



Riverside Unified School District
Superintendent Responses to the 2021-2024 LCAP

The following questions on the 2021-2024 LCAP were generated by the LCAP Advisory Committee and District English Learner Advisory Committee (DELAC).



Riverside Unified School District Superintendent Responses to the 2021-2024 LCAP

Theme	Question	Response
Staff	What are the recruitment efforts for highly qualified, diverse staff?	RUSD Personnel staff attend job fairs of universities that have a higher percentage and population of diverse students to ensure inclusion of successful candidates in our pool for site administrators to interview. For example, RUSD attends job fairs at Cal State San Bernardino due to their high percentage of Latino and African American teacher candidates. RUSD also attends a job fair that incorporates several historically Black colleges and universities (HBCUs) to ensure we are reaching African American candidates for RUSD. At our own RUSD job fair each year, the teacher candidates are rated by the site administrators and then reviewed by Personnel who compiles a list that includes a diverse pool of candidates. For Administrators, Personnel ensures that the candidate pool for each position includes a highly qualified, diverse group of candidates. Additionally, Personnel seeks to ensure the pool of candidates for positions, including counseling positions, include bilingual applicants. Site administrators understand the need for bilingual counselors and seek to interview bilingual candidates.
Staff	How can classified staff support student learning and wellbeing?	Classified members are vital to all of RUSD's operations. Student support is our number one priority, and for the next school year as we focus on mitigating learning loss and returning to school in person, Classified Personnel can continue to engage with staff and administration to seek ways to ensure our students can have a positive experience at school every day.
Staff	How can translation services be increased?	The proposed 2021-2024 LCAP adds two translator/interpreter positions to support Spanish speaking families across the district. We will continue to monitor the needs of families and sites to deploy support accordingly.
Staff	What are we doing to grow the proficiency of our current bilingual staff?	To increase the number of teachers who hold a bilingual authorization, the Dual Language Immersion (DLI) team attended RUSD's job fair this year. The Personnel department also works closely with University of California, Riverside (UCR) Extension. UCR provides classes for teachers who are working towards attaining their bilingual authorization. Additionally, we are completing a Spanish course for teachers who wish to learn Spanish. Some of these teachers work in our DLI schools, while others work in schools with high English learner populations.
Student Learning	What is the plan to close the gap for English learners (EL)?	RUSD has analyzed English learner achievement data and understands the urgency to support our English learners. A comprehensive plan is being developed for implementation in the 2021-2022 school year. The plan includes the following: ● Build coherence and alignment within and across the RUSD educational systems so EL does not stand alone ● Create an asset-based environment for English learners by supporting sites to create climates that are affirming, safe and inclusive ● Access to intellectually rich, standards-based curriculum and instruction delivered using Integrated ELD within and across all content areas ● Work with personnel at all levels, including site administration, to increase their understanding of the needs of English

Riverside Unified School District Superintendent Responses to the 2021-2024 LCAP

		learners. Additionally, the site Team Leaders and EL Contacts will be empowered to support administration on the implementation of best practices that support English learners. • Comprehensive and Integrated Literacy program for English learners • Ensure Designated English Language Development for all English learners TK-12 • Progress monitoring the academic growth and learning needs of English learner • Training will be included in the plan to make sure that all who work with English learners attain the resources and support they need. Additionally, Title III funding supports all English learners to attain English proficiency. School site plans (SPSA) also include an English learner goal. A needs assessment is completed annually to allocate resources. RUSD summer programs will include ELD summer school specific to English learners and teacher support for all English learners attending the summer sessions. The teacher support will be available during the regular summer school hours as well as after school to support our ELs with any subject.
Student Learning	What are the recruitment efforts for diverse students to Dual Language Immersion (DLI) programs?	Our DLI team makes a great effort to recruit students from diverse backgrounds. In addition to holding multiple recruitment meetings at various schools and district departments, we also have a new Dual Language Immersion video posted on our website. This year we partnered with the Family Resource Center to expand recruitment and will partner with parent associations to expand awareness and increase recruitment efforts for DLI.
Student Learning	How many and in what ways do metrics from the 2021-2024 LCAP compare to metrics from the 2017-2020 LCAP?	The majority of the metrics from the previous 3 year LCAP cycle remain in the new 2021-2024 LCAP because they are required by the laws that established the Local Control Funding Formula (LCFF). Since there have been programmatic and assessment changes since the adoption of the last 3 year LCAP, there was a need to update and add new measures to better align with current practices and to take advantage of more accurate reporting that is now published by the state. Some metrics were removed, such as Truancy, because they are no longer calculated by the state or RUSD. A number of metrics were refined to better align with accurate reports published by the state through the DataQuest website (Completion of California State University (CSU)/University of California (UC) requirements, High School DropOut, and Expulsion Rates metrics). There were three new metrics added related to parent and staff engagement (aligned to Goal 3) that are tied to a parent and staff culture and climate survey.
Student Learning	Is there funding for class sets of novels that students can keep to annotate so that teachers do not have to pay for them out of pocket?	School sites are provided with an allocation of money based on the number of students on their campus that are Foster Youth, English learners, or low-socioeconomic status. These funds are to be used to provide for supplemental materials and support for students in an effort to increase achievement. The funds are spent based on site needs and a committee of staff and parents makes decisions over the funding. For example, if a site determines that their students would benefit from hard copies of books for students to write and annotate in, they may use these funds to fulfill this purpose.
Student Learning	Can we provide Science, Technology, Engineering, the Arts, Mathematics (STEAM) for everyone?	STEAM Camp was provided this year to 6th grade students across the district because they were unable to attend Science Camp. We are looking into providing this opportunity annually to 6th grade students.



Riverside Unified School District Superintendent Responses to the 2021-2024 LCAP

Student Learning	Are Science, Technology, Engineering and Mathematics (STEM) opportunities available for all students and why is a STEM Center being built?	STEM curriculum (science, math, and computer science) is available to all students across the district through in-classroom instruction and additional opportunities such as “Inspire Her Mind” for girls in grades 9-10. In the classroom, students experience the standards for each area of STEM, which can be done separately (i.e. math instruction, science instruction) or in an integrated approach (i.e. science and engineering projects, math and coding, etc.). Students can participate in a variety of STEM-based opportunities including STEM summer programs, Virtual Science Nights, Family Code Nights, Science and Engineering Fair, etc. RUSD has been consistently working on building inclusive environments, and STEM is no exception. Students with disabilities will participate in all STEM related lessons at their grade level and in after school clubs/activities in accordance with their individual IEPs. The purpose of the RUSD STEM Center is to promote, foster, and enrich an early college environment, stimulating a greater student interest in science, technology, engineering, and math. The school will be designed with a capacity of 800 students.
Student Learning	Will students receive more opportunities for tutoring?	There will be additional tutoring available before and after school and during the summer sessions in school year 2021-22 and into 2022-23 to help mitigate learning loss. This will be funded through LCAP and Covid relief funds. Students in Grades 4-12 will also be able to continue to participate in PaperTutoring for the 2021-22 school year. Additionally, computer based programs such as BrainPop Español and English, Imagine Español, Rosetta Stone, Learning A-Z (RAZ Kids), and Lexia will be available during the summer.
Special Programs	Is there a plan to make sure Ethnic Studies education is made available to all students including students at DLI schools?	At the high school level, the Ethnic Studies plan includes the 11th grade course options (Ethnicity and Social Justice, Black History, and Latin Americans in the US). Dual Language Immersion and History Social Science departments will work collaboratively to determine which of the 11th grade courses will be offered within the DLI program. Additionally, all high school and middle school history teachers, along with elementary school teachers will receive professional development on inclusivity, incorporating diverse voices, and ensuring multiple perspectives are taught. Materials, including inquiry lessons, are being developed to support teachers in this work as well. All lessons and materials in the grade levels where history is taught in Spanish will be translated for the teachers to have the same kind of access that the English only teachers have.



Riverside Unified School District Superintendent Responses to the 2021-2024 LCAP

Special Programs	What is the goal for Dual Enrollment? How many courses do we have and where? Are all High Schools participating?	College and Career Access Pathway (CCAP) Dual Enrollment courses are offered at all 5 comprehensive high schools. • All 5 high schools offer a transfer pathway • Ramona and Arlington High Schools offer an additional STEM Nursing Pathway There was a decrease in course offerings for 2020-2021 by RCC due to the pandemic (reduction of 1 course offering per grade level from 3 courses per grade level to 2 courses per grade level). This resulted in a decrease in student enrollment with an average of 260 students participating in Dual Enrollment courses each semester. The goals for the upcoming school year are to increase enrollment through a renewal of the CCAP Dual Enrollment agreement for another 3 years, increase the course offerings to 3 per grade level, and have Riverside Virtual School be the 6th school to offer College and Career Access Pathway (CCAP) Dual Enrollment courses.
Special Programs	Will Career Technical Education (CTE) and Project Lead the Way (PLTW) be expanded to every high school? How can access be extended to students at schools where PLTW is not offered?	Feasibility for expansion is still under consideration at this time. Currently, the LCAP has a \$250,000 budget allocation for PLTW, but for a limited number of schools. Expanding to other schools would be a significant budgetary increase and will be considered based on student data and interest.
Special Programs	What are the historical outcomes for the Heritage, Legacy and Puente programs? How is the funding allocated to these programs?	Historically, the Heritage, Legacy, and Puente programs have had positive outcomes for their targeted groups. The funds are equitably divided amongst the sites based on program numbers (all 7 high schools have Heritage, 6 high schools have Legacy (EOC does not participate), and Puente is only at Poly). • Legacy: A-G rate increased from 12.30% to 27% • Heritage: A-G rate increased from 33.5% to 45.5% • Puente: A-G rate increased from 55% to 63% Most recently, Riverside STEM was added to receive Heritage support due to parent and community feedback. They work cooperatively with John W. North High School for support.
Special Programs	Will the DLI program expand to the RUSD Virtual school?	DLI will not be offered in the virtual school for the 2021-22 school year. K-6 students in the virtual school will be able to receive support with conversational Spanish afterschool with a teacher.
Special Programs	Are cost-free, after school programs available in the district?	RUSD receives state and federal grants to operate free after school programs at twenty elementary and six middle schools. Each program includes daily physical activity for all students. In addition, RUSD after school programs (HEARTS and PRIMETIME) offer enrichment activities such as clubs for specific sports in which students show interest.



Riverside Unified School District Superintendent Responses to the 2021-2024 LCAP

Equity	Will the district be addressing academic and opportunity gaps and the disproportionality in disciplinary practices for African American students?	There is a need to further support the achievement of our African American students. A thorough review of the data was completed, and the district will hire two temporary teachers on special assignment to identify, support, and enhance RUSD efforts to decrease chronic absenteeism and suspension rates.
Equity	What is the impact of the reduction in middle school athletic programs?	Middle School Sports have not been reduced for the 2021-22 School Year. There are 19 stipends for each middle school to represent each sport by grade level. The reduction is moving from a .4 FTE to a .2 FTE staff member to support planning middle school athletics events.
Equity	How are we ensuring equity and opportunity for all students?	The RUSD Equity tenets provide the foundation for ensuring equity and opportunities for all students: ● 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 All projects in RUSD begin with an “equity lens” which is the foundation for all our work. Next year, RUSD will deploy interventions such as increased before/after school activities, larger capacity summer school, more one-to-one tutoring, more translators, continued services by the Family Resource Center, home visits, and on campus counseling for students. It is our mission to alleviate any barriers to learning, and provide equal access to all programs for all students.
Safety / Security	How will RUSD be increasing safety and security for schools?	The RUSD Safety Blueprint action plan, site safe school disaster response plans, and community partners provide for the safety and security of our schools. Preparation is key and below are preventative measures that are in place: ● Active Shooter Training & Drills ● Threat & Suicide Assessment Trainings ● Campus Supervisor Mandated Security Training & Meetings ● After Action Reviews ● Restorative Practices Training ● PREPARE Training ● Safety & Security Blueprint Implementation ○ Raptor (Electronic Visitor Management System) at all District Facilities ○ Universal Picture ID Badges for Staff ○ Panic Buttons installed in offices ○ Emergency text/chat notifications via School Messenger ○ Emergency Communication Upgrades – Repeaters for Radio Communication Lastly, we are looking to establish a fixed Emergency Operations Center (EOC) with redundant communications, generator, video monitoring, and incident command center, as communication is a key factor in crisis management. This includes the addition of a mobile EOC to deploy as necessary.



Riverside Unified School District Superintendent Responses to the 2021-2024 LCAP

Student Well-Being	How will RUSD increase accessibility to mental health services and make sure we advertise services to all students/families?	RUSD uses parent/student meetings, school and District websites, administrative announcements, newsletters, and classroom introductions by counselors and teachers. RUSD is increasing awareness regarding mental health services in the district by providing access to students and families in the following ways: • Developing a Wellness Website that includes information regarding staff availability at all schools • Providing various ways in which a student may be referred to a counselor or psychological services. A student may refer themselves, or be referred by a staff member, parent, and/or guardian.
Student Well-Being	What can the district do to improve outreach to students, primarily those of color, to improve attendance?	Through a series of meetings with the District Attendance Team, a district attendance improvement plan will be developed which will serve as the guiding document and framework for the school site attendance improvement plans. Attendance training and follow-up meetings will address how school site attendance teams can analyze multiple measures of attendance and implement strategies within a multi-tiered system of support to meet the needs of priority populations (those of color) with persistent school attendance problems. In addition, through our Attention 2 Attendance partnership, we use attendance and conferencing data to identify priority populations; we are exploring a custom messaging campaign that lets our data pinpoint exactly which custom messaging campaign has the biggest impact on improving attendance. The custom messaging campaigns are targeted, action-based solutions that communicate and educate parents, students and district staff about why attendance is so crucial for success. For example, there is a K-3 focus campaign that educates parents on the importance of attendance in the early years. Lastly, home visits have been incorporated within the multi-tiered system of support to improve attendance of priority populations. With timely data, rigor and positive messaging, the custom messaging initiatives help us market, inform and engage parents around the lifelong habit of attending school.
Student Well-Being	Will the district keep in place the distanced learning protocols to accommodate students that may be on extended leave due to illness or other emergency?	Depending on the program choice of the student, the supports available will vary. If the student is in the virtual or home based program, the program components lend themselves to more remote access and work completion. If the student is in the in-person program, the supports available will depend on the need of the individual student. For example, the student may need to be placed on independent study or other programs based on the degree of the illness. Tutoring will be available to all students.
Student Well-Being	Can we keep the Family Resource Center open for parents?	Yes, the Family Resource Center will continue to serve our families.
Professional Development	How will RUSD ensure accountability with regards to the amount of professional development in the LCAP?	Professional development is measured in a number of ways. Participants' reactions and feedback to training are collected at the end of each session. This type of data is used to improve training sessions to meet staff needs. Secondly, the impact of professional development on the work environment is gathered through frequent observation and the review of data by administrators and trainers. For professional development that is geared toward the classroom, student work samples, assessments, and classroom observations are used to measure the impact of the training and to guide adjustments that may



Riverside Unified School District Superintendent Responses to the 2021-2024 LCAP

		need to be made. For professional development that is related to other district fields, such as operations and fiscal management, data sources relevant to the field are reviewed to measure the impact of training.
Professional Development	What are the metrics for Sections 1.3 and 1.4 in the LCAP and are they recorded in previous LCAPs? How much impact in terms of time will 1.3 (<i>Professional Development</i>) and 1.4 (<i>Provide Professional Development</i>) have in moving the district from level 4 to level 5 in the self-reflection rating scale on "Implementation of Academic Standards" with respect to Professional Development of Common Core State Standards Mathematics?"	While the actions within 1.3 and 1.4 will have varying metrics specific to the topic of the training, all actions will use the following metric to monitor the effectiveness of training sessions: ● Through June 2022, maintain Post-Professional Development Survey overall rating of 85% or higher measured by the RUSD Post-Professional Development Survey. This rating will increase by 3% each subsequent year. Beyond the initial training feedback, the impact of the training on the classroom will be monitored through classroom observations and review of student work and assessments. As that information is monitored, adjustments and additional support will be provided to result in an increase of the self-reflection rating scale to a level 5.
Communication	What will the district do to improve communication with those families who have no internet or computers?	The district is currently developing strategies to best meet the needs of families with limited to no internet or computer access. This will be done through a strategic global plan that will be implemented at a site based level and through various community partnerships. It is our priority to provide pertinent and important information to all families within our district regardless of their technological access by working in collaboration with sites and partners outside of RUSD.