

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

School Year: 2023-24

LEA name:

Riverside Unified School District

CDS code:

33 67215 0000000

Board Approval Date:

Approved: 4/4/2024
Previously Approved: 6/17/2021

Link to the LCAP:

(optional)

<https://www.riversideunified.org/cms/One.aspx?portalId=580805&pageId=20642562>

For which ESSA programs
will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA
programs with LEA plan requirements;
not all ESSA programs.)*

Title I, Part A / Title II, Part A / Title III, Part A; / Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to

promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Riverside Unified School District (RUSD) is located in the city of Riverside, which is known as the city of Arts and Innovation. As the 16th largest district in the state, the district serves a large portion of Riverside as well as unincorporated areas of Highgrove and Woodcrest in Riverside County. RUSD currently serves over 40,049 students in grades preschool through grade twelve. The District also serves over 2,172 adults through the Riverside Adult School. There are 47 school campuses in the district: 29 Elementary Schools, 7 middle schools, 5 comprehensive high schools, 7 alternative/specialty schools and a grades 5-12 STEM specialty school, 1 preschool campus, and the adult education campus. There are a variety of preschool options at varying schools, as well as transitional kindergarten classes at each elementary school. The Riverside student population continues to grow more diverse. The ethnic distribution breakdown is as follows: 68.1% Hispanic, 17.0% White, 6.0 % African American, 3.7% Asian, 3.4% Two or More Races/Other, 0.3% Pacific Islander, 0.3% American Indian, and 1.1% Filipino. Approximately 72.0% of RUSD students qualify for the National School Lunch Program. Approximately 0.6% of RUSD students are Foster Youth, 2.5% are Homeless, 12.6 % are qualified as Students with Disabilities, and 17.3% are identified English Learners. There are 59 different languages represented among the English Learner students in RUSD with 29.7% of the total English Learner and Fully English Proficient enrollment listing Spanish as the home language. (Source: CDE Dataquest, 2022-23)

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

Our District 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.

Riverside Unified School District's approximately 4,140 employees are proud to serve ALL students, affirming that all are guaranteed an education that ensures readiness for college, career and the world. We continue to focus on high levels of academic achievement. Both student learning and well-being, and the well-being of all employees directly affects the success of our District. Riverside Unified's Guide for Instructional Direction creates coherence within the organization by clarifying expectations and providing processes/protocols for use throughout our instructional program. The

Guide provides the "what and how" of learning in our District. We utilize Shared Leadership Systems to articulate the District-wide direction and focus through the following four steps:

Clearly define mastery of guaranteed learning.

Deepen learning through an effective instructional program, which leverages high-quality, best-first instruction.

Build capacity through focused collaboration guided by informative inquiry (assessments).

Provide strategic, whole-system engagement strategies and support.

The four steps of The Guide and our district mission and values are embedded in the actions and services of our Local Control and Accountability Plan (LCAP). Annually, we use student, staff, parent, and community feedback along with student outcomes from the previous actions and services to revise our LCAP to better meet the needs of all students, including unduplicated student groups. We monitor specific Success Indicators to raise the level of our work and provide focus for our system in building capacity through outcomes. This work is also done with guidance from students, teachers and LCAP advisory groups. Student readiness is the primary theme in the LCAP, which serves as our District Strategic Plan. The LCAP outlines a broad, yet cohesive array of actions and services centered around three overarching goals that we believe will lead to improved student outcomes and performance:

Current LCAP Goals:

Goal 1: Engage Students in High Quality Learning by A Diverse, High Qualified Staff Goal 2: Provide Student Choices That Prepare Them for College and Career Pathways Goal 3: Involve the Whole Family and Community in Student Learning and Well-Being

Key features of the LCAP are:

1. Professional development around the implementation of RUSD's Guide for Instructional Direction, creates coherence throughout our organization by clarifying expectations and providing processes and protocols for use throughout our instructional program.

2. Implementation of Professional Growth Systems establishes an ongoing professional development and support system to enable RUSD educators to optimize their professional potential in order to create a highly effective learning community. This gives greater assurance that high levels of achievement will be realized for all students. The professional growth system will span an educator's career, including individual assistance and support from the first day of hire; continued opportunities for professional development and support at any phase of an individual's career; and allow for additional opportunities for professional leadership.

3. Other key initiatives principally directed toward unduplicated students include: implementation of the English Learner Achievement and Newcomer Plan; closing the achievement gap through a Multi-Tiered System of Support; student support programs such as AVID, Puente, Heritage and Legacy to support English Learners and African American students; a new plan for Foster Youth and Students with Disabilities to support the unique needs of RUSD students within the foster care system and identified as having special needs; Social Emotional counseling and support; the Family Engagement Center; and Preschool.

Title I funds are used to provide supplemental academic support, beyond that provided by state funds, for low-achieving students in schools with high poverty rates.

Key activities provided at the district level are:

Common Core State Standards Professional Development: Teaching foundational reading skills through the Gateway Program to increase teacher knowledge in phonemic awareness, alphabetic principle, phonics, and fluency.

Family and Community Partnerships: Support student learning and healthy development (at home and at school) by establishing and strengthening partnerships with families and community members, by providing individualized services and resources that respect and value the diversity of families.

Family Engagement Programming: Provide inclusive and accessible family engagement programming to allow parents/guardians to fully participate in the education of their child(ren) by enhancing their parenting capacity, increasing connections to school/community and promoting parent leadership development.

Multi-Tiered Systems of Support: Provide supplemental academic support in response to student needs. Actions include software, materials, and personnel to implement intensive reading and mathematics intervention and monitor progress of students.

Provide Professional Development: Provide support and professional development to early childhood staff to strengthen academic and social-emotional foundations. Learning for counselors to increase knowledge of the College and career Index and provide robust support for students.

Removing Barriers for Foster and Homeless Youth: Continue to remove barriers for Foster and Homeless youth in order to access school and graduate prepared for college and career through outreach and additional resources such as tutoring, transportation, school supplies, field trips, social-emotional support, etc.

Support for English Learners: Provide a summer English Language Development program designed to support effective instructional strategies for English Learners through the development of language fluency.

Parent Engagement: Supplement activities through the Family Resource Center to provide increased services for Title I families. Additional parent education opportunities and a Family Resource satellite center are offered at Title I campuses.

After School Programs: STEM enrichment program is provided through the Extended Learning department. Consultant, staffing, materials, and parent nights are provided to extend the learning day for Title I students.

AVID: Provide staffing, materials, and professional development to increase English Learner reclassification rate and prepare students for higher education levels through AVID Excel. Provide professional development and district level support for AVID elementary programs.

Homeless Support: Remove the barriers that impair student success and increase awareness of the issues and individual needs of homeless students by providing staffing, transportation, and supplies for homeless students. Case Management for Foster Youth: Provide coordinated case management services in collaboration with site administrators, guidance counselors, Foster Youth and Education Rights Holders to meet the academic, socio-emotional, and college/career needs of Foster Youth in RUSD.

Social Emotional Support for Preschool Students: Provide academic, social-emotional support, and caregiving services to infant/toddlers of RUSD students, preschool students, and their families to build a strong academic and social emotional foundation for students. Provide Spanish preschool for English learners to increase primary language proficiency.

As reflected in the LCAP, Title II funds are used to advance teacher, paraprofessional, and administrator capacity and to recruit highly qualified staff to Riverside Unified School District. Major activities funded by Title II include:

Attract Quality Educators: Attract, recruit, and develop highly qualified, highly effective, and ethnically diverse employees and monitor credentials and certificates to ensure hired staff is properly qualified and able to provide high-quality services to all students.

Professional Growth Systems (PGS) Principals: Provide high quality coaching through Professional Growth Systems (PGS) for principals new to the position and new to RUSD to support equitable leadership, based upon the RUSD Equity Tenets, The Guide for Instructional Direction, and the California Administrator Performance Expectations.

English Learners: Increase capacity of instructional support staff and site staff to serve English Learners by providing additional staffing and training opportunities for teachers.

Early Literacy: Provide additional staffing and training opportunities for teachers (substitutes, materials, collaboration time) in early literacy skills.

Professional Development: On-going professional development for all academic subjects provided by RUSD staff and contracted vendors.

Title III funds are layered on top of state, Title I, and Title II funds to provide supplemental support for English Learners and Immigrant students.

The major activities funded by Title III funds include:

English Learner Professional Development: Provide professional learning and support to teachers, English learner contacts and site administrators on; Integrated and Designated English Language Development, goal setting and progress monitoring to ensure English learners are making growth in their language proficiency in the four domains of language- reading, writing, listening, and speaking.

Legacy Program: Increase English Learner students' completion of UC/CSU a-g requirements and high school completion by providing additional staffing, training, and collaboration time to complete in-depth goal planning, transcript analysis, and ongoing support for English Learners and their families. Newcomer Support: Provide staffing, software, training, and materials to improve English proficiency level and access to content for newcomer students.

Strategic and Intensive Services for English Learners: Provide Tier II (Strategic) and Tier III (Intensive) support services for newcomer English learners and English learners not making progress to increase the acquisition of the English language, including expanded learning opportunities.

Major activities funded by Title IV include:

Multi-Tiered System of Support Staff Training: Develop a sustainable, district wide equity embedded MTSS framework by providing integrated training to staff in the elements of universal design for learning and culturally responsive teaching, restorative practices, Social Emotional Learning (SEL), Positive Behavior Intervention Supports (PBIS), and trauma informed practices with clear connections to how these positively impact academic learning, culture, climate and the well-being of students.

Provide Professional Development: Learning for counselors to increase knowledge of the College and career Index and provide robust support for students.

Removing Barriers for Foster and Homeless Youth: Continue to remove barriers for Foster and Homeless youth in order to access school and graduate prepared for college and career through outreach and additional resources such as tutoring, transportation, school supplies, field trips, social-emotional support, etc.

Safe Learning Environments: Increase safety and security for all students and employees on district campuses.

To determine how state and federal funds are spent, we use student, staff, parent, and community feedback, along with student outcomes, to revise our plans to better meet the needs of all students. We monitor the Success Indicators to raise the level of our work and focus for our system in building capacity through outcomes. In addition, site plans are evaluated each year to raise effectiveness and alignment to LCAP. This work is done with guidance from students, teachers, and advisory groups such as our LCAP advisory group, District English Learner Advisory Council (DELAC), Site level English Learner Advisory Councils (ELAC), and School Site Councils (SSC). In addition, needs assessment surveys are completed annually to garner feedback on our actions. The information from our stakeholders as well as our internal monitoring and evaluation is used to determine the actions

and services needed to support students. Federal funds are then used to provide supplemental services to support students of high-poverty schools and English Learners across the district.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

RUSD's vision is communicated through the Guide for Instructional Direction which creates coherence throughout the organization by clarifying expectations and providing processes/protocols for use throughout our instructional program. The team, including personnel overseeing state and federal funds, works collaboratively on LCAP review and planning. As the team and stakeholders monitor progress, they consider the increased and improved actions and services to be used to meet student needs. Consideration is given to how federal funds can be used to supplement these actions and services to provide additional support to help close achievement gaps for English Learners and students in high poverty schools. Annually, we use student, staff, parent, and community feedback along with student outcomes from the previous actions and services to revise our LCAP to better meet the needs of all students, including unduplicated student groups. We monitor specific Success Indicators to raise the level of our work and provide focus for our system to build capacity through outcomes. Decision making regarding actions and services is based upon thorough analysis of state and local data at both the student group and aggregate group level. Through our shared leadership system structure, staff use the cycle of inquiry to analyze evidence of student learning and adjust their actions in response to this analysis to ensure student success. Student group data for Socioeconomically Disadvantaged, Homeless, English Learners and Students with Disabilities is closely monitored through shared leadership to inform actions through federal programs.

Through the LCAP planning process, the actions and services provided by all state and federal funding sources are carefully planned to ensure that activities are not duplicative and support our Guide for Instructional Direction. A multi-page spreadsheet of all actions and services is completed in collaboration with the Educational Services division and the Business Services department. The document is organized by goal and funding source. This visual representation of all actions and services, helps the planning team to identify and rectify misalignment. The review process with stakeholder groups further ensures coherence.

The LCAP, which communicates district level actions and services, is shared with site principals and teams. Sites receive state and federal funds for unduplicated student groups and low socioeconomic students. Each site receives training and ongoing support from the Instruction Department to complete a school plan that is based upon site level and student group needs identified through data analysis. The actions and services in these plans are vetted through the Instruction Department to ensure alignment to LCAP goals. The plans are evaluated and revised annually with stakeholder input. As sites implement their plans, they monitor the effectiveness of their actions through the shared leadership system and adjust plans in response to evidence. Additionally, throughout the year, fiscal actions are monitored by the Instructional Services and Business Services Departments to ensure continued alignment to site and district priorities.

Coordination between all federal funds is essential to ensuring coherence. Title III funds are used as an additional layer of support for English Learners above state funds for unduplicated students and Title I funds. One of RUSD's Instructional Services Department priorities is English Learners. All professional development through this department is designed to ensure that strategies for

English Learners are interwoven into all content. When allocating Title III funds, the Instructional Services Department and Research, Assessment and Evaluation Department collaborate to review formative and summative data on our English Learners to evaluate the Title III actions and services. Similarly, actions and services provided by Title II funds are monitored and evaluated. This information is utilized by the Instructional Services Department and LCAP team to align professional development opportunities across the organization. Finally, collaboration and consultation with the Riverside County Office of Education is used to ensure coordination of state and federal funds in alignment with the District vision and mission.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Personnel and Professional Growth System Departments ensure that students are taught by the most well-prepared teachers. All students are to be provided with an equitable education taught by highly qualified teachers. In order to achieve this goal and meet the standards established by the guidelines of Every Student Succeeds Act, a purposeful and deliberate plan has been designed. Our district follows a compliance plan for implementation that details a coherent set of specific activities to ensure the equitable distribution of effective educators, teacher authorization, and teacher assignment. We ensure that all teachers and paraprofessionals working in a program supported with federal and state funds meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. Low-income and minority students are not taught at a higher rate by ineffective (misassigned/CTE), inexperienced, or out-of-field teachers. As a common practice, our district has a monthly process of monitoring teacher credentials and authorizations appropriate for assignment. The district notifies parents by letter of their "Right to Know" teacher qualifications if it has been determined their child is taught by a teacher who has not met teacher qualifications by the 20th day of school.

RUSD has established a Professional Growth System (PGS) system that has expanded services to include support for referred permanent teachers and new/early career administrators. New to career, new to RUSD, and struggling teachers are assigned to work with coaches to increase their efficacy; both self-efficacy and job performance. For administrators, principal coaches work with and support administrative leaders throughout the district. Over 800 teachers and administrators combined received training on the Danielson Framework for teaching. This framework has been integrated as part of the RUSD teacher evaluation tool.

The Professional Growth Systems (PGS) department has been a huge asset to RUSD (Actions 1.3b, 1.3c, 1.3d), not only for professional development but also by providing quality coaching for

new teachers and administrators, as well as any seasoned teachers and principals in need of additional support. PGS serves our unduplicated students by ensuring that school site leadership (credentialed and classified) is prepared with the most effective strategies to assist Foster Youth, Low income students and English learners with academic achievement support and positive behavior at school. RUSD will also be designing the new program for PGS to support classified staff (1.3c) to ensure that all adults who interact with our unduplicated/disadvantaged students are highly aware of their needs, conditions and circumstances which pertain to their success at school.

The California Teacher Credential Commission demonstrated that the RUSD Induction program is “successful”. Data on teachers/administrators attending Danielson training exceeded 1000 participants, and retention of teachers who participated in PGS was successful. This stability in certificated staffing is advantageous to unduplicated pupils who thrive in more stable environments

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Each year the district and school level parent involvement policies are evaluated by staff and parents. The district parent involvement policy is built from federal requirements and California School Board Association recommendations. This policy is shared at the beginning of each year with district stakeholder groups including LCAP Advisory Committee which includes parents of all unduplicated groups and the District English Language Advisory Council (DELAC). In the winter of each year, a needs assessment survey is administered to all parents. This survey includes questions to elicit feedback which will help to inform our policy. In the spring, the policy is again presented to parent advisory groups along with the needs assessment data. Discussions about revisions to the policy are held and input is gathered. This input is shared with Instructional Services Department personnel and extended cabinet to determine revisions to the policy. These suggested revisions are shared with parent groups at a meeting in late spring. The parents groups then discuss and recommend final revisions.

Each school site follows a process similar to the district process for reviewing, evaluating, and revising their site level parent involvement policies. School sites share policies and needs assessment survey data with their English Learner Advisory Councils (ELAC) and School Site Councils (SSC). The SSCs give feedback on the site level policy and help to synthesize the needs assessment data. Revisions to the plan are made in a joint effort of the SSC and site leadership teams.

RUSD recognizes that building trust and cultivating relationships with families, providing opportunities for two-way communication, and supporting student success are keys to community engagement.

Relationships with families begin early and transpire through the student’s journey from PreK to college and career. Through district equity actions, a systemic approach to community engagement has led to intentional efforts to foster relationships and develop a welcoming and inclusive environment at all schools, including preschool. Positive student outcomes are a shared responsibility

between families, schools, district, and community. At a minimum, each school site has developed one site goal to enhance welcoming school climates, effective two-way communication, and partnerships for student success. The School Plan for Student Achievement (SPSA) family engagement goal addresses the unique needs and interests of families and community, and focuses on building relationships and goals that are connected to student learning. This intentional process has led to increased school-based family engagement activities that are directly connected to student development and learning. Equipping families with the tools needed to support student learning at home, resources to support wellbeing, technology tools, school and home communication, and transition from high school to post-secondary and career are the focus of site based family engagement activities.

In addition to site-level family engagement actions, district-wide family engagement efforts are led through the School, Family and Community Partnerships Program (SFCP). Through a whole child approach, the SFCP program facilitates partnerships between schools, families, and communities to support student wellbeing, student learning, and pathways to college and career. The SFCP program administers two district-wide Family Resource Centers (FRC) and supports three school-based Family Engagement Centers (FEC).

Through community agency partnerships, contracted services, and district specialists, RUSD provides monthly workshops, seminars and webinars to build parent capacity in understanding curricular shifts, assessments, school to home support, student engagement, social-emotional learning, and special education, among others. The SFCP program works closely with school administrators to offer evidenced-based family engagement programs that support parents' as their child's first teacher, promote healthy student development and wellness, encourage effective communication and collaboration, navigate the California public school system, and pathways to college and career. These family engagement academies include Parent Leadership for Quality Education (PIQE), Families in Schools Transition to College, Riverside County Office of Education Parent Engagement Leadership Initiative (PELI), Latino Family Literacy Project, and Family Leadership Initiative (FLI), Mind Growers Parent Academy, among others.

Connections with families occur through various communication platforms including in-person visits, home visits, telephone calls, emails, social media, and virtual platforms. Services are provided in English and Spanish and interpretation is secured for additional languages represented within the school community including ASL. Flyers and newsletters are provided to parents through Peach Jar, which gives information about district and site level events. Also, the district and school websites provide timely information to parents. Sites have the ability to email, text, and receive auto-dial messages for families to provide reminders. Many classrooms use digital applications, such as Remind, to communicate with parents regularly. This application allows parents to communicate directly with teachers. Most sites have a Parent Teacher Association (PTA) or Parent Teacher Organization (PTO) who help to promote parent activism in the school. The district meets monthly with PTA leaders to maintain two-way communication.

Furthermore, staff assist parents in understanding the requirements of the Title I program and how families can support the learning needs of their children. The Home School Compact is reviewed and signed by parents each year. This compact defines the responsibilities of the parents, school, and child to work as a team focusing on monitoring and encouraging the success of each student. Parent teacher conferences are held annually to ensure that family and school partnerships are formed. One aspect of parent teacher conferences is reviewing progress reporting procedures to empower parents with an understanding of the reports they will get throughout the year. Parents are encouraged to continue communication as they monitor progress throughout the year. Parent events including Back to School Night, Open House, Instructional Literacy and Math events, and Title I Parent events are held to keep parents informed about the schools' offerings.

In addition, specialized instructional support to build staff capacity to assist parents through a whole system engagement protocol includes the following: principal meetings, specialized instruction support and principal working groups

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title I schools are identified using the percent of free and reduced lunch. Schools with 60% free and reduced lunch are identified for Title I participation. Currently, 37 schools operate schoolwide programs.

Schools receive Title I funding on a per pupil basis. Site leadership teams and School Site Councils work collaboratively to complete an annual needs assessment by reviewing state data, local indicators, and stakeholder feedback to determine student needs and formulate goals and metrics for the coming year. In addition, they annually evaluate the effectiveness of their plans by analyzing data on the metrics they selected for each goal in their plan. This evaluation leads site teams and School Site Councils to make decisions to continue, adjust, stop or add actions and services from the previous year. As teams write a new plan each year, they document the goals, metrics, actions, services, and corresponding budget that they will implement to address the needs of their students. In addition, School Site Councils involve educational partners such as school staff, English Learner Advisory Committees, and other parent groups when developing school plans. The plans are developed with support from the Instructional Services Department to ensure alignment to the LCAP and district coherence. The Research, Assessment and Evaluation and Technology Services Departments provide customized site data reports for all teachers/administrators. This allows RUSD educators the data needed for close monitoring of our local metrics and leading indicators aligned to the CA Dashboard.

Site plans align to the LCAP and are tailored to meet the specific needs of students and families at each site. Common elements of plans include: supplemental academic intervention through extended learning time to close the achievement gap for at-risk students including the materials, supplies, software, books, and personnel needed to implement the intervention; professional development and coaching for site staff in strategies designed to close the achievement gap; collaboration time designed to use progress monitoring data to determine inform instruction; supplemental social-emotional intervention to support at-risk students.

Teachers and school sites prioritize best first instruction, so that each and every student's experience with content and skills is high-quality, engaging, differentiated, scaffolded, accelerated, and well planned. Highly effective best first instruction occurs when students demonstrate mastery of essential learning. For students who require additional instruction to meet mastery and/or enrichment for acceleration is required, specific research-based instruction are deployed at increasing intensities to match the students needs.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Riverside Unified School District's homeless education program facilitates the coordination of district and community resources by removing barriers that will help provide homeless students with an equal educational experience and engage parents with their student's education while living in transitional situations.

Title I funds are used to support actions related to programs for homeless students including increased hours staff that support the homeless program: Homeless Liaisons, Coordinated Family Services Supervisor, Student Assistant Plan Counselor, and Administrative Secretary positions. These positions serve homeless students throughout the District by coordinating activities with students/families and their teachers, principals, attendance investigators, community organizations, emergency and transitional shelters, as well as City and County homeless collaborative programs. These referrals include healthcare, dental, mental health and substance abuse, and housing services.

Additional funds support increased parent education and outreach to help families stabilize and support their child's education. The homeless education program also provides assistance with immediate enrollment, records, placement coordination with special education, school supplies, hygiene supplies, and transportation to and from school.

These services also provide ongoing training, technical assistance and advocacy for all stakeholders to ensure federal laws and district policies are understood and implemented appropriately in regards to homeless students. Furthermore, student participation is enhanced by the removal of barriers that impair student success and increase awareness of the issues or individual needs of homeless students. Examples of Barrier Removal include: School Attendance/Selection, Before/after school care/Tutoring, Transportation, School supplies, Clothing, Records, Housing, Medical.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Students transitioning from preschool to a Title I elementary school in RUSD are provided with several supports. In the Spring, State Preschool hosts an orientation outreach meeting for all preschool parents. In the Spring of 20-21, these events were held virtually and through video formats. Kindergarten teachers attend the meetings to be guest speakers and to make connections with the incoming families. The preschool coordinator collaborates throughout the year with the administrators and teachers on instructional issues. Elementary and preschool teachers meet monthly to discuss student achievement and curriculum at most elementary sites. Elementary schools regularly provide tours to preschool families. Kindergarten teams provide a kindergarten orientation meeting held prior to the start of the school year. During this meeting, and in the parent handbook, all parents are informed of the grade level standards, school schedules, attendance procedures and school rules. Kindergarten teachers provide information for parents about how they can help their child at home during parent conferences and Back to School Nights.

To support students transitioning out of elementary school, middle school counselors made virtual visits to feeder elementary schools in the spring to provide an orientation program on class registration for the next school year as well as extracurricular opportunities. Middle schools host follow-up orientations virtually for families. Typically, families are invited to Middle School Open House events, however in the spring of 2021, videos were used. Finally, middle school staff closely analyze assessment data to assist in the proper placement of students.

Students transitioning to high school receive support from both the middle and high schools. The high school counselors collaborate with middle school counselors to register 8th graders into the correct classes for the next school year. High school students facilitate student profile conferences in the spring to share what high school has to offer and how the 8th grader can best prepare for 9th grade. Cluster principals meet to establish common classroom expectations and procedures. Typically "Spirit Night" is held before the start of school to allow students to purchase school items, check out textbooks and to tour the campus with their class schedule. This was done virtually prior to the 20-21 school year and is undetermined for the opening of the 21-22 school year.

Counselors visit the 9th grade English classes during the first semester to discuss students' academic paths, graduation requirements and A-G requirements. High schools host a 9th grade parent night in the fall of each year to provide an opportunity for students and parents to learn about the various academic, athletic, and other programs. Freshmen students are supported

before the year begins with an orientation that allows students to acclimate to the campus and learn about the academic and extracurricular activities offered by each campus.

To support students' transitions to college and career, the high school counseling staff meet individually with each student and family to advise them of the opportunities that await them and provide them with support and information about how to prepare themselves for the future. These meetings were held virtually throughout most of the 20-21 school year. Parent nights are held annually to provide information about a-g, graduation requirements, FAFSA, and preparing for and applying to colleges. Annually, RUSD hosts a higher education summit with representatives from over 100 campuses. The AVID program provides students with the skills and strategies they will need to be successful for college. AP, IB, and dual enrollment options are available to all students.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable - Supported through general funds and LCAP

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable to RUSD

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable to RUSD

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable to RUSD

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable to RUSD

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable to RUSD

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable to RUSD

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable to RUSD

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable to RUSD

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable to RUSD

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable to RUSD

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable to RUSD

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable to RUSD

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

RUSD's Professional Growth System (PGS) establishes an ongoing professional development and support system to enable RUSD educators to optimize their professional potential in order to create a highly effective learning community. This gives greater assurance that high levels of achievement will be realized for all students. The professional growth system will span an educator's career, including individual assistance and support from the first day of hire; continued opportunities for professional development and support at any phase of an individual's career; and allow for additional opportunities for professional leadership.

The Professional Growth Systems (PGS) department has been a huge asset to RUSD (Actions 1.3b, 1.3c, 1.3d), not only for professional development but also by providing quality coaching for new teachers and administrators, as well as any seasoned teachers and principals in need of additional support. PGS serves our unduplicated students by ensuring that school site leadership (credentialed and classified) is prepared with the most effective strategies to assist Foster Youth, Low income students and English learners with academic achievement support and positive behavior at school.

RUSD will also be designing the new program for PGS to support classified staff (1.3c) to ensure that all adults who interact with our unduplicated/disadvantaged students are highly aware of their needs, conditions and circumstances which pertain to their success at school.

Since 2017, 100% of novice principals and new administrators, as well as all first and second year teachers, were provided district induction training. Additionally, 100% of RUSD's new certificated administrators are enrolled in a Tier II administrative credential program to become fully credentialed. The PGS department employs two Principals on Assignment who work as coaches for newly hired principals.

Teacher induction is supported through PGS. Within PGS, the teacher induction program supports its credential candidates in their continued development and growth in the teaching profession by building on the knowledge and skills gained during preliminary teaching preparation programs. PGS supports all teachers new to the profession (Induction candidates and Interns), experienced teachers new to RUSD, and teachers who have been referred for support towards improving instructional strategies. Each participating teacher is assigned a Support Teacher, a full release teacher, who provides coaching and mentoring. Data from the California Commission on Teacher Credentialing states that for Year Two induction candidates: 92.3% of RUSD induction candidates report strong cohesion between the professional development provided and the goals of the clear credential program, versus 51.3% statewide. Retention of teachers in the district who participate in PGS is consistently 96% or higher.

PGS also has a system of support for Principals in RUSD through the assignment of a Support Principal, a full release Principal, who serves as a coach and mentor to Principals in RUSD. PGS for Administrators serves Principals new to the profession and early career, experienced Principals new to RUSD and RUSD Principals who change from one level to another (i.e. Elementary to Secondary or vice versa). School leaders can participate in Professional Development provided to participating administrators to support and improve the effectiveness of their leadership. A leadership program for all Co-Administrators is currently provided through the

Ed Services department. It will transition to PGS which will launch a new Co-Admin Leadership training in 2021-22.

Evaluation of the PGS program is completed through event surveys and feedback forms, participation rates, completion rates, evaluation statements, and achievement data of participating teachers. Professional development in the four domains of teaching through the Danielson Framework were provided to all teachers and administrators. This framework will be used to guide professional development across the district. Growth is measured through the State Dashboard of student achievement, pre and post training surveys, and yearly survey of PD needs for planning purposes. Surveys support in planning and identifying professional development needs of teachers and administration. Pre and post survey data on training provide staff developers an understanding of what was understood, what is still needed, and suggested improvements for training.

The California Teacher Credential Commission demonstrated that the RUSD Induction program is “successful”. Data on teachers/administrators attending Danielson training exceeded 1000 participants, and retention of teachers who participated in PGS was successful. This stability in certificated staffing is advantageous to unduplicated pupils who thrive in more stable environments.

District level Shared Leadership events are planned throughout the year, in concert with the assessment and PD calendars, to bring sites together to cascade district messages. The purpose of these events is to build the capacity of the participants to analyze student group data, to address achievement and opportunity disparities between student groups, and to lead the cycle of inquiry through professional learning communities. Most effectively, professional development is tailored to address the needs of the disparities of the student groups. A data analysis protocol, as well as facilitation strategies, are explicitly taught and practiced at these events. As we rebound from the effects of COVID on our students, we will focus on the refinement of the MTSS process, inclusive practices, and Universal Design for Learning. We are continuing a multi-year journey, beginning with management and leadership training in these areas. In addition, each month all district administrators come together to learn leadership practices, often through a common reading of a professional book or expert presenter. These leadership meetings help to ensure common leadership practices across the district.

In addition to the PGS, the district provided the following professional development: pedagogy and teaching practices in a digital space, virtual learning tools, essential standards, social-emotional learning, trauma informed practices. Title II funded professional development provides a supplemental layer of support to our district professional development program. Title II funds are used to advance teacher, paraprofessional, and administrator capacity and to recruit highly qualified staff to Riverside Unified School District. Major activities funded by Title II include:

Recruitment: Recruit highly qualified personnel and ensure teachers are properly credentialed by providing additional staffing and to fund job fairs and recruitment activities.

Educator Efficacy: Increase educator efficacy through ongoing coaching by PGS and the implementation of the Danielson Framework for Teaching

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title II funds are used to provide a supplemental layer of support beyond our district professional development program. When determining professional development activities, the Educational Services Department analyzes data from the professional development survey and student achievement data to identify the needs across the district. Schools identified as Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI) are prioritized for support for Title II in coordination with LCAP funding. District level staff, partially paid from Title II, collaborated with schools through the shared leadership system to provide consultation and additional professional development

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

RUSD strives to ensure that professional development activities are effective and meet the needs of our audience. Following each PD, an evaluation form is given. This form not only elicits feedback on the content and delivery, but also collects information on how the material will impact the participant's practice. Finally, evaluation forms request feedback on what the participant desires for future professional development. Following each professional development event, facilitators reflect upon the feedback to improve their material and delivery. The entire Professional Development team meets monthly to collaborate and analyze data to adjust their practices to ensure that staff needs are met. In addition, in the spring of each year, this team administers a districtwide survey to collect information about the PD topics and format for the coming year. The results of the survey are used to prioritize the offerings and finalize the PD calendar. Circumstances in 20-21 led RUSD to implement an online professional development platform called Rise. Professional development materials were created in a digital space, utilizing the aspects of adult learning theory, including frequent progress checks and reflection points, to ensure that staff needs were met in an engaging digital space.

RUSD's Shared Leadership System uses the cycle of inquiry to inform collective decisions about practices. In addition, the impact of PD is also observed by administrators as they complete formal and informal classroom walkthroughs. Information gathered from walkthroughs is used to guide ongoing professional development. As RUSD teachers and administrators grow in their understanding of the Danielson Framework, the monitoring of the implementation of professional development will be refined.

A district professional development plan is created annually to ensure coordination of all activities. The LCAP team and the Educational Services team consider stakeholder feedback, assessment data, district and site needs when allocating funds for professional development. Professional development is on-going and supports implementing the district's strategic focus on

the Big Four for classroom-based team members: Ensuring that lessons and learning tasks are standards aligned, emphasizing higher level thinking, providing on-the-spot intervention, and allowing students to complete tasks independently.

Activities that provide additional support for schools with high needs are funded by Title II.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Professional development specific to the support of English Learners includes: ELD standards, designated and integrated ELD strategies, English Language Proficiency Assessment for California (ELPAC), English Learner Roadmap, language objectives, Newcomer support, Rosetta Stone, English Learner Pathways, goal setting, the use of Ellevation to support EL progress monitoring. Teachers, administrators, and support staff are offered PD opportunities throughout the year. In 2020-2021, professional development on distance learning tools and pedagogy to support ELs was provided. Additionally, the EL team worked with teachers on using Designated ELD strategies during a protected virtual learning time. These professional development activities are designed to improve the instruction and assessment of English learners by enhancing the ability of staff to understand and implement curriculum. All professional development hosted by the district is designed to include an English Learner lens to increase the understanding of integration. Professional development also occurs at the site level. Site and district staff regularly attend staff meetings to provide ongoing training and support.

The major activities funded by Title III funds include: English Learner Professional Development: Provide professional learning and support teachers, English learner contacts and site administrators on; Integrated and Designated English Language Development, goal setting and progress monitoring to ensure English learners are making growth in their language proficiency in the four domains- reading, writing, listening, and speaking.

Legacy Program: Increase English Learner students' completion of UC/CSU a-g requirements and high school completion by providing additional staffing, training, and collaboration time to complete in-depth goal planning, transcript analysis, and ongoing support for English Learners and their families.

Newcomer Support: Provide staffing, software, training, and materials to improve English proficiency level and access to content for newcomer students.

Strategic and Intensive Services for English Learners: Provide Tier II (Strategic) and Tier III (Intensive) support services for newcomer English learners and English learners not making

progress to increase the acquisition of the English language, including expanded learning opportunities.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Immigrant students are provided enhanced instructional opportunities through Title III funds. Based upon a comprehensive needs assessment including a review of formative assessment data, language proficiency assessments, and stakeholder input the following actions and services are provided: personnel to provide tutoring and mentoring, software providing additional support for English language development, personnel to review student records and counsel students and families on the transition to the United States and pathways available to help students succeed. Additional tutoring, professional development for teachers of Newcomers, and Rosetta Stone language software are supplemental resources to enhance the instructional opportunities for our immigrant learner. The sustainability is addressed through the professional development provided to our staff and teachers.

To determine how state and federal funds are spent, we use student, staff, parent, and community feedback, along with student outcomes, to revise our plans to better meet the needs of all students. We monitor the Success Indicators to raise the level of our work and focus for our system in building capacity through outcomes. In addition, site plans are evaluated each year to raise effectiveness and alignment to LCAP. This work is done with guidance from students, teachers, and advisory groups such as our LCAP advisory group, District English Learner Advisory Council (DELAC), Site level English Learner Advisory Councils (ELAC), and School Site Councils (SSC). In addition, needs assessment surveys are completed annually to garner feedback on our actions. The information from our stakeholders as well as our internal monitoring and evaluation is used to determine the actions and services needed to support students. Federal funds are then used to provide supplemental services to support students of high-poverty schools and English Learners across the district.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

RUSD provides an educational program for English Learners designed to ensure the development of English proficiency and academic achievement. District and site administrators, counselors and site liaisons for English Learner programs (EL Contacts) review progress monitoring data and collaborate with teachers to design appropriate instructional programs for EL students. Principals work with district support to ensure master schedules are created that meet the needs of EL students and ensure equity in participation and access to courses. Teachers collaborate with counselors, students,

and families to set goals for English Learners and monitor and encourage progress towards those goals. Summer school for select EL students is provided to extend the learning year to promote increased English proficiency. Progress monitoring data is housed in Ellevation software. Teachers, paraprofessionals, and administrators receive training in the software. Schoolwide and districtwide data is reviewed annually to determine needs for districtwide support. Classroom walkthroughs, both formal and informal, are conducted by principals and the district administrators to monitor the implementation of EL program. RUSD provides flexible consultation with stakeholders, Board meetings, DELAC members, LCAP survey in English and Spanish, parent outreach through the district communications team, and State of the District and ongoing communication with site personnel.

Annually, we use student, staff, parent, and community feedback along with student outcomes from the previous actions and services to revise our LCAP to better meet the needs of all students, including unduplicated student groups. We monitor specific Success Indicators to raise the level of our work and provide focus for our system to build capacity through outcomes. Decision making regarding actions and services is based upon thorough analysis of state and local data at both the student group and aggregate group level. Through shared leadership systems, staff members use the cycle of inquiry to analyze evidence of student learning and adjust their actions in response to this analysis to ensure student success. Student group data for Socioeconomically Disadvantaged, Homeless, English Learners, and Students with Disabilities is closely monitored through shared leadership to inform actions through federal programs. In addition, DELAC comments and questions are formally submitted to the Superintendent and a response is published on the District website, shared in person with the DELAC leadership team, and reviewed at the LCAP public hearing. During the past year's educational partner feedback, providing opportunities for EL parents to attend conferences such as CAFE were a priority.

RUSD offers Structured English Immersion (SEI) which includes both designated and integrated ELD instruction. SEI is a language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. RUSD also offers a Dual Language Immersion (DLI) Program in Spanish at select sites. DLI is a language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of Spanish. Goals of DLI include biliteracy in Spanish and English, high academic achievement, and cross-cultural understanding.

Title III funds are layered on top of state, Title I, and Title II funds to provide supplemental support for English Learners and Immigrant students. The major activities funded by Title III funds include:

Legacy Program: Increase English Learner students' completion of UC/CSU a-g requirements and high school completion by providing staffing, training, and collaboration time to complete in-depth goal planning, transcript analysis, and ongoing support for English Learners and their families.

Newcomer Support: Provide staffing, software, training, and materials to improve English proficiency level and access to content for newcomer students. Provide a summer program focusing on English proficiency and supplemental interventions such as tutoring in academic subjects and attaining English.

In 2021-22, RUSD adopted a universal screener tool and is in the process of adopting an English Language proficiency assessment to mirror the ELPAC. The data obtained from these tools will help us to identify the gaps that English Learners are experiencing, progress monitor their growth, and aid data teams and teachers to adjust instruction to meet student needs. In addition, district and site staff will continue to engage in classroom walkthroughs to monitor implementation of actions identified through the cycle of inquiry.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

RUSD ensures that all sites are assisting English Learners in achieving English proficiency and meeting the challenging state academic standards by clearly communicating the expectation through The RUSD Guide for Instructional Direction and The Guide for Educating English Learners. These documents set the expectations, procedures and protocols for instruction. With regards to English Learner instruction, sites are held accountable for implementing The Guide. Data sources reviewed collaboratively by the District and site include: CAASPP data for all students and English Learner students, the English Learner Progress Indicator, ELPAC data, reclassification rates, local indicators for English Learner progress including district benchmarks, teacher rating of English Learners progress, and anecdotal observational data. Site principals set targets for most of these areas and review progress through the Shared Leadership System. Classroom walkthroughs, both formal and informal, are conducted by principals and district administrators to monitor the implementation of EL programs. These walkthroughs allow the sites and district to monitor the implementation of programs and ensure consistency across the district. When it is determined that sites need assistance with EL programs, site teams are involved in the analysis of data and the determination of goals, actions, and needed support. Using this input, district administration and site principal work together to provide assistance to the site. District staff developers who specialize in English Language development are often utilized to provide coaching and support tailored to the goals of sites in need.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

RUSD's vision is communicated through the Guide for Instructional Direction which creates coherence throughout the organization by clarifying expectations and providing processes/protocols for use throughout our instructional program. The team, including personnel overseeing state and federal funds, works collaboratively on LCAP review and planning. As the team and stakeholders monitor progress, they consider the increased and improved actions and services to be used to meet student needs. Consideration is given to how federal funds can be used to supplement these actions and services to provide additional support to help close achievement gaps. Annually, we use student, staff, parent, and community feedback along with student outcomes from the previous actions and services to revise our LCAP to better meet the needs of all students, including unduplicated student groups. We monitor specific Success Indicators to raise the level of our work and provide focus for our system to build capacity through outcomes. Decision making regarding actions and services is based upon thorough analysis of state and local data at both the student group and aggregate group level. Through shared leadership systems, staff use the cycle of inquiry to analyze evidence of student learning and adjust their actions in response to this analysis to ensure student success. Student group data is closely monitored through shared leadership to inform actions through federal programs.

Through the annual LCAP planning process that assesses needs, the actions and services provided by all state and federal funding sources are carefully planned to ensure that activities are not duplicative and support our Guide for Instructional Direction. A multi-page spreadsheet of all actions and services is completed in collaboration with the fiscal department. The document is organized by goal and funding source. This visual representation of all actions and services helps the planning team to identify and rectify misalignment. The review process with stakeholder groups further ensures coherence.

Title IV needs were developed from a comprehensive needs assessment and a compilation of stakeholder input across all areas of Riverside Unified School District. The process included a thorough review of data including state and local data and provided a broad group of stakeholders with the opportunity to be part of reviewing the current state and providing meaningful feedback. Representation from significant stakeholder groups comprised our LCAP Advisory Committee, representatives of each of the local bargaining units (CSEA and RCTA), Parent Teacher Association Council (PTA), District English Learner Advisory Committee (DELAC), Foster Youth Representation, relevant community interest members, high school students, teachers, principals, private school personnel, representatives from the Riverside Chambers of Commerce, Board of Education, City Hall, and community organizations. In addition, all stakeholders had the opportunity to provide feedback through the use of an online survey. All of the input gathered through this outreach strategy was compiled and informed the application process.

Title IV activities are a part of our annual evaluation process of our LCAP and other federal programs. To complete the annual evaluation, program data is compiled and shared with stakeholder groups. Using the shared leadership system, data is analyzed and actions are

evaluated. The evaluation results in revisions and enhancements to the activities to continually meet our needs.

The RUSD Title IV program will be utilized to support a well-rounded education for our students during and beyond the school day. Activities include:

- Supplemental support for STEAM Education across the district. Continue to provide STEAM enrichment opportunities to students such as Inspire Her/His Mind, STEM career days. Provide support for STEAM curriculum integration such as Project Lead the Way. Explore ways to support visual and performing arts experiences for students and professional development for teachers.
- Support College career readiness by providing counselors with training and support to meet students academic and college career needs.

The RUSD Title IV program will be utilized to support safe and healthy students. Activities include:

-Update the crisis management and response structure. Communications and Pupil Services departments continue in partnership to work with stakeholders to evaluate and update the District's Crisis Management and Response Structure.

-Support the Student Assistance Program (SAP) to support students' social, emotional, and behavioral needs. Develop supplemental opportunities to provide individual and group counseling; Connect families and students to school and community resources; conduct classroom lessons; enhance school wide PBIS systems; support prevention services for bullying, violence, and substance abuse; support families through meetings, support groups, and workshops.

-Expand implementation of Restorative Practices by providing supplemental training and to school site teams interested in utilizing the philosophy to provide school communities with safe, inclusive, and effective tools to help develop relationships within a healthy school environment. These positive relationships are central to building community and repairing relationships when harm occurs.

The RUSD Title IV program will be utilized to support the effective use of technology. Activities include:

- Increase teacher integration of technology across the curriculum by providing professional development for teachers, administrators, and classified staff and piloting innovative ways to embed digital learning in academic subjects.