

2021-22 Local Control and Accountability Plan (LCAP) Overview

Rialto Unified School District

State Priorities



1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

Local Control Funding Formula

California's Local Control Funding Formula (LCFF) provides Base, Supplemental, and Concentration (S&C) funding to school districts. S&C funds are the only funds targeted to improve student outcomes for all students, especially for English learner, foster youth, and low-income students.

Local Control Accountability and Plan

The Local Control Accountability and Plan (LCAP) shows how these funds will improve student outcomes and performance for all students.

Student Enrollment

Ethnicity	Percent of Enrollment
American Indian	0.2%
African American	8.3%
Asian	0.6%
Filipino	0.4%
Hispanic/Latino	86.1%
Pacific Islander	0.4%
White	2.8%
Multiple/No Response	0.0%

Student Group	Percent of Enrollment
English Learners	%
Low Income	%
Foster Youth	%

Our Community



Communities Served



24,461

Students



Schools



Staff

2021-22 LCAP Funding Overview

Funding Source	Totals
LCFF Funds	\$150,576,341.00
Other State Funds	\$30,116,112.00
Local Funds	
Federal Funds	\$25,116,080.00
Total Funds	\$205,808,533.00

Type	Totals
Personnel	\$167,679,630.00
Non-Personnel	\$38,128,903.00






2021-22 LCAP Goals and Services



GOAL

1

All Rialto USD students will succeed at every grade level and graduate high school demonstrating readiness for higher education, career, and life in the 21st Century







<p>1.1</p>	<p>Dual Language Immersion The District will continue to implement Dual Language Immersion (DLI) at 4 elementary, 1 middle and 1 high school. (Boyd, Kelley, Morris, Garcia, Jehue and Rialto High School) and be expanded to 5 additional elementary schools with a pathway to 1 middle school and 1 high school in 2021-2022 (Bemis, Curtis, Dunn, Trapp, Werner Elementary, Rialto Middle School and Eisenhower High School)</p> <ul style="list-style-type: none"> • The District will provide training to teachers in the Dual Language Immersion Program (Title III). • Administrators, teachers and BIA's will collaborate (Title III) to ensure continuous improvement of the program (Title III) • Textbooks, books and instructional materials will be provided as necessary to support the DLI program. • 25 additional bilingual instructional assistants will be hired to assist with language immersion and serve as language models at grades K-2 in the DLI program • The District will explore possibilities of expanding the program in the future to other schools. • African American students will be proactively recruited for the DLI programs; research has proven African American students achieve at high levels in DLI programs 	<p>\$669,797.00</p>	 <p>English Learners Low Income</p>
<p>1.2</p>	<p>Seal of Biliteracy and Golden State Merit Seal The District will continue implementing the Seal of Biliteracy, providing recognition of biliteracy on the diplomas of qualifying high school seniors. Allocation is for Medallion of Biliteracy awarded to eligible High School Seniors. Allocation is for Language Testing of students needing to qualify for the Seal of Biliteracy. Multilingual awards will be expanded to other grade levels to promote multilingualism at Elementary and Middle School.</p> <p>The District will continue to implement the Golden State Merit Seal (GSMS), providing recognition of outstanding academic accomplishment on diplomas of qualifying high school seniors. Allocation is for GSMS Medallion to Seniors that have met requirements.</p>	<p>\$15,000.00</p>	 <p>English Learners Low Income</p>
<p>1.3</p>	<p>VAPA Teachers and Music Teachers The District will maintain 5 Elementary Music Specialists and 11 Elementary VAPA teachers to provide instruction in Visual and Performing Arts. The District will provide</p>	<p>\$2,676,344.00</p>	 <p>English Learners</p>

	necessary materials to support the Elementary Music and VAPA programs as a way to support students' well rounded education.		Foster Youth Low Income
1.4	<p>Diversified Curriculum Supplemental materials/diversified curriculum that represents different cultures and histories of various student ethnicities is needed for all K-12 students.</p> <ul style="list-style-type: none"> To begin, increase the titles of diverse, multicultural books for site libraries. Supplemental curriculum and materials will be purchased to support Culturally and Linguistically Relevant Teaching and Learning (CLR). Curriculum and support materials for new high school courses such as Ethnic Studies, Multicultural Literature, U.S. History: Race & Gender, and Women's Studies. Supplemental materials need to be purchased to put an effective numeracy program in place at elementary school. Supplemental materials need to be purchased for secondary science classrooms to develop students' identity as a scientifically literate and environmentally literate global citizen. Process will be created to review new adoptions or supplemental materials in all subject areas to ensure representation of all members of the Rialto community. 	\$50,000.00	 All Students African American, Latino students, English learners
1.5	<p>CCR (College Career Readiness) The district will provide Career Technical Education (CTE) pathways at high schools</p> <ul style="list-style-type: none"> The district will provide transportation to CTE courses available at the Chavez/ Huerta Center from the high schools. Supplemental classroom instructional materials that ensure access to CTE courses and opportunities for industry certification and success of all students. <p>The District will expand Early College Credit programs and: support program branding, provide college course textbooks and transportation between each of the high schools.</p> <p>The District will support expanded career awareness in middle and elementary schools by providing opportunities to personalize learning for students' strengths, needs, personal passions, and academic interests. Middle schools will implement interest profilers and create exploratory career courses. District will support expanded K-8 awareness and recruitment opportunities after school and over calendared breaks through creation of curriculum that aligns to high school CTE pathways. Resources will be provided for programs such as:</p> <ol style="list-style-type: none"> STEM RoCS- STEM in Robotics and Computer Science STEM PHAN- STEM in Public Health and Nutrition STEM I AM- STEM in Industry and Advanced Manufacturing STEM LEAPS- STEM in Law Enforcement and Public Safety STEM CARES- STEM Cultivates Active Responsible Environmental Stewards 	\$4,618,418.00	 Low Income

1.6	<p>Naviance Naviance is a comprehensive 6-12th grade college and career readiness solution that helps districts and schools align student strengths and interests to postsecondary education. Naviance helps students choose coursework and meet state-mandated requirements. The platform provides all students with equitable access to information about colleges and careers so that they can make informed choices. In addition to helping students achieve college and career objectives, Naviance helps students build the social emotional, interpersonal, and transition skills they need for lifelong success.</p> <p>In addition to helping students achieve college and career objectives, Naviance helps students build the social emotional, interpersonal, and transition skills they need for lifelong success.</p>	\$130,000.00	 English Learners Foster Youth Low Income
1.7	<p>Special Education - Transition Services and Curriculum VirtualJobShadow.com will empower individuals to discover, plan and pursue their dreams with a unique video-based career planning platform. It's an interactive tool to assist students develop career paths based on choice, not change. Supports post-secondary education via job and college searches, career and interest assessments and lesson plans with career and workforce preparation activities.</p> <p>Job Ready & Life Ready Curriculum is a comprehensive career education, job preparation, and life skills program for grades 6-12+.</p> <p>TeachTown Curriculum will provide Social Skills and Independent Living Skills curriculum for students who receive special education services.</p>	\$123,933.00	 Students with Disabilities
1.8	<p>Technology Devices and Instructional Technology Assistants The District will continue to provide Instructional Technology Assistants (ITAs) at all elementary and middle schools as well as the continuation high school. The ITAs will increase student use of technology by providing technology support using the Common Core State Standards K-12 Technology Skills Scope and Sequence, Keyboarding and Digital Citizenship.</p> <p>The District will continue to support Education Technology by maintaining 1:1 devices for student classroom use and the required infrastructure. The District will continue to provide access to internet service upon request.</p>	\$23,452,320.00	 All Students
1.9	<p>Math Intervention The District will continue to provide a math intervention program (ALEKS) for all students in grades 6- 12. Pre and post tests will be administered to inform instruction and students' readiness and gaps in mathematics.</p>	\$255,000.00	

	<p>For elementary, students, interventions provided are site-level decisions, based on need. The District will also explore a uniform intervention program for elementary schools to address readiness and gaps in mathematics.</p> <p>CTE students in the Education Pathway and AVID High School students, who need community service hours, will be recruited to serve as mentors/tutors for students who need additional numeracy motivation. The tutoring will take place after school with parent permission.</p>		
1.10	Pupil Learning Loss after Response to the Pandemic		
1.11			
1.12	<p>College Entrance and AP(Advanced Placement)Testing The District will provide for universal testing for the PSAT 8/9 for all 8th grade students, PSAT/NMSQT for all 10th grade students and the SAT School Day for all 11th grade students.</p> <p>In addition, the District will pay the AP testing fees for all eligible students. To support instruction, the District will provide the opportunity for secondary AP teachers to attend training offered through the College Board.</p>	\$350,000.00	 Low Income
1.13	<p>Adaptive Diagnostic Testing The District will continue implementation of an adaptive diagnostic assessment (iReady Diagnostic) to be administered to students in grades K-8 and intervention classes in grades 9-12 to provide a customized evaluation of each student and to track student growth over time.</p> <p>The target content areas will be English Language Arts and Mathematics.</p>	\$256,798.00	 English Learners Foster Youth Low Income
1.14	<p>Data Analysis Platform The District will purchase a data analytics platform (Hoonuit & Synergy Data Warehouse) to bring in multiple data points into a single dashboard to easily track overall student, school, and district performance.</p>	\$210,000.00	 English Learners Foster Youth Low Income

<p>1.15</p>	<p>GoalBook - Tool for Teachers The District will continue to provide Goalbook to assist educators working with special education students to vary their level of support.</p>	<p>\$89,000.00</p>	 Students with Disabilities
<p>1.16</p>	<p>Course Credit Recovery The APEX High School Coordinators and teachers will be trained on APEX (the credit recovery program) implementation and updates and in implementation of an APEX common credit recovery model across the high schools during the school day and after school.</p> <p>APEX will continue to be purchased and implemented in all high schools and the continuation high school.</p> <ul style="list-style-type: none"> • The District will summer school for high school students that were credit deficient in a traditional setting as well as through APEX online learning. • The District will provide a summer school intervention class for incoming 9th graders that needed support in ELA and Math. <p>In addition, the District will provide summer school intervention for incoming 7th and 8th graders that need additional support in ELA and Math.</p>	<p>\$976,619.00</p>	 English Learners Foster Youth Low Income
<p>1.17</p>	<p>Reading Specialists for Inclusion Currently, 7-8 Reading Specialists have been trained and are in place at sites that are implementing an inclusion model. Based on program expansion and need, additional staff will be hired.</p>	<p>\$1,094,693.00</p>	 Low Income
<p>1.18</p>	<p>K-12 Independent Study The District will expand independent study to serve a greater number of students in grades K-8 after transitioning from a Distance Learning model during the 2020-21 school year.</p>	<p>\$442,340.00</p>	 Low Income
<p>1.19</p>	<p>Early Learning and Care Program The District provides early learning and care services for all children ages 3 years of age to 5 years of age. These programs provide an educational component that is developmentally, culturally, and linguistically appropriate for all children served. The programs also provide meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees.</p> <ul style="list-style-type: none"> • The District will offer six Rialto preschool programs that support innovative instructional offerings such as inclusion, social emotional learning, STEM and early literacy. <p>The District will provide professional development opportunities for staff in the areas of:</p> <ul style="list-style-type: none"> • EC-PBIS (Early Childhood PBIS) • SEAL (Sobrato Early Academic Language) 	<p>\$1,108,725.00</p>	 Low Income

	<p>Parent and Family Development opportunities have been provided to parents on a monthly basis through the school sites and every other month through the Early Education office in the areas of -Early Literacy and Early Math.</p> <ul style="list-style-type: none"> • STEM/Environmental Education • Inclusive Practices 		
1.20	<p>Bilingual Instructional Assistants for Primary Language Support The District will maintain 64 bilingual instructional assistants to support the primary language needs of English Learners at the beginning levels of English proficiency through classroom support .</p>	\$862,006.00	 English Learners
1.21			
1.22	<p>Literacy & Numeracy All nineteen (19) elementary schools for grades 1-3 will focus entirely on literacy and numeracy foundation for every student. Up to nineteen (19) first grade classrooms will have co-teachers composed of two credentialed teachers as teachers of record (hire up to nineteen (19) first grade teachers).</p> <p>In addition, hire a minimum of one (1) Reading Specialist will support every 1st-3rd grade level team of teachers at all elementary schools (approximately 45 teachers). The Reading Specialists will push into each non co-teacher classroom grades 1st-3rd to provide additional timely, differentiated support to students with academic literacy and numeracy needs.</p> <p>In addition, the District will hire five (5) District TOSA's with expertise in literacy (2) & numeracy (3) to support and train teachers and parents in foundational literacy & numeracy at all elementary schools.</p> <p>There will also be a total of nine (9) Reading Specialists, one for each middle and high school to work with students that are reading far below grade level as identified through CAASPP and District Benchmark. These Reading Specialists will teach classes utilizing differentiated curriculum to meet academic needs.</p> <p>Secondary Literacy Literacy at the secondary level is writing. Literacy at the secondary level is the output of the students reading comprehension and analysis.</p> <p>Secondary schools will develop a schoolwide literacy instructional focus. At our secondary schools literacy strategies are incorporated in all disciplines.</p> <ul style="list-style-type: none"> • To support this work our secondary schools will work with Innovate Ed in a cycle of inquiry and implementation. • To monitor and increase accountability sites will develop a walkthrough protocol tool and instructional rounds. 	\$9,385,022.00	 English Learners Foster Youth Low Income

- To monitor and increase accountability, all secondary sites will use the state Interim Assessments Blocks

All secondary schools will select and implement a reading intervention program for the sites 5% of students with the lowest reading level.

All secondary schools will get a site reading specialist who will support the implementation of writing across the curriculum and the reading program implementation for our neediest students.

GOAL

2

Rialto USD will ensure all students are provided with access and opportunities to support learning with highly qualified teachers and professional learning communities that promote a culture of continuous improvement for student achievement.



2.1

Teacher Induction

The Rialto Unified School District continues to provide its Induction Program for new teachers to clear General Education and Education Specialist teaching credentials.



In accordance to Induction Standards, the Rialto Induction Program will:




- Provide a stipend for two Lead Induction and Teacher Support Mentors to implement the day-to-day responsibilities of managing Induction with reduced caseload of no more than five (5) Participating Teachers.
- Provide mentoring support to Participating Teachers through Induction Mentors.
- Provide additional Induction Mentors, as needed based on an InductionMentor/Participating Teacher ratio of 1/20.
- Provide Participating Teachers job embedded professional development options that meet their professional growth needs.
- Participating Teachers will receive district-level New Teacher training in core areas (ELA, Math, Science, History/SS, World Languages). Induction will provide support for the teachers with the implementation of new learnings.
- Provide ongoing professional development to Induction Mentors.
- Provide substitute coverage for Participating Teachers to participate in peer observations of master teacher classrooms or participate in professional development.
- Partner with Multilingual Programs to provide professional development in Student Shadowing to Year 2 Induction Participating Teachers.
- Focus on instructional strategies and equitable classroom practices to support African American students, Foster Youth, Students with Special Needs and English Learners



\$1,669,153.00








Low Income


<p>2.2</p>	<p>Emerging Linguist Specialist and Site English Learner Facilitators All elementary, all middle school and the continuation/independent study will be provided a stipend to implement a Site English Learner Facilitator (SELF) position. The SELF will be trained by Multilingual Programs to support site administrators and teachers to implement an effective site English Learner program.</p> <p>At the high school an Emerging Linguist Specialist (ELS) will provide intervention services to English Learners during the school day. Services will include tracking student progress and recommending resources to ensure student academic success. The ELS will support site administrators and teachers to implement an effective English Learner program.</p>	<p>\$481,714.00</p>	 <p>English Learners</p>
<p>2.3</p>	<p>Culturally Responsive Teaching and Learning Tiered Professional Development Supports for teachers, administrators and instructional support staff will be provided.</p> <ul style="list-style-type: none"> During the 2021-22 school year, training of all Educational Services and Site administrators in all aspects related to Culturally Responsive Teaching and Learning (CLR) will occur. This will allow for the needed classroom support and progress monitoring to be properly provided. <p>During the 2022-23 school year, initial training will include a specific overview to build foundation for all teachers (and other participants). During the 2023-24 school year, the following will occur:</p> <ul style="list-style-type: none"> Follow up support to include site based training as well as the inclusion of CLR in all instructional and content area training. Follow up coaching to support the application and implementation of instructional strategies that would focus on building students' brainpower and helping them build upon their existing knowledge. Follow up training and support in differentiated lesson design that is inclusive of culturally relevant practices and culturally relevant and diverse instructional materials in all subject areas. 	<p>\$296,335.00</p>	 <p>English Learners Foster Youth Low Income African American students, Latino Students, Lower Socioeconomic Students</p>
<p>2.4</p>	<p>Equity and Implicit Bias Training Initial training will include a specific overview to build foundation for all teachers and follow up to include site based training as well as inclusion in subject area training. During the 2021-22 school year, the focus of training will be site and district leadership.</p>	<p>\$100,000.00</p>	 <p>English Learners Foster Youth Low Income African American students, Latino students, Lower socioeconomic students</p>
<p>2.5</p>	<p>Williams Teacher Requirement The District will continue to meet the Williams requirement and ensure that 100% of the instructional staff are fully credentialed and highly qualified to teach the subjects/courses/grade levels they are appropriately assigned.</p>	<p>\$133,868,636.00</p>	 <p>All Students</p>

<p>2.6</p>	<p>Williams Textbook Requirement The District will continue to meet the Williams requirements and ensure that all students, in all schools, are provided a ratio of 1:1 textbooks and instructional materials in all core subject areas.</p> <ul style="list-style-type: none"> The District plans to complete a textbook adoption for Science (TK-12) and World Languages (6-12) during the 2021-22 school year. 	<p>\$5,461,027.00</p>	 Low Income
<p>2.7</p>	<p>Elementary Strategists The District will maintain 20 elementary site based Instructional Support Teachers/ Teacher on Special Assignments to support the elementary schools (1 for each of the 19 elementary schools) who will model effective instructional strategies through professional development and coaching for all classroom teachers, provide intervention for students in academic need, and train parents. Specifically, elementary strategists will support grades 4th - 5th with the implementation of the Literacy and Numeracy Initiatives.</p>	<p>\$2,803,907.00</p>	 Low Income
<p>2.8</p>	<p>Literacy Training Tiered Professional Development Supports for K-12 Teachers:</p> <ul style="list-style-type: none"> Language Essentials for Teachers of Reading and Spelling (LETRS) training provided to Grades 1-3rd teachers to support Foundational Literacy. Grades 6-12th: Writing across the curriculum supporting the work of all sites around RACE and CER structures. Refining those structures and ensuring that the work is happening across the curriculum not just ELA. Training to ensure embedding these practices in all subject matters will happen through our Innovate Ed collaborative PD. RACE: R=Restate the Question. The first step is to change the question into a statement. A = Answer the Question. C = Cite Text Evidence. E = Explain What it Means. CER- Claim, Evidence, Reasoning. <p>Tiered 2 Professional Development Supports (for Reading Specialists, Secondary Coaches and Elementary Strategists)</p> <ul style="list-style-type: none"> Specialised training to support foundational literacy for Reading Specialists (for example, LETRS or Neuhaus). Co-teaching best practices training will be provided annually for the Reading Specialists. Intensive training in Literacy for Elementary Strategists (for example, LETRS or Neuhaus). Training in RACE and CER writing strategies for secondary coaches. <p>Tiered 3 Professional Development Supports (for individual teachers, parents, and students)</p> <ul style="list-style-type: none"> Grades K-12: Reading and Literacy Authorization courses in collaboration with the University of Southern California will be provided to any interested teacher. Enrollment and textbook will be paid for by the District for up to 100 teachers. Provide Parent training on home reading routines 	<p>\$947,338.00</p>	 English Learners Low Income

	<ul style="list-style-type: none"> Provide mentoring support to students with additional literacy motivation needs 		
2.9	<p>School Site Strategic Planning The District will provide Professional Development support to individual schools as they implement their site Strategic Plans.</p> <p>A district created a video series on strategic thinking and social class to be facilitated by principals to share with staff. All district sites will create new two year strategic action plans. A consultant will provide strategic thinking and social class training to new administrators.</p>	\$193,478.00	 English Learners Foster Youth Low Income
2.10	<p>Numeracy (Math) Training Tiered 1 Professional Development Supports (for all elementary teachers and all secondary math teachers)</p> <ul style="list-style-type: none"> Provide introductory professional development for all elementary teachers on math routines that support diverse learners. <p>Provide ongoing professional development for all 6th -8th grade math teachers with different content foci annually.</p> <ul style="list-style-type: none"> The 21/22 foci will be 6th grade math concepts and Standards for Mathematical Practices (SMPs) in a compacted curriculum toolkit. Foci for 22/23 will be 7th grade math concepts and SMPs in a compacted curriculum. Foci for 23/24 will be 8th grade and Math 1 concepts and SMPs in a compacted curriculum. <p>Provide ongoing professional development for all 9th-12th grade math teachers on utilizing visual models during specific course instruction.</p> <ul style="list-style-type: none"> The annual foci will be: Math 1 in 21/22, Math 2 in 22/23, and Math 3 in 23/24. <p>Provide teachers with professional development on Digital Notebooks and note taking strategies for students.</p> <ul style="list-style-type: none"> Tiered 2 Provide professional development for numeracy specialists/Instructional Support Strategists (elementary) and math coaches (secondary) <p>Professional development book studies utilizing “Elementary and Middle School Mathematics Teaching Developmentally” and “Singapore Method: Using the Singapore Bar Models to Solve Problems.” The district will support this effort by purchasing these books for math lead teachers, strategists, and coaches.</p> <p>Professional development book studies utilizing “Routines for Reasoning” and “2023 California Draft Mathematics Framework.” The district will support this effort by purchasing these books for math lead teachers, strategists, and coaches.</p> <p>Tiered 3 Professional Development Supports (for individual teachers and/or parents)</p>	\$974,669.00	 Low Income

	<p>Create at least 1 “model” enrichment kit for grades K-3. These kits will include: lessons, materials and supplies that can be easily acquired and support foundational numeracy standards. Optional professional development will be offered on the lessons within the kit as well as directions for how to replicate the kits for teachers and parents.</p> <p>Optional ongoing professional development for individual elementary and secondary math teachers with the Silicon Valley Math Initiative (SVMI) on utilizing performance tasks to inform instruction.</p> <p>Optional professional development will be offered on how to utilize instructional technology (like Desmos) in secondary math classes.</p>		
<p>2.11</p>	<p>Special Education (Equity and Inclusion) Training for district and site administration will include:</p> <ul style="list-style-type: none"> Leading Inclusive Education; Addressing Disproportionality in Special Education and Discipline, Scheduling with Inclusion in Mind; Supervision Co-Teaching; IEP Training <p>Training for Education Specialists, General Education Teachers, Paraprofessional Trainings will include:</p> <ul style="list-style-type: none"> Differentiation and Universal Design for Learning; IEP Process Training, Co-Teaching Training for Teachers; Specialized Academic Instruction; Tiered Interventions (reading/encoding strategies; comprehension strategies, metacognitive strategies) Supporting Inclusive Practices, PECKS, Smart Boards, iPads, Writing Tools, FBA/BIP, Professional Crisis Management (PCM), Family Engagement; Applied Behavioral Analysis (ABA) Methodology and Services; Least Restrictive Environment/Inclusive Practices Guidelines; Transition Services (Virtual Video Shadowing); INTELLIKEYS - Access for All. 	<p>\$355,695.00</p>	 <p>Students with Disabilities</p>
<p>2.12</p>	<p>Multilingual Programs Professional Development The Multilingual (ML) Programs Office will provide training and implementation support teachers in the following areas:</p> <ul style="list-style-type: none"> Instructional strategies to implement in the classroom with RFEPs who are not making academic progress. Strategies to use with students who are at risk of becoming Long Term English Learners Small group instruction during designated and integrated ELD <p>SIOP (Sheltered Instruction Observation Protocol) - The District will continue to SIOP train teachers in teams for schools who voluntarily choose to implement this strategy at their school site. SIOP Materials will be purchased for all teachers participating in SIOP training.</p> <p>Professional Development for Bilingual Instructional Assistants will be provided at least 3 times per year. Topics will include SIOP strategies and ways to best support students in their acquisition of language and content area subject matter.</p> <p>Collaboration amongst teachers of English Learners: ML Programs will coordinate collaboration time for teachers to align support classes for English Learners with core</p>		 <p>English Learners</p>

	<p>classes at the secondary level using strategies appropriate for English Learners.</p> <p>WAITING ON MARINA FOR RESPONSE</p>		
2.13	<p>Social Emotional Learning (SEL) Professional Development Training will be provided district wide on tiered components of Social Emotional Learning (SEL) to include instruction around CASEL (The Collaborative for Academic, Social, and Emotional Learning) 5 Competencies, Restorative Practices, and other prevention & intervention training.</p> <ul style="list-style-type: none"> • Each school will implement Tier 1 schoolwide SEL instruction and curriculum. • All RUSD school administrators will be Restorative Practices certified 	\$430,343.00	 <p>All Students Foster Youth Low Income</p>
2.14	<p>Assessment, Grading and Data Training Training will be provided for new student data management programs such as Hoonuit and Synergy Assessment as well as follow up training for existing programs such as iReady, IABs, and various technology programs.</p>	\$61,478.00	 <p>Low Income</p>
2.15	<p>Alternative Curriculum for non- diploma track students The District will continue to purchase the Unique curriculum for the Special education students in moderate/severe classrooms. Unique will include the curriculum and training for mod/severe teachers.</p>	\$31,000.00	 <p>Students with Disabilities</p>
2.16	<p>PAR (Peer Assistance and Review Program) for Tenured Teachers The District will continue implementing the Peer Assistance and Review Program (PAR) according to the guidelines outlined in the certificated collective bargaining agreement. The PAR Program will:</p> <ul style="list-style-type: none"> • Provide eight (8) part-time PAR Consulting Teachers, who can each support up to two permanent teachers. • Provide additional PAR Consulting Teachers to the program, as needed. • Provide a governing PAR Joint Panel of 4 certificated teachers, selected by REA, and 3 administrators, selected by the superintendent's designee. • Provide ongoing professional development to the PAR Consulting Teachers and PAR Joint Panel to enable them to effectively support teachers. In house professional development will be provided by the Lead Induction and Teacher Support Mentors. 	\$90,987.00	 <p>Low Income</p>
2.17	<p>STEM (Science Technology Engineer and Math) Training Tiered 1 Professional Development Supports (for all elementary teachers and all secondary science teachers) will be provided as follows:</p> <ul style="list-style-type: none"> • Introductory professional development on science textbook adoption materials for K-12 teachers. <p>Tiered 2 Professional Development Supports (for elementary specialists, all middle school science teachers, or all high school science teachers)</p>	\$78,773.00	 <p>All Students Low Income</p>




	<ul style="list-style-type: none"> Grades 6-8 Data Science training will be provided to the middle school teachers. <p>Tiered 3 Professional Development Supports (for individual STEM elective teachers and/or parents)</p> <ul style="list-style-type: none"> Introductory professional development will be provided with materials that may be piloted. 		
2.18	<p>Secondary ELA and Math Coaches</p> <p>The District will maintain 19 Secondary Coaches to coach teachers on ELA and Math best practices, data analysis, and student support and monitoring.</p>	\$2,850,307.00	 <p>Low Income</p>

GOAL


3



Rialto USD will create a positive, safe, and engaging learning environment that is student and parent centered.







3.1	<p>Support for McKinney-Vento & Foster Youth Liaison</p> <p>The District will provide an additional 12-month classified staff member to support McKinney-Vento/Homeless Youth instead of one position (provided in the 2017-20 LCAP) who supports both homeless and Foster Youth. Continue to have a Foster Youth Liaison who will be changed from 10-months to 12 month; McKinney-Vento/Homeless Youth Liaison will also be on a 12 month contract.</p> <p>The District will contract with a Motel/Hotel to provide temporary housing for Rialto Unified families that are unsheltered due to economic hardship (McKinney-Vento).</p> <p>In addition, the District will contract with a community service provider to administer case management for unsheltered McKinney-Vento families. This service will support families in transitioning to permanent housing and provide additional services. Identified students will also be provided support in the form of instructional supplies, food, and clothing.</p>	\$761,351.00	 <p>Foster Youth Low Income</p>
3.2	<p>Engagement of students in extra curricular activities</p> <p>The District will support high school extra curricular activities to support socioeconomically disadvantaged students as well as maintain a middle school sports program.</p>	\$874,966.00	 <p>Low Income</p>
3.3	<p>Engagement of students during school day</p> <p>Revision of some electives at the secondary level to align with interests of students will occur during the 2021-22 school year.</p> <p>District staff along with site leadership will research lunchtime activities and options after surveying students in regards of interest; support will be provided to school sites with implementation.</p>	\$1,018,500.00	 <p>Low Income</p>

	<p>Middle schools will write new course descriptions of electives and align with staff or new staff (if needed). To support during the instructional day, additional training will be provided for all those supervising students (e.g. noon duty aides) during these activities.</p> <p>Middle schools will have the option to add an eSports elective. The elective will focus on different modules to expose students to the different elements of eSports (video production, team building, etc.)</p>		
3.4	<p>Improve Dropout data The District will continue to monitor students that are potentially identified as middle or high school dropouts based on coding in the student information system.</p> <p>The District will provide annual training to all staff responsible for updating the dropout codes in the student information system to ensure that students are entered correctly. These trainings for staff will be provided during regular work hours.</p>		 All Students
3.5	<p>Social Emotional Learning Professional Development Every school will implement a social-emotional curriculum during the 2021-22 school year. This curriculum will be chosen by the individual sites based on stakeholder feedback.</p> <p>In addition, all site administrators will be trained in restorative practice and alternatives to suspensions by the National Council for Behavioral Health</p>	\$457,000.00	 Foster Youth Low Income
3.6	<p>Wellness Centers Wellness Centers will be maintained and staffed at the 5 middle schools, 3 high schools, and 1 continuation school.</p>	\$1,444,421.00	 Foster Youth Low Income
3.7	<p>Social Emotional Learning/Educational Related Mental Health Services The following staff and positions support the educational related mental health needs of all Rialto Unified School District:</p> <p>Therapeutic Behavioral Strategist (TBS)</p> <p>Therapeutic Behavioral Strategists (TBS) have Licensed Mental Health Clinician to consult regarding clinical programming and triaging for students to insure clinical best practice.</p> <ul style="list-style-type: none"> They monitor and support mental health and social and emotional well-being of pupil as well as provide Universal Supports to expose all students to Prevention and Intervention Social Emotional Learning. 	\$1,266,081.00	 Foster Youth Low Income

	<ul style="list-style-type: none"> • Selective Supports will be utilized to provide targeted interventions for specific needs of students utilizing individual and group settings. <p>Emotional Health Therapist (EHT)</p> <p>The EHT provide the following services:</p> <ul style="list-style-type: none"> • Tier III Social-Emotional Supports will be provided by licensed clinicians. • Licensed Clinical Social Workers (LCSW)- • Licensed Marriage and Family Therapist (MFT) <p>Targeted population for these supports and services are -</p> <ul style="list-style-type: none"> • Educationally Related Mental Health Services (Must have an IEP - Individualized Education Program) • Crisis Intervention Services: methods used to offer immediate, short-term help to individuals who experience an event that produces emotional, mental, and behavioral distress or problems <p>Tier III Services (Most intensive supports)</p> <ul style="list-style-type: none"> • Clinical Case Management: assists students and their family in accessing mental health and social welfare related programs, facilitates coordination between the systems involved and links to community resources. • Case Consultations: a collaborative meeting or series of meetings to problem solve, develop, monitor, and or modify a comprehensive assessment or individualized treatment plan or to review services and progress towards objectives. • Educationally Related Mental Health Services: intensive therapeutic services that address a myriad of significant emotional and behavioral problems manifesting across settings for students who receive Special Education Services 		
<p>3.8</p>	<p>Safety Intervention and Support Services</p> <p>The District will work with school site administration to provide prevention/intervention and other means of correction (i.e. counseling, family support, alternative placement, etc.) to reduce the expulsion rate.</p> <p>Other means also include - Restorative Practices, NCTI, Wellness Center).</p> <p>The District's Safety Intervention and Support Services Department will continue to modify the delivery of services with an emphasis on prevention and intervention. Safety Intervention Specialists will continue to be trained in One Circle and Restorative Practice to deliver PBIS Tier 1 and 2 interventions.</p>	<p>\$72,499.00</p>	 <p>All Students Low Income</p>

<p>3.9</p>	<p>Student Services Support for Students and Families</p> <p>The District will maintain 1 Positive Behavior Intervention and Support (PBIS) Teacher on Special Assignment (TOSA) to provide support and follow up in the implementation of PBIS at each cohort at school sites. This support will include trainings and support of Self Assessment Surveys.</p> <p>The District will continue to implement Positive Behavioral Interventions and Supports (PBIS) for cohort 1 and 2, and 3.</p> <ul style="list-style-type: none"> • All Cohorts – Ongoing support provided by RUSD PBIS TOSA • The District and/or School Site will provide extra duty hours to PBIS team members in order to plan for training of site staff. • District will provide a stipend to a secondary counselor who has a Masters in Social Work to supervise university social worker interns. In addition, the district will maintain a Counselor on Special Assignment (COSA)/Restorative Practices Coach. • The District will maintain 3 PBIS/At-Risk (At-Promise) High School Counselors whose caseloads will consist of all high school foster and McKinney-Vento Youth as well as middle school and elementary school foster youth. They will monitor attendance, discipline, grades and credits. 	<p>\$791,584.00</p>	 <p>English Learners Foster Youth Low Income</p>
<p>3.10</p>	<p>Family Engagement</p> <p>The District will maintain a District Parent Center - The Curtis T. Winton Parent Institute - and will provide parent classes and training on all preschool - 12th Grade programs and curriculum.</p> <p>Parent Center staff will inform adult students of the course offerings at the Parent Center. To begin, the district will provide a variety of delivery modalities for parent classes and training available through the parent center.</p> <p>In addition, the District will maintain a committee of parents representing lower socioeconomic students, English learners and African American students and community stakeholders' representative of the District's population for the evaluation and development of the annual LCAP.</p> <p>All schools and the District will ensure that they have full parent representation and participation on their schools' SSC, ELAC, and AAPAC as well as the Districts' DAC, DELAC, DAAPAC, and Alianza Latina meetings throughout the year.</p> <ul style="list-style-type: none"> • All schools will provide additional communication with parents through an automated communication system. • Specifically, the District will maintain a District African American Parent Advisory Council (DAAPAC). DAAPAC parents will be provided learning opportunities, such as conferences, workshops and guest consultants. In addition, DAAPAC will plan an annual, districtwide Black History Celebration 	<p>\$883,308.00</p>	 <p>English Learners Foster Youth Low Income</p>

	<ul style="list-style-type: none"> LCAP input will be sought at least twice per year at district parent committees: DAC, DELAC, DAAPAC, and Alianza Latina parent meetings. <p>The District will continue to sponsor the Annual Parent Summit to connect parents and families with school, district, and community services.</p> <p>The Multilingual Programs Office and each school site will maintain an English Learner Plan which outlines the steps that will be taken when a new family arrives to the district and school site.</p> <ul style="list-style-type: none"> Training at the district and school site level will be provided to parents in the area of reclassification, attendance, ELPAC, the EL Roadmap, and other areas of interest identified by parents at Coffee with the Principal and Coffee with the Multilingual Programs Agent. <p>The District will improve services to parents whose first language is not English by continuing to provide 7 interpreters.</p>		
<p>3.11</p>	<p>Communication with Parents and Community Education Services will work to streamline communication to parents at the district level; school site support providers will work with school sites to ensure that sites work to improve their communication to families using applications such as Blackboard and Remind as well as other modes of communication.</p>	<p>\$227,000.00</p>	 <p>English Learners Foster Youth Low Income</p>
<p>3.12</p>	<p>Website and Online Presence Education Services will pay extra duty for a staff member to improve web presence of Curtis T. Winton Parent Institute and related district pages to ensure that the pages are easy for parents to navigate.</p> <p>For trainings that have occurred virtually or in person, recordings will be posted online for on demand viewing</p>	<p>\$615.00</p>	 <p>All Students</p>
<p>3.13</p>	<p>Student and Community Engagement Marketing of schools and district brands will be enhanced to better communicate with the community. The District will contract with local business marquees throughout the community to publicize events and celebrate accomplishments. School sites will purchase signage, murals, banners and other products that promote their brand of emphasis tied to their site strategic plan.</p> <p>In an effort to improve student engagement and school climate, spirit wear will be allowed up to \$35 per employee. Staff will use spirit wear on designated dates.</p>	<p>\$50,000.00</p>	 <p>English Learners Foster Youth Low Income</p>

<p>3.14</p>	<p>Chronic Absenteeism The district will maintain a District centralized home visitation team including a District Prevention/Intervention Specialist provided by the San Bernardino County Probation Department, a District McKinney- Vento/Foster Youth Liaison and Attendance Liaison Aide.</p> <p>The district will provide attendance intervention through Student Truancy Reduction and Intervention Team (STRAIT).</p> <p>(Cost of District McKinney- Vento Youth Liaison included in Action 3-1)</p>	<p>\$420,353.00</p>	 <p>English Learners Foster Youth Low Income</p>
<p>3.15</p>	<p>Equity and Cultural Community Engagement The district will promote school sites to celebrate academic, and world-wide cultural, and historical events, celebrating the historical contributions to society contributed by various cultures, races, and ethnicities throughout history.</p> <p>Examples include Latino Heritage month, Black History Celebration, District Music Festival, District Art Fair, District Science and Engineering Fair.</p> <p>The district will support academic events that focus on instruction in the classroom, growth in academics and reclassification of English Learners.</p>	<p>\$50,000.00</p>	 <p>English Learners Foster Youth Low Income</p>
<p>3.16</p>	<p>Rialto Equity Council The District will maintain a stakeholder group made up of students, parents, teachers, administrators, board of education and community members. The Council will:</p> <ul style="list-style-type: none"> • Review and shape policy and procedures • Build collective awareness and capacity in equity • Recognize best equity practices Included are training materials, printing and refreshments 	<p>\$30,000.00</p>	 <p>English Learners Foster Youth Low Income</p>

Stakeholder Engagement

Major Changes for 2021-22

We Want to Increase

We Want to Decrease

Rialto Unified School District

182 East Walnut Ave. • Rialto, CA 92376, CA | Phone: (909) 820-7700 | Fax: | Email: cavila@rialto.k12.ca.us
Website: www.rialto.k12.ca.us