

Riverside Unified School District
2021-2024 LCAP ACTIONS



GOAL 1 Engage students in high-quality learning by a diverse, highly qualified staff.

1.1 TIER 1 STAFF

Recruit, hire and retain a diverse group of staff to support high-quality tier 1 instruction including teachers, administrators and support staff.

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| 1.1a | 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. | \$50,000 Title II |
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1.2 TIER 2 AND 3 STAFF

Hire and strategically deploy certificated and classified staff to provide academic support for underperforming and disadvantaged students including English learners, socioeconomically disadvantaged, and homeless/foster students.

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| 1.2a | Continue to provide additional time for teachers to plan supports focused on student learning and well-being for underperforming and disadvantaged (unduplicated) students. | \$11,601,811 LCFF |
| 1.2b | Provide Assistant Principals to increase support focused on student learning and well-being for underperforming and disadvantaged (unduplicated) students. | \$9,263,433 LCFF |

1.3 PROFESSIONAL DEVELOPMENT

Provide professional development to support Tier 1, 2, and 3 pedagogy and program implementation.

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| 1.3a | Conduct professional learning to develop culturally responsive leadership skills and assets for managers and provide Leadership Academy sessions to aspiring leaders in the district (certificated and classified). | \$30,000 LCFF |
| 1.3b | Provide high-quality coaching and professional learning through Professional Growth Systems (PGS) for certificated teaching staff new to the profession or new to RUSD to support equitable, high-quality teaching and learning environments for all students focused on providing all students access to the core curriculum (Tier 1) and providing additional support for identified students (Tier 2 and 3). | \$1,940,575 LCFF/Title II |
| 1.3c | 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 (CAPEs). | \$197,063 LCFF/Title II |
| 1.3d | Continue the design work for Support Staff (classified) Professional Growth System (PGS) for implementation in 2022-2023. | \$27,657 LCFF |

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| 1.3e | Develop 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. | \$117,500 LCFF/Title IV |
| 1.3f | Develop sustainable, site level, equity embedded MTSS frameworks by providing school site training and coaching focused on assisting site leadership teams with establishing the foundational structures of an equity embedded MTSS framework while building capacity to (1) analyze data, (2) identify root causes, (3) develop plans and (4) evaluate progress. | \$653,671 ESSER |
| 1.3g | Provide teachers and administrators with professional development and ongoing support in the implementation of Multi-tiered Systems of Support (MTSS), including universal screening, progress monitoring, and how to respond to the corresponding data. | \$730,000 ELO Grant |
| 1.3h | Provide support and professional development to early childhood staff to strengthen academic and social-emotional foundations. | \$176,977 Title I |
| 1.3i | Expand cultural proficiency by providing coaching and professional learning for school leadership teams, teachers, non-school based staff, as well as families and students. | \$791,142 LCFF |
| 1.3j | Provide professional learning for classified staff and substitute teachers to support student learning and well-being including content in culturally responsive practices. | \$20,000 LCFF |
| 1.4 PROVIDE PROFESSIONAL DEVELOPMENT <i>Provide professional development to support Tier 1, 2, and 3 Content Knowledge and program implementation.</i> | | |
| 1.4a | Provide professional learning to build teacher capacity around the implementation of Common Core State Standards, to include: <ul style="list-style-type: none"> • Use of publisher-created tools to support the engagement of all learners (i.e. Wonders, WonderWorks, Eureka, StudySync, CPM, Amplify). • Implementation of Essential/Priority Standards Curriculum Maps for each core content area • Utilization of research-proven instructional strategies that support all learners • Increasing early numeracy skills, content knowledge and conceptual understanding in mathematics • Timely feedback to students focused on narrative grading • Utilization of Document Based Questions (DBQ) System to support building student mastery in content knowledge, vocabulary and reading comprehension skills. • Teaching foundational reading skills through the Gateway Program to increase teacher knowledge in phonemic awareness, alphabetic principle, phonics, and fluency. | \$920,407 LCFF / Title I |

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| 1.4b | <p>Provide professional learning to increase the integration of technology into daily teaching and learning to include:</p> <ul style="list-style-type: none"> • Utilization of research-proven instructional strategies that support all learners • Cultivation of Digital Literacy and Digital Citizenship among RUSD students • Increased awareness and opportunities for teachers to learn CS Coding among RUSD students • Software platform(s) for efficient design, creation, delivery and evaluation of professional learning | <p>\$1,206,920 LCFF / ESSER</p> |
| 1.4c | <p>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.</p> | <p>\$80,000 Title III</p> |
| 1.4d | <p>Provide ongoing professional learning opportunities to develop a comprehensive Ethnic Studies Plan.</p> | <p>\$24,525 LCFF</p> |
| 1.4e | <p>Provide professional learning for counselors to increase knowledge of the College and Career Index and provide robust support for students.</p> | <p>\$160,810 LCFF / Title I</p> |
| 1.4f | <p>Provide professional learning in support of the RUSD Career Technical Education Plan.</p> | <p>\$113,226 LCFF</p> |
| <p style="text-align: center;">1.5 TIER 1 NON-INSTRUCTIONAL BASIC SERVICES <i>Provide Tier 1 non-instructional basic services to all sites, through support to the department operating budget.</i></p> | | |
| 1.5a | <p>Increase safety and security for all students and employees on district campuses.</p> | <p>\$701,655 LCFF / Title IV</p> |
| 1.5b | <p>Increase the Internet Safety and Disaster Recovery of the RUSD computer network.</p> | <p>\$275,000 LCFF</p> |
| 1.5c | <p>Increase equitable digital integration in the instructional setting for unduplicated students by ensuring reliable infrastructure including internet connectivity, digital devices, and content management.</p> | <p>\$2,153,640 LCFF / ESSER</p> |
| 1.5d | <p>Improve the accuracy and quality of student demographic and assessment information in district data management systems to facilitate data-driven decisions to increase student outcomes leading to college, career and world readiness.</p> | <p>\$553,457 LCFF</p> |
| 1.5e | <p>Secure additional funding for programs such as McKinney Vento, 21st Century Learning Communities, Career Technical Education, National Science Foundation, Visual and Performing Arts, English learners and other subject matter areas of need and train site personnel on how to apply for localized grants for specific neighborhoods and schools.</p> | <p>\$159,047 LCFF</p> |

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| 1.5f | Provide preventative maintenance of classroom display equipment | \$92,489 LCFF |
| 1.5g | Maintain school and supporting facilities in good repair. | \$1,537,807 LCFF |
| 1.5h | Continue to promote college and career expectations and ensure an equitable graduation experience for unduplicated students. | \$66,068 LCFF |



GOAL 2 Provide students choices that prepare them for college and career pathways.

2.1 TIER 1 INSTRUCTIONAL MATERIALS AND PROGRAMS

Provide Tier 1 instructional materials and educational programs.

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| 2.1a | Screen all students (beginning with grades TK-6, moving to secondary grades in a phased process) using the RUSD adopted universal screener tools for English language arts, mathematics, and social-emotional/behavioral learning to identify and adjust instruction to meet students' specific needs and close learning gaps, accelerate, and extend learning. | \$220,655 LCFF |
| 2.1b | Continue to implement the multi-year plan for textbook/material adoption to ensure access to core instructional materials. | \$2,000,000 LCFF One-Time |
| 2.1c | Create and implement a comprehensive Ethnic Studies Plan including: a) An updated rigorous history-social science curriculum that aligns to the framework and includes current, accurate, and age-appropriate resources that highlight multiple racial/ethnic perspectives. b) A district repository for supplemental resources c) Library media with diverse authors, characters, and points of view | \$54,475 LCFF |
| 2.1d | Provide high-quality STEM opportunities to serve all students (Tier 1) and provide increased access for unduplicated student groups to district-wide enrichment opportunities and broaden student options in STEM-focused pathways and future careers. | \$275,912 LCFF |
| 2.1e | Provide high-quality instruction in Next Generation Science Standards (NGSS) and science opportunities to serve all students (Tier 1) with a focus on “non-dominant” student groups. | \$388,168 LCFF |
| 2.1f | Provide additional support for English learners at the high school level to increase language proficiency and academic performance, and use the Ellevation platform to monitor the progress of English learners and | \$692,747 LCFF |

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| | Redesignated Fluent English Proficient (RFEP) students. | |
| 2.1g | Continue to implement the RUSD Arts Plan, including “Arts-to-Go Lessons,” to provide a high-quality arts education for all students in PreK through 12th grade to reach their highest creative potential. | \$2,365,107 LCFF |
| 2.1h | Provide students with academic, career, and social-emotional support services and guidance leading to an increase in student enrollment in college in the fall immediately following high school graduation. Supports will address students’ transition from high school to college enrollment. | \$1,222,922 LCFF |
| 2.1i | Provide a challenging IB program to 10th-12th grade students, consisting of personalized counseling, mentorship, tutoring, and other additional supports for IB diploma program track students. | \$307,318 LCFF |
| 2.1j | Increase Dual Enrollment courses completed at RUSD high schools. | \$130,000 LCFF |
| 2.1k | Continue to design and expand Career Technical Education (CTE) Programs to promote college, career, and world readiness, through a partnership with Riverside County Office of Education, offering additional class sections, real-world experiences, and fostering student leadership. Continue to implement Project Lead the Way (PLTW) and Gateway to PLTW. | \$2,696,906 LCFF/Grant |
| 2.1l | Expand the DLI program to promote bilingualism/biliteracy skills and monitor student academic and language progress utilizing District Formative Assessments, Idea Proficiency Test (IPT) language assessment and state exams. | \$10,021,318 LCFF |
| <p style="text-align: center;">2.2 TIER 2 AND 3 SUPPORTS <i>Provide Tier 2 and 3 supports that meet students at their current levels and promote their growth.</i></p> | | |
| 2.2a | Expand learning time for elementary, middle, and high school students to accelerate progress to close learning gaps by providing after-school and summer learning programs for unduplicated and at-risk students to build foundational skills in literacy and mathematics. | \$1,078,935 LCFF |
| 2.2b | Continue to implement the AVID program at the elementary and secondary levels to provide students with targeted educational support and increase A-G attainment. | \$1,420,481 LCFF / Title I |
| 2.2c | Provide Tier II Strategic, and Tier III Intensive intervention at secondary schools to close the achievement gap for students who are underperforming and provide support to increase opportunities for students at each comprehensive high school to recover course credits for the purpose of staying on track for graduation. | \$1,751,586 LCFF |
| 2.2d | Decrease the opportunity gap and increase college credit eligibility for underrepresented and unduplicated student groups by providing supports in Advanced Placement courses. | \$25,000 LCFF |

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| 2.2e | Maintain and equitably distribute student support programs (via staffing and targeted activities) to provide underrepresented and unduplicated students in grades 10-12 with targeted educational and social-emotional support, leading to increased A-G attainment. <ul style="list-style-type: none"> Heritage Program (African American Students) Legacy Program (English learner Students) Puente Program (Hispanic Students) | \$997,137 LCFF / Title III |
| 2.2f | 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. | \$1,031,259 LCFF / Title I / Title III |
| 2.2g | 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. | \$153,842 Title I |
| 2.2h | Increase collaboration among staff who support unduplicated students in special education and their general education colleagues to ensure inclusive and accessible learning environments for students and families. | \$801,663 Special Education |
| 2.2i | Provide unduplicated students increased and expanded preschool opportunities to build a strong academic and social-emotional foundation for students, including Spanish preschool for English learners to increase primary language proficiency. | \$364,570 LCFF / Title I / State Preschool |
| 2.3 FINANCIAL SUPPORT FOR SCHOOL, STUDENT ACHIEVEMENT <i>Provide financial support for Single Plan for Student Achievement (SPSA).</i> | | |
| 2.3a | Provide additional allocations to sites to increase support for the learning and well-being of unduplicated students based on student academic, social-emotional and behavioral data such as additional academic interventions, supports for addressing barriers to improved student attendance, additional language support for English learners, and peer counseling. | \$5,491,480 LCFF |



GOAL 3 Involve the whole family and community in student learning and well-being.

3.1 TIER 1 SUPPORTS FOR FAMILIES

Provide Tier 1 opportunities to assist all parents in supporting their students to become college, career and world ready upon

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| <i>graduation.</i> | | |
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| 3.1a | 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. | \$676,873 LCFF / Title I |
| 3.1b | 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. | \$198,000 LCFF / Title I |
| 3.1c | Implement a strategic communications plan to increase community engagement and two-way communication between the Board of Education, administration, staff, students, parents and the RUSD community with a focus on disadvantaged (unduplicated) and underserved students and their families. | \$600,271 LCFF |
| 3.2 TIER 2 AND 3 SUPPORTS FOR FAMILIES <i>Provide Tier 2 and 3 opportunities to assist parents of underrepresented or struggling students in supporting their students to become college, career and world ready upon graduation.</i> | | |
| 3.2a | Provide translation and interpretation services to increase parent access to the school community. | \$1,428,715 LCFF |
| 3.2b | Conduct district-wide outreach and recruitment and modify/enhance the Riverside STEM Academy lottery process to increase equity and access to unduplicated and underrepresented students. | \$21,750 LCFF |
| 3.3 TIER 1 PROGRAMS TO INCREASE STUDENT WELL-BEING <i>Provide Tier 1 programs and supports to increase student engagement and connectedness to school and community and to promote a safe and productive school environment.</i> | | |
| 3.3a | Identify and implement a comprehensive culture and climate tool that will annually survey students, staff and families in RUSD. District leadership will use the survey results to increase student resiliency and connectedness, family involvement, and staff morale and wellness. | \$123,500 LCFF |
| 3.3b | Implement a districtwide Social-Emotional Learning Curriculum in all schools across the district. | \$195,329 LCFF |
| 3.3c | Continue to provide wellness opportunities for employees to reduce stress, increase productivity, and employee retention. | \$125,000 LCFF |
| 3.3d | Provide Child Welfare and Attendance support to students, families, and staff to promote student engagement by: | \$3,186,933 LCFF |

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| | <ul style="list-style-type: none"> Implementing Community Circles and utilize Restorative Practices as a prevention and intervention strategy at each school site. Teaching students prosocial skills, self-advocacy, and expectations through Positive Behavior Interventions and Supports (PBIS). Encouraging the use of other means of correction for disciplinary infractions through the revision and implementation of district sequential discipline guidelines to promote positive student engagement. Utilizing Aeries Analytics to inform the development of prevention and intervention strategies and allocation of resources that support unduplicated students prior to suspensions to reduce disproportionality. Supporting unduplicated students prior to suspensions by providing check-ins, mentoring. Promoting positive attendance initiatives and practices including the development of school attendance teams | |
| 3.3e | Provide co-curricular and extracurricular activities to connect secondary students to school and monitor student participation in school-sponsored events as part of RUSD's School+2 initiative. | \$1,929,902 LCFF |
| 3.3f | Continue to implement the middle school sports programs, freshman and sophomore athletics, as well as high school athletics to allow more opportunities and options for students to engage in athletic competition. | \$2,808,615 LCFF |
| <p style="text-align: center;">3.4 TIER 2 AND 3 PROGRAMS TO INCREASE STUDENT WELL-BEING <i>Provide Tier 2 and 3 programs and supports to increase student engagement for underrepresented and struggling students and connectedness to school and community and to promote a safe and productive school environment.</i></p> | | |
| 3.4a | Continue to provide social and emotional support including individual and group counseling, check-ins and classroom lessons through the implementation and monitoring of the Student Assistance Program. | \$3,495,296 LCFF |
| 3.4b | Continue to provide behavioral support including observations, interventions, and follow-up through the implementation and monitoring of the Student Assistance Program. | \$905,552 LCFF |
| 3.4c | 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. | \$306,588 Title I / Title IV |