the Family Resource Center, families can acquire the knowledge and skills to navigate the school system and support their student's learning at home. Opportunities for family engagement include parent-teacher conferences, parent committees, family nights, workshops, student performances, and ceremonies. Communication with families is available in various languages and platforms. Activities are offered multiple days and times, in-person and through virtual platforms to ensure accessibility.

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		Prior to the pandemic, the California PTA Family Engagement Program entitled School Smarts - was an 8 week series of workshops that focused on helping parents navigate different aspects of schooling. Should there be an adequate number of parents requesting this program return to RUSD, it is possible it can return or something similar can be offered in the coming year(s).
Parent Involvement	Will new materials for DLI and ELD be presented to parents? What is the plan for DLI moving forward?	We currently have Dual Language Immersion (DLI) programs at 6 elementary schools, 2 middle schools and 2 high schools. (Ramona High School's program is new this year.) Over the next three years, full implementation will include adding 2 high schools and 1 middle school to the DLI program. All DLI courses have up to date instructional materials. Upon Board approval, a newly proposed high school capstone course will allow students to earn a Translator Certificate. Separately, RUSD is currently reviewing supplemental materials for newcomers in grades 7-12 that will support English Language Arts and Math. Once the materials have been selected, they will be presented to parents at the District English Language Advisory Committee, school site English Language Advisory Committees and Dual Language Immersion parent meetings. We will also share the information through Family Resource Center parent workshops.
School Safety	Will the number of crossing guards be increased at all schools?	Currently, RUSD works with the city of Riverside to place the crossing guards at designated crossing areas near schools. While there is not a current plan to expand crossing guards, we work with the city annually to determine placement. An analysis is conducted by the City of Riverside to determine the appropriate placement of crossing guards to ensure the safety of our students.
LCAP	How will we know if LCAP actions and services are effective?	All LCAP actions/services undergo Progress Monitoring each quarter. Action leads (Directors/Managers) review their success and challenges that occur in executing the action, and they report on any current data (quantitative and qualitative) collected. A member of the business services team also conducts a detailed review of the budget and expenditures occurring for each action. At the end of the year, the LCAP Annual Update is the document that captures all of the

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		progress monitoring information and compiles it into one large report for the district and state, and includes a detailed analysis of each action and any assessment data that is associated with the action to determine progress toward LCAP goals. The LCAP itself includes a self-reflection of the district's successes and needs for the coming year, and a plan for carrying out the goals and actions to primarily address Foster Youth, English Learners and Low Income students. The LCAP Parent Advisory Committee meets 7 to 8 times a year to review and receive updates on the goals, actions and services of the LCAP and the committee weighs in on progress and effectiveness of the plan. The LCAP Parent Advisory Committee also helps to determine the priorities of the LCAP each year based on the updates received and data justification reviewed, and provides the Superintendent with a list of questions regarding the upcoming LCAP each year as well.
Student Wellness	What strategies can be used to help improve attendance and what resources can be provided to help improve attendance?	A positive messaging campaign that includes mailers and the importance of daily attendance is in place through the end of the 2022-2023 school year. A District Attendance Improvement Plan was developed that includes monthly activities sites can conduct to improve attendance, but also to recognize the students that have positive attendance to build a school culture of showing up. RUSD has partnered with Riverside County of Education to increase the number of attendance teams at every school site across the District. The attendance teams engage in activities outlined in the Attendance Improvement Plan and an attendance manual has been developed to guide teams in conducting activities to improve attendance. Additional funds are available for teams to conduct activities outside of the work day, such as evenings or on weekends to conduct home visits to understand and remove barriers that prevent students from attending regularly.
Parent Involvement	What can be done to increase parent involvement, especially in higher grades? (secondary)	School sites look forward to getting back to pre-COVID practices of holding parent information nights where help is provided on a variety of topics that keep them engaged in their child's learning. Secondary schools also have Parent Teacher Associations, Booster clubs for sports and band, and parents are welcome to volunteer on campus in various capacities once COVID practices allow them to do so. Parents can check in with Assistant Principals and School Activity Directors to

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		find out more about volunteering.
Staff	How can the district inform school staff to be more welcoming to parents and families? (accountability)	All Classified positions that are community-centered received training in customer service. Personnel will provide the opportunity for this customer service training to be offered for the 22-23 school year. Personnel will also work with all site managers to ensure they are following up on the training, modeling customer service for their site employees and holding staff to the expectations in RUSD.
Staff	Will there be more training for classified staff related to equity, professionalism, and parent involvement? How can staff be held accountable to implement their training?	We will be modifying our structure to have an onboarding experience for all staff including Classified staff at school sites. Personnel is also working on a District wide catalog of all professional development offerings for both certificated and classified employees to take advantage of, many courses focus on equity and engagement. Depending on health conditions and the ability to pull staff away from site locations, we will offer training in person. There has been training offered in the past related to positive customer relations. Accountability is built into our equity tenets and into our work expectations and performance standards.
Achievement Gap	Achievement gap- How can the District close the achievement gap for students of color now that school closures are done? What is the Superintendent's plan to get programs back on track for students of color?	Best first instruction is the most important aspect of teaching - which RUSD supports with Professional Growth Systems and Multi Tiered System of Supports. This includes: focused collaboration time, grade level/course leaders providing professional development on site, system wide professional development, and instructional focus areas which are: 1) Identifying Essential Standards 2) Looking at student work and 3) Analyzing classroom outcome data 4) Ensuring student readiness with Social Emotional Learning prevention teams 5) Communicating to parents how they can help their students 6) Offering outside of school support through Hearts Prime Time, Expanded Learning, Paper Tutoring, AVID, A-G Support. Heritage, Legacy, and Puente programs
Parent Involvement	How can we provide more family engagement centers in the community?	Every school is an engagement center and one of our priorities is to include families and community members so they can be informed about their child's(ren)

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		schooling. In addition, we are fortunate to have the Family Resources Center (FRC) located by the RUSD Adult School and a satellite office at the César E. Chávez Community Center. We also have a Family Engagement Center managed by the school and Student Assistant Program Counselors at North High School to support student and family wellness. Families can inquire at the FRC to find out more information about their school site's engagement center and how to become more involved at the center.
LCAP	Can the LCAP Advisory Committee meet more often and create subcommittees to review data?	The LCAP Parent Advisory Committee is slated to meet 7 times next year. This will be an increase of 2 meetings from last year. It is also anticipated that the meetings will take place from 3:30pm to 5:00pm in order to accommodate our participants' schedules. It is anticipated that sub committees be created for data review, and program implementation progress.
Parent Involvement	Is the Superintendent willing to have town hall meetings to answer parent questions? (not only related to LCAP)	The Superintendent currently attends meetings held by: Riverside Parent Teacher Association, District English Learner Advisory Committee, District African American Parent Advisory Committee, Special Education Community Advisory Committee and Gate District Advisory Committee whenever possible. In addition she meets monthly with parent leaders and takes questions through all action teams that also meet regularly. Based on this inquiry, the Superintendent is willing to consider holding some structured listening sessions next year.
Parent Involvement	Can we see more opportunities for parents to participate in things such as the equity conference? (to increase parent engagement and involvement)	Two Parents from Leadership groups such as District English Learner Advisory Committee, District African American Parent Advisory Committee, Special Education Community Advisory Committee, Gate District Advisory Committee and LCAP Parent Advisory may attend the Equity Conference; the conference sessions attended by parents must be tied to the committee's equity goals. Preference shall be given to 1st time attendees.
Cultural Competency/ Proficiency	What is the timeline to have all instructional and classified staff receive Cultural Competency/Proficiency training?	The timeline is to have all staff engage in Unconscious Bias training beginning in the 2022-23 school year. A committee is reviewing content from various vendors to determine the best approach for staff which will allow appropriate time for the

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		most robust training.
Cultural Competency/ Proficiency	Will you solicit feedback from staff receiving the Cultural Competency/Proficiency training as to their opinion of the training itself, its relevance, and its effectiveness? (Some have mentioned that the current format doesn't have the desired effectiveness)	RUSD regularly solicits feedback from staff receiving cultural competency training. The feedback is reviewed regularly to determine satisfaction levels from staff as well as to forecast whether or not the training will be implemented as designed. If there are low implementation levels, site administrators will coach and observe classrooms as needed to ensure training implementation takes place.
Cultural Competency/ Proficiency	How can accountability be built into the process of staff training?	In each session of the cultural competency training , the goal is to make it engaging, relevant and include numerous checks for understanding. After training sessions are completed, teachers/staff receive support at school sites through inquiry based discussions. District staff support schools to look for evidence of training implementation when visiting sites. These observations will be debriefed with grade level teams/departments and principals.
Future Educators	What can be done to encourage more of our students to consider the teaching profession and in particular, in our district?	In RUSD, we have a Global Educators Academy at J.W. North High School where students have the opportunity to learn about possible careers in the public education sector. Students volunteer, mentor and connect with local elementary schools to foster a joy of education. RUSD has collaborative relationships with University of California Riverside , California Baptist University , and Riverside Community College to support teacher preparation programs and serve as mentors for students completing their student teaching requirements. Currently the Career Technical Education Department is working on a district-wide Educator Sector Program for all of our high schools to prepare students for a career in education. Currently the timeline for this program to begin will be in Spring of 2023. <u>Scholarship Opportunities</u> There are scholarship opportunities available to RUSD students that connect to

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		pathways at surrounding higher education partners such as:. Riverside Community College; California State University San Bernardino , University of California Riverside, California Baptist University and LaSierra University. Teachers, Counselors and Principals notify high school students of the various local, and national scholarship opportunities throughout students' junior and senior year. Local Solutions Grant -is a current program for classified employees from RUSD who are pursuing a Special Ed. credential. They receive scholarships from the state of CA to pursue their credential - which covers their tuition from an accredited university. The Golden State Teacher Grant program (GSTG) is for students (including RUSD employees in the classified service) who are currently enrolled in a teacher preparation program to earn a credential in the high need fields. Upon graduation they commit to teach at a priority school, in California for four years, within five years after completing a teacher preparation program.
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