

## Planning Team Feedback

### 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.

### Overall Feedback

In addition to the legally required emphasis on supplemental concentration groups, the planning team would also like to see actions that:

- Reference African American students and Students with Disabilities
- Include strategic interventions ideas that will address learning loss because of COVID
- Emphasize the importance of the whole student, not just English and Math
- Use easily understood language for the whole community, that will be used in implementation (in other words, it should be clear in the item what is actually happening at the school. Ex: Item shouldn't say ITAs if there is a whole bunch of technology hardware in the item.)

### Specific Feedback

- Reduce & Revise the amount of Elementary Instructional Technology Assistants and/or dramatically revise their expected job duties
- Push exploratory Career Technical Education classes to the middle schools
- Revise the amount spent on SAT/ ACT
- PSAT isn't important in 8th grade
- Remove Illuminate contract
- Evaluate Academic Progress tools to see if there is one that has a closer correlation to the CAASPP
- Increase & Revise the amount allocated to professional development in inclusive practices for all teachers

## **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.

### **Overall Feedback**

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- Use easily understood language for the whole community, that will be used in implementation (in other words, it should be clear in the item what is actually happening at the school. Ex: Item shouldn't say ITAs if there is a whole bunch of technology hardware in the item.)

### **Specific Feedback**

- Revise Professional Development to more strategically correlate to student outcomes: Master schedule, SIOP, ELA, STEM
- Remove or greatly limit consultant contracts like (Innovate Ed, etc.)
- Reflect all changes from the 20-21 year like: Lead Strategists/ TOSAs who are currently already returned to the classroom (AVID, GATE, ELA, MATH, STEM), current preschool staffing changes
- Revise all items that involved "start-up" program costs
- Revise to include Professional Development for administrators too
- Reflect support of School Site Plans

### Goal 3

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

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- Reference African American students and Students with Disabilities
- Include strategic interventions ideas that will address learning loss because of COVID
- Emphasize the importance of the whole student, not just English and Math
- Use easily understood language for the whole community, that will be used in implementation (in other words, it should be clear in the item what is actually happening at the school. Ex: Item shouldn't say ITAs if there is a whole bunch of technology hardware in the item.)

#### **Specific Feedback**

- Revise Current Family Engagement strategies- consider a community “push-in model” (we go to them instead of them coming to us)
- Remove the PBIS SBCSS Contract, and PBIS Coordinator position
- Revise utilization of Resource Officers (feeling conflicted about police on campus)
- Revise Counselor On Special Assignment (COSA) to better support student outcomes
- Revision of facilities may need to be necessary based on facilities not being utilized at normal capacity
- Include Anti-Bias and Equity Professional Development

# 2021-2024 LCAP Goal 2 - Conditions For Learning

February 11, 2021

## Prioritized List of Actions for LCAP Goal 2

Priority 1: Basic Services	Priority 2: Implementation of Standards	Priority 7: Access to Courses
<ul style="list-style-type: none"> <li>● Purchase of instructional materials and resources.</li> <li>● Continue allowing students to have a laptop at home, even when we return to in-person learning. Maybe they transport it daily, similar to textbooks.</li> <li>● Continue to offer IEPs, PTC's, etc virtually for those parents who want to attend but can't physically be present.</li> <li>● Provide a district counselor to support EL students in reclassification and course access.</li> <li>● Student success kits (tech, materials, access to apps, etc.) for all students that will support both at home and in school learning.</li> <li>● Open Community Liaison positions at school sites to be specific contact for parents, provide additional family and student resources and support and conduct outreach. *Fits Goal 3</li> <li>● Provide parent training webinars that parents can access at any time. *Fits Goal 3</li> </ul>	<ul style="list-style-type: none"> <li>● Ongoing professional development and follow up support for teachers, administrators and support staff in the implementation of Culturally and Linguistically Responsive Teaching and Learning (CLR) to support the language acquisition needs of Standard English Learners (SELs), which includes African American, and Chicano American students, and to support the development of academic agency and identity in all learners.</li> <li>● Professional development towards effective "Flipped Classrooms". Videos can be used for frontloading, direct instruction, re-teaching, reviewing before exams, etc.</li> <li>● Create targeted skill support co-teaching/specialist positions to address learning loss and skill gaps.</li> <li>● Create Elementary assigned intervention strategists.</li> <li>● Modify Elementary Bilingual Instructional Aides to a 6 hour position.</li> <li>● Have Ed Tech certificated teachers at each site to assist teachers with developing assignments that align to the curriculum.</li> <li>● Hire additional academic support staff (retired, subs) to provide small group targeted skill acceleration.</li> </ul>	<ul style="list-style-type: none"> <li>● Targeted acceleration and support systems (times and/or periods) built into the regular schedule with content specific (secondary) or trained support personnel (elementary).</li> <li>● Implement co-teaching and dissolve separated mild/moderate classes, and create a co-teaching or Education Specialist coach at each site to help implement the changes in mindset and inclusion. This will include additional training for general education teachers and administrators regarding special education being a service, not a separate program.</li> <li>● Have a balanced focus on the "Career" aspect of college and career ready. There was such a push for college ready, that careers have been marginalized. Create courses that focus on specific career skills: typing, Google Suite, Microsoft, body language, email etiquette, punctuality, social skills, etc.</li> <li>● Offer extended day learning opportunities for students who want to take classes that do not fit in their schedule during the day. For example, English Learners at the high school level need access to other courses such as AP courses, AVID or other electives.</li> </ul>

# 2021-2024 LCAP Goal 3- Engagement

February 11, 2021

<b>Prioritized List of Actions for LCAP Goal 3</b> <b>Rialto USD will create a positive, safe, and engaging learning environment that is student and parent centered.</b>		
<b>State Priorities: 3 &amp; 6</b> <b>School Climate</b> <b>Actions 3e-3f and 3i &amp; 3j</b>	<b>State Priorities: 5</b> <b>Pupil Engagement</b> <b>Actions 3a-3d</b>	<b>State Priorities: 1</b> <b>Basic Services</b> <b>Action 3g</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Offering classes, workshops, meetings at an on-demand format                             <ul style="list-style-type: none"> <li>● Micro-modules that parents can participate in on their own time</li> <li>● Different time offerings</li> <li>● How to provide the information to the parents to make it accessible to the families</li> </ul> </li> <li><input type="checkbox"/> Different modes of communication                             <ul style="list-style-type: none"> <li>○ Possibly one uniform platform</li> </ul> </li> <li><input type="checkbox"/> Parent Professional Development on the different school site and district committees.                             <ul style="list-style-type: none"> <li>● Ensuring that we represent the demographics of the district, for ex: latino subgroup, not all EL Learners are hispanic.</li> <li>● Creating videos, PD explaining SSC, ELAC etc.</li> <li>● During registration have a question in the Parent Vue that asks if parents want to participate in various committees.                                     <ul style="list-style-type: none"> <li>○ Someone would follow up with the parents that responded</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> Recruitment posters for parent groups</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Revise Probation Officer position to include a support officer for Elementary School and Secondary School.                             <ul style="list-style-type: none"> <li>-Explain the position of the Probation Officer and define the role</li> <li>How do we engage students so that they do not drop out of middle school and high school.</li> <li>-What do we currently have in place?</li> </ul> </li> <li><input type="checkbox"/> Drop-out prevention actions in elementary and middle school                             <ul style="list-style-type: none"> <li>How do we support our elementary students with positive attendance</li> <li>Policy and Procedures for attendance</li> <li>Handbook for the school site for attendance procedures</li> <li>School site support for intervention</li> </ul> </li> <li><input type="checkbox"/> Counselors at the Elementary level are needed as well. More than 1 day a week.                             <ul style="list-style-type: none"> <li>To address the socio-emotional needs of student</li> <li>Full time counselors</li> <li>More counselors at the Middle School</li> </ul> </li> <li><input type="checkbox"/> Full-time TBS at Elementary, MS and HS                             <ul style="list-style-type: none"> <li>Reduce the guidance counseling case loads to 300 students per 1 counselors.</li> <li><input type="checkbox"/> Discussing 4 year plan and college readiness at the upper elementary level (The discussion on What is a GPA?</li> <li>AVID Elementary School</li> <li><input type="checkbox"/> Other options to college ( College and Career Readiness)</li> </ul> </li> </ul>	<p>Some schools need to be renovated, like Preston ES, Eisenhower HS and Trapp ES.</p> <p>Some libraries need to be modernized and collections updated. Libraries need to be infused with more funding.</p>

	<p>Workforce Readiness  FTE for Middle School for electives  career pathways  FTE to increase the support with Inclusion at all levels  <input type="checkbox"/> Revise and clarify the job duties of the Resource Officers and RUSD Safety Officers on campus. (see notes)  <input type="checkbox"/> Role of the Safety Interventions Services Department</p>	
<p><b>State Priorities: 3 &amp; 6  School Climate  Actions 3i &amp; 3j</b></p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> KEEP original and ADD the following  The district will assist in supporting VAPA, Sports, Cheer and clubs to work to increase parent involvement and student achievement.  Concern with the cost of FEES keeping many from participating.</p> <p>REVISE to update current Professional Development opportunities.</p> <p>Provide an update to these training sessions.</p> <p>List what work has been completed and what workshops are still needed.</p> <p><input type="checkbox"/><input type="checkbox"/> Equity Action Teams have been created. Update this goal to plan for new work with Equity Action Team</p> <p><input type="checkbox"/> REVISE goal</p>	<p><b>State Priorities: 5  Pupil Engagement  Actions 3h &amp; 3j</b></p> <p><input type="checkbox"/> Eliminate the PBIS Coordinator: Replace the language to read PBIS Teacher on Special Assignment (TOSA)</p> <p><input type="checkbox"/><input type="checkbox"/> Explain the RFA process as part of the MTSS</p> <p>-System for communicating the needs of the students so that services can be provided. -  Outlining the resources available</p> <p><input type="checkbox"/> Provide the professional development</p> <p>The COSA will support Masters Interns in counseling at the elementary and middle school level</p> <p><input type="checkbox"/> Name Change-PBIS At- Risk HS counselors, to At- Promise</p> <p><input type="checkbox"/><input type="checkbox"/> Major REVISE- Many items no longer needed or contracts have ended. Work is being performed in house by staff</p> <p>Hiring a Social Worker</p>	

	<p>Can we incorporate this through Keenan</p> <p>KEEP-PBIS team on campus (every school should have a team representing their school site Parent, classified, certificated a teacher, Internal coach has a stipend, the teachers are on a timecard for extra duty if the work is after hours. )</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> MTSS team on campus</li> <li><input type="checkbox"/> SEL team on campus</li> <li><input type="checkbox"/> Write an Action for SEL</li> </ul> <p>What does the SEL team within Special Education do?</p> <p>How does the staff team work with the district team</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> SEL stipend positions or an extra prep (1/6)</li> <li><input type="checkbox"/> MTSS stipend positions (1/6)</li> <li><input type="checkbox"/> Write the RFA plan so that all schools know the process for requesting assistance.</li> </ul>	
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*The definition of reactive and proactive is as follows: **Reactive:** Reacting to the past rather than anticipating the future. **Proactive:** Acting before a situation becomes a source of confrontation or crisis.*

The team members of LCAP Group 3 collectively agree that our focus should be on creating actions that are proactive versus being reactive. Historically, we as a district react and create actions and goals that address a crisis after it has occurred. We want to shift that focus and start providing support to students, parents and staff earlier in the grades to change the trajectory outcome we see in student engagement, parent engagement and school climate. We believe by being proactive and supporting the social emotional well being and needs of the whole child, this will impact student achievement.

Thank you Team 3

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## EL Equity Parent Recommendations

The following is a summary of ideas and talking points that were shared during our EL Equity Parent February 10th meeting.

### SUMMARY OF POINTS AND IDEAS:

1. A quality parent education program must be put in place. Parents would be trained and informed about the reclassification process as well as specific strategies and programs that are being implemented to educate our EL population.
2. Parents want to know who are the people (School and District) that are in charge of the EL programs and who they can speak to when they have questions or concerns.
3. A welcoming environment at schools is important if parents are expected to be partners in the education of their children. More interaction between parents and staff is wanted by the parents.
4. Schools (Teachers/Administration) should be aware of the culture of their school population. Culture and all languages should be celebrated.
5. Give parents the opportunity to take classes or workshops/training that will help them understand how to help their children not only reclassify, but how to be successful in all academic areas.
6. Celebrations are key! Bring back the reclassification celebrations that honored students who have reclassified and show the community that we are proud of their achievements. It is important to celebrate what you hold as important. Parents will also be curious about how and why these students are being celebrated.
7. Have parents take the role of trainers or have them run parent meetings. This would necessitate parents being trained to lead these trainings and workshops. Empowering the parents is key so that other parents can aspire to take the workshops/training and also feel comfortable in an environment where they see “themselves” taking the lead.
8. Schools need to make parents feel welcome.
9. Awards for parents that have completed workshops, training, classes or have volunteered time helping the school.
10. Celebrate being bilingual and biliterate.
11. Have a parent “academy” or “task force” where parents can be trained to be liaisons or workshop leads that help other parents become involved.

12. Principals need to be part of the celebrations, awards, and the process by showing the parents and community that the EL population is important.
13. Each site should have a liaison specifically focused on the EL parents, students, and EL program. They should welcome any new student to the school and make them feel welcome.
14. Use DELAC/ELAC meetings as opportunities for parents to share information or present. Empower the parent. Parents also stated that they would like the feeling to be more like a “Coffee with the Principal” rather than a data filled meeting.
15. Do not forget the undocumented “invisible” students/parents that exist in our schools and community. The fear of being deported exists and we must make sure that schools are a safe place for both students and parents.
16. Motivation is key, but not forgetting to use information and knowledge as the pathway to success.
17. Solid relationships, trust, freedom to contribute in a focused and positive way. All stakeholders should be problem solvers in the journey of making the success of all EL learners a reality.
18. It is VITAL that all resources and implementation of programs begin at the elementary level. The earlier parents are given the opportunity to get the information, resources and strategies that they need to help their children succeed, the more successful students will be when they graduate.

## EL Equity STAFF Group Recommendations

### **1. Staffing**

- a. Increase staffing in the EL Department
- b. Coach/Counselor at each school site
  - i. Focus on reclassification for students, hold an initial meeting with families to explain reclassification, and coordinate interventions (CAASPP, academics, ELPAC)
  - ii. Support teachers

### **2. Training**

- a. Training at the Elementary level to prevent long term ELs
- b. District Standardized training for teachers
- c. Cultural competence training for Staff
- d. Language acquisition training for Teachers/Administrators

### **3. District/School-Wide Reclassification Celebrations**

#### **Additional Recommendations:**

- Schools should promote and celebrate bilingualism and multiculturalism
- Annual beginning of the year staff meeting regarding reclassification
- Parent Center at each site

# EL Equity Subcommittee: Student Recommendations

## Resources

- one resource person in each school
- a hotline available to students
- Spanish classes in high school 6, 7, 8 to reinforce native language
- books / stories that feel identified
- ethnic class: Latin American
- designated counselors
- mentors for emotional support -trained assistants for students who are in special education and EL
- more trained bilingual aides (ELD trained instructional aides)
- ASL class
- Access to practical and online resources and supplemental materials
- A DLI program in middle school for newcomers (Visit Chula Vista and Anaheim)
- Expand DLI Program
- Functional translation class for students (Students are the source of translation for the entire family)

## Knowledge

- educate students of the resources available
- more activities / opportunities to speak English in the classes
- first aid and CPR
- academic level classes
- knowledge of the school: programs, clubs, activities, classes and credits
- college and university discovery
- reclassification process, academic goals, and EL level
- career discovery (technical or professional). There are many careers that are not doctors, architects, or graduates.
- Introduction to the SAT, billing, accounting, personal finance

## motivation

- clubs / activities where students can meet other students
- an AVID class 7, 8, 9, 10, 11, 12
- mentores of (support)
- social websites
- Awards for achievement
- incentives for bilingual achievement, such as awards, recognitions, college grants
- activities with other schools and ELD groups
- bilingual counselors -visiting college campuses

5-10 min BREAKOUT  
#1- (Also Budget ?s)



You came here tonight to be heard and we want to make sure that we capture what you most want us to know.

**I know \_\_\_\_\_ based on (*my experiences*), and I believe \_\_\_\_\_ would make the system work better for (all/ a group of) students.**

**Example:** *I know that science is important and I feel like my daughter hasn't had very many opportunities to do labs in the 4th grade. I believe that funding science supplies would make the system work better for all students.*

**Example Scripting:** *-Add funding for science supplies*

#### Breakout Room 1

1. Based on my years of teaching I know that the arts are important and it is good for the overall being of the students. Make sure that the arts don't get forgotten.
2. Went to a performing arts high school and because of the arts and the opportunities it provided that I am here today.
3. I'm here tonight because I value the STEM program and want to make sure that the STEM programs do not get lost in the process.
4. I would like to see more pathways to the trades. Not all students will go to college and we need to provide other career options for the students. Certification programs so that when the students finished high school they would have a certification or could transition into a program to finish. (construction, cosmetology, business clerical)

Breakout Room 2 Elem. 1. Music, wanting to promote the Music Dept. Funded by LCAP; wants the program to continue. 2. Kids are excited about going back to school, so her child is having a hard time with Distance Learning; attendance is hard for the 2nd session; he's been absent at times, and she has had to call to verify his presence; it's hard. 3. His first experience; trying to get a feel for LCAP; Student Engagement is important for students

#### Breakout Room 3

I know that music is important for students based on personal experiences. I would like to see more opportunities for music to be expanded at the elementary level.

Students should have the opportunity to get assistance (technical, homework, etc.) after school hours.

I know that art is a way for students to express themselves. Students should have art lessons.

Go to more inclusive practices. Our classes are diverse ethnically but we should also be inclusive of students with special needs.

Breakout Room 4

Implement Science enrichment programs (STEM)

Education programs for parents of students that receive special services; transitioning from high school to college; have college tours and visits

Music Program; make sure there is budget

Breakout Room 5 I know that every student is an individual, we need to focus on the whole child - including sciences/arts (STEAM)

I know that being able to collaborate is important. I believe we should invest in 21st Century Google Classroom (evidence, sped able to work with students 1-1, first time to see work samples for all students in class)

I know that having a complete well-rounded student and finding what he/she is inclined to do, I believe the system should continue music programs and other art programs.

I believe each student needs a very strong support system and parents/guardians need to always be included in the educational process. The system needs help to support and educate the family. Invest in Parent training/education such as, SEL, academic content, resources.

Breakout Room 6 Current reality is different and challenging with Distance Learning. Sometimes, there seems to be a disconnect. It is important for a parent to understand what is happening and how to support their child. Are we achieving grades or are we educating students? (Parent Perspective)



Data can be confusing, do you have any questions or comments

- I think the data is saying \_\_\_\_\_ . Am I understanding that correctly?
- I don't understand \_\_\_\_\_.
- To me, the most important thing about the data is \_\_\_\_\_.

#### Breakout Room 1

1. RFEP students are amazing and the 30 minutes that they are getting a day must be working? Are the fluent
2. AA students have almost the same chronic absentee rate as our homeless students
3. What do we do with Math? How do we connect our students with math?
4. What is the disconnect between the math and language arts subjects? Connection with the teacher, the school or the subject taught
5. Has something to do with the amount of things that a teacher is required to teach that they are not going into depth on the subject.
6. In secondary it is how they connect with the teacher and the students do alot better
7. You can never find math tutoring available for your students
8. I think at the elementary level there is a disconnect with the subject material.  
Elementary teachers are not single subject majors and do not possess the skill set to teach foundational and conceptual math skills. Many of the necessary foundational math skills are glossed over due to time constraints.

Breakout Room 2 1. She does not know where to go to find out what grades and scores are for her student. Was told not enough assignments turned in to determine grade (was told this most recently). 2. To improve attendance, one of the reasons Ss came to school was because of music; non-threatening, non-judgmental. 3. The other VAPA subjects have that same attraction and affect. 4.RFEP Ss seemed to outperform the other student groups.

#### Breakout Room 3

- The three groups that are most at risk are our English Learners, students who receive special ed services, and African American students.
- There's a lot of absences. We need to get students in class.
- Absences correlates directly with student performance.
- Chronic Absenteeism was worse in 18-19 than 17-18

#### Breakout Room 4

RFEP students did well in science, not so well in reading  
Reading Program at the high school level

- Accelerated reader use to promote reading

Reading Specialist

Less technology - students spend too much time texting and not enough time reading.

Noticed Absenteeism rate was high in homeless and other sub groups

Have After School program

- Cultural Diversity programs
- Games, Music
- Intramural sports at all levels not just middle school

#### Breakout Room 5

RFEP performing higher then other students, believe this is due to the mandated focus and monitoring, If we translate those actions to other/all students, namely, our African American students, this would help other students achieve.

Absences...what can we do to get them to school. Assist McKinney Vento students to remove barriers that keep them from coming to school

Community Liaison -Additional staffing to do home visits related attendance and other challenges students/families may have

Breakout Room 6 Gap between performance of English Learners and other student populations. When students are at school, learning occurs. Music teachers notice that when students have a music class on a given day, students attend. RUSD lags behind in chronic absentee data in comparison to the state.



Thinking about the data I just saw (ELA, Math, Science, Attendance, etc.):

**I know \_\_\_\_\_ based on (my experiences), and I believe \_\_\_\_\_ would improve (scores/ the student experience) for (all/ a group of) students.**

**Examples:**

**@thestudentdesk:** *I know that my son is in the 7th grade and he hates reading fictional stories and his required reading is usually fiction. I believe that providing more non-fiction books to libraries and subscribing to magazines and e-zines for students would improve literacy and ELA scores on the CAASPP for other students like my son.*

**@theschool:** *I know that my daughter sometimes gets anxious and I notice it because she cries when it's time to do things in a large crowd. I believe that teaching students mindfulness strategies would improve her school experience for other students like her.*

**@thelarger school community:** *I know that my sister is going through a really hard time because of COVID and her 3 kids are having a hard time just making it to class. I believe that she is not the only one in this situation. I believe that helping to connect families to community resources would improve attendance for students that are often absent.*

**Breakout Room 1**

1. Students are more engaged when they participate with in other activities (VAPA, STEM, robotics)
2. The repetition between teachers
3. Use of Thinking Maps
4. PLC, teachers working together, being consistent with what they are teaching and how their students are learning.

5. Feeling accepted
6. Students thrive with consistency and strong leadership. Use of graphic organizers, the consistency with lesson presentation between teachers.
7. Doing away with the "teaming" of middle school students.
8. Restructuring of the Intervention class
9. The evaluation of the Intervention classes. What we are doing has not worked, does not work.
10. Having a group that can honestly address the program.
11. We have taken humanity out of the schools, they can't be kids. They need to enjoy school
12. Being able to take meaningful electives (drafting, woodshop, home economics, VAPA)
13. We are forcing the kids to be little computers and do nothing but test.
14. Change our approach to testing.
15. Adults model the behavior we want the students to have. Allow the students to make stupid mistakes but we as the adults to model acceptable behaviors and not always talk about suspensions and punishments.
16. Allowing the children to be children. Make connections, getting to know your students

Breakout Room 2 1. Students having more access to Music and VAPA 2. The lack of choice for students in Electives in secondary 3. More access for student involvement in VAPA and Music at elementary; Trickle-up effect; Those Ss have the foundation when they reach secondary 4. Ss feel good about themselves/build self-esteem 5. Ss will need more engagement and interaction once we return from COVID; build community in classes, schools, community; have to work with others; how to fit in a group; Cooperative skills 6. Starting music early is beneficial for students in the later years.; Important for Ss to have access to music at least by 4th grade 7. Counseling for the Ss is needed; it's taken a toll on Ss dealing with quarantine and being isolated from friends 8. Tutoring resources at school and/or the community 9. Platforms for Communication need to be considered to ensure that families get all of the information they need/ schedules, etc. 10. Wind/Brass instruments - consider safety regulations from State or CDC 11. Music Ts serve 4 schools each - once we are in hybrid, they need guidance on how to accomplish their goals of serving teachers and students; smaller groups for classes/lessons, six feet apart 12. Virtual learning is difficult for beginning Ss, so smaller classes would be more effective - would need more Ts, however. 13. Take into consideration that everyone learns differently 14.

### Breakout Room 3

#### @thestudentdesk:

Students need to relate to what they are learning. Go in depth. Not just superficial facts.

#### @theschool:

Student guided elective and extra-curricular activities (middle schools). Offer students classes that they're interested in. The classes should be guided by student interest.

Project based/inquiry based learning in the core subject areas.

#### @thelarger school community:

Getting businesses involved in the schools.

Exposing students to different career opportunities at an early age. Field trips to different businesses are needed.

#### Breakout Room 4

@studentdesk: one-to-one devices; students taking devices home

Provide mobile hotspots for every student

Teacher budget to purchase items classroom

- List of approved vendors
- Broader list of vendors

Integrated curriculum to the students (science and arts)

@the school

Motivational speakers for students, like Robert Jackosn to inspire students, give them hope

Rewards for perfect attendance; field trips

Provide sports and activities

Integrated curriculum to the students (science and arts)

Therapy - emotional support

Career Days

@the larger school community

More bus stops

City of Rialto to help with transportation (Omni); free bus transportation for our students

Integrated curriculum to the students (science and arts)

Get community resources involved with the schools

Internships within the city for high school students

Drivers Education program that would partner with the district

#### Breakout Room 5

@student desk- Engaging assignments, apply to real life, interactive hands-on experiences.

-1-1 Technology Pre-k-12

@the school- connect socially, continue use of technology, assist with individualizing work.

**Offer hybrid education** in the school, may also be used as an alternative to suspension.

Access to music and support from school and teachers. Students are motivated when they have a music class day

Restorative practices, PBIS, teach to manage behaviors

@the community-school community - village mentality - many/all win

going beyond the diploma - out into the community -

involve city government with student government - value of voting and participating with community

businesses - what employers want and need in skills- come talk with students, career options

Community Liaison staff

Invite community onto the campus- building relationships with families.

Breakout Room 6 - @student desk = Once returning to in person instruction, there will be a need for many materials. (e.g. VAPA - no longer shared materials); Students will need to experience success as well.

The need for 1:1 technology devices will most likely continue. When returning, care will need for transition back to in person. So many facts and data is out there; and there will be a need to address social emotional needs of students when they return. Music programs may be helpful during this transition. Currently, with distance learning students are moving from screen to screen.

Students will be coming back to a unique situation - class sizes, etc. Instruction needs to be focused and include social-emotional learning.

Music and arts could be the “starters” to return to the new normal. Even though we have been in distance learning for awhile, students are still adjusting.

At the school, students need culture, experiences, and classes that motivate them to be there.

Examine transportation concerns that may exist. (Impact on attendance.)

Important to Connect families with support resources.

Distance learning put both teachers and parents in a new environment and new connection.

Opportunity to come together as partners if we return to parent involvement occurs in a vacuum.

Heal and reconnect with the arts.

5-8 min BREAKOUT  
#2



## YOUR VOICE MATTERS

Data can be confusing, do you have any questions or comments

- **I think the data is saying \_\_\_\_\_ . Am I understanding that correctly?**
- **I don't understand \_\_\_\_\_.**
- **To me, the most important thing about the data is \_\_\_\_\_.**

5-8 min SESIÓN DE GRUPO  
#2

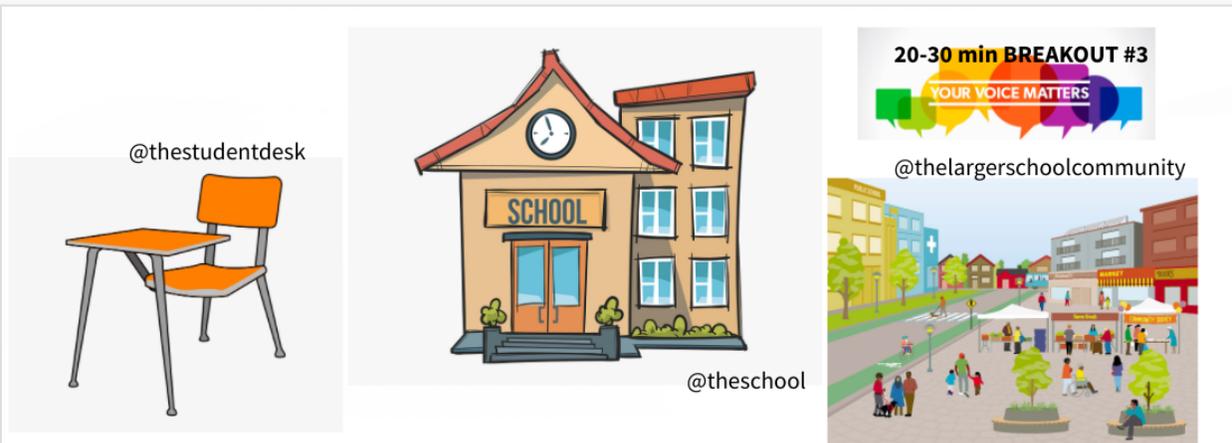


## SU VOZ ES IMPORTANTE

Los datos pueden ser confusos, ¿tiene alguna pregunta o comentario?

- **Creo que los datos dicen \_\_\_\_\_ . ¿Estoy entendiendo eso correctamente?**
- **No entiendo \_\_\_\_\_.**
- **Para mí, lo más importante de los datos es \_\_\_\_\_.**

3:00-4:30 Meeting: Data shows that our children need a lot of help in many areas, I feel that tutoring is necessary. I believe in after school tutoring and more tutoring should be made available. My children benefited from tutoring offered in Reading.  
Another parent, tutoring has also helped my children.  
Sometimes children miss class because the internet fails. Children should be recognized more often, which will serve as a motivational incentive.  
When ParentVue was offline I could not check my children's grades or attendance.



Thinking about the data I just saw (ELA, Math, Science, Attendance, etc.):

**I know \_\_\_\_\_ based on (my experiences), and I believe \_\_\_\_\_ would improve (scores/ the student experience) for (all/ a group of) students.**



Pensando en los datos que acabo de ver (ELA, Matemáticas, Ciencia, Asistencia etc.):

**Sé que \_\_\_\_\_ basándome en (mis experiencias) y creo que \_\_\_\_\_ mejoraría (las puntuaciones/experiencia del estudiante) para (todos/un grupo de) estudiantes.**

**Examples:**

**@thestudentdesk:** I know that my son is in the 7th grade and he hates reading fictional stories and his required reading is usually fiction. I believe that providing more non-fiction books to libraries and subscribing to magazines and e-zines for students would improve literacy and ELA scores on the CAASPP for other students like my son.

**@theschool:** I know that my daughter sometimes gets anxious and I notice it because she cries when it's time to do things in a large crowd. I believe that teaching students mindfulness strategies would improve her school experience for other students like her.

**@thelarger school community:** I know that my sister is going through a really hard time because of COVID and her 3 kids are having a hard time just making it to class. I believe that

*she is not the only one in this situation. I believe that helping to connect families to community resources would improve attendance for students that are often absent.*

3:00-4:30 Meeting: Yolanda Beas: Creo mucho en las tutorías. Creo que se deben ofrecer mas porque mis hijos han subido con tutoria en lectura.  
Tutoria de la misma maestra para que ensene de la misma manera.

Valeria Ochoa: esta de acuerdo que tutorias han ayudado mucho a sus ninos.

absentismo escolar:

Yolanda Beas:

Muchos factores, como internet falla mucho puede ser eso. En clase se debe dar mas incentivos, como helados.

Valeria Ochoa: de la escuela llamar a los papas para avisar. Parent vue falla y depender solo en eso no funciona. Se tienen que hacer llamadas a la casa.

Angela Brantley: clarifying data. Difference between truancy (unexcused absences). The state now looks at chronic absentee data. No matter what the reason is if students are absent more than 10% of their year, it is going to impact their academics. Incentivizing the entire school.

Valeria Ochoa: variedad de clases. A los estudiantes se les da la oportunidad de escoger sus clases pero no se las dan.

5-8 min BREAKOUT  
#2



Data can be confusing, do you have any questions or comments

- **I think the data is saying \_\_\_\_\_ . Am I understanding that correctly?**
- **I don't understand \_\_\_\_\_.**
- **To me, the most important thing about the data is \_\_\_\_\_.**

Breakout Room 1- Is the data broken down...do we know the reasons? What's happened that our math scores have dropped. The old test was more algorithm based and now it is less language based. ELA and RFEP students have to be doing well and not surprised that they are doing well. They struggle in language because of the same reason.

Chronic Absenteeism rate, foster youth and AA students are high. If data shows suspension data that correlate with the absenteeism data.

Breakout Room 2 The difference between the data for English Learners and Reclassified students was noted. Conversation centered around the root cause of why there are students that make it to the RFEP category and what makes their experience different from those who end up becoming LTELs. Mention of support for students coming in and emphasizing learning English as soon as possible. Discussion centered around supports that parents could receive to support continued primary language development in the home to support literacy skills. Opening more DLI programs was also mentioned as well as their being a need to support LTELs with specific actions.

Foster youth data was also discussed. First 5 skills was also something that could benefit foster parents in their support of students. Support with mental health services was also mentioned as something that would benefit foster youth.

Breakout Room 3

Have there been any questions as to why there are no other race/ethnicity categories other than the African American group? Presently, in RUSD, the African American group is the 2nd largest ethnic group. Also, without the focus on this group, they may continue to achieve at a lower level than other groups.

How can the arts help in any way with absenteeism, achievement? The arts are important in

the development of children. If we are addressing the whole child, offering opportunities to participate in the arts will be a benefit.

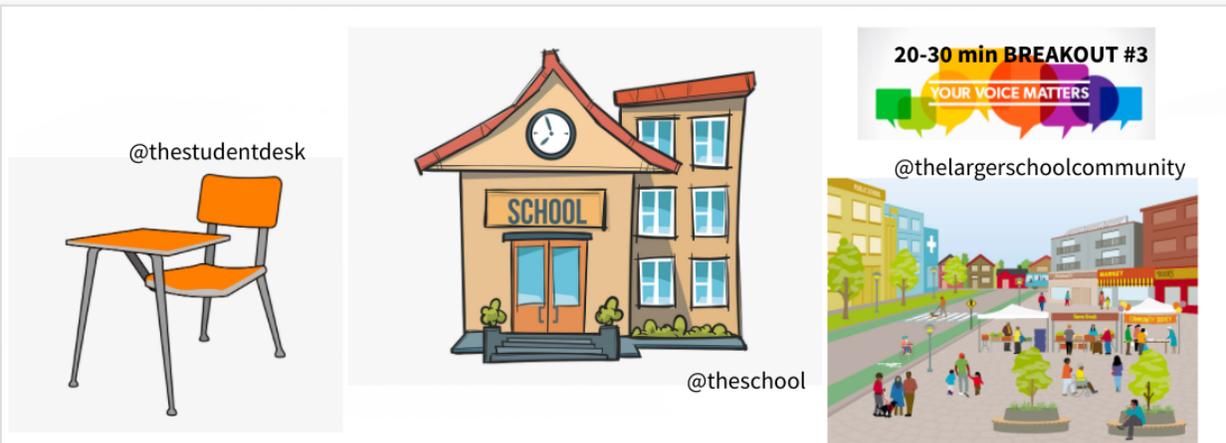
I notice that the RFEP group is achieving at the highest level in our District. What are we doing with this group that we might be able to do with other groups? This is something that we must look at.

What can we do about Math achievement? Our ELA scores seemed to have risen between 17-18 and 18-19. The District is continuously working to provide all teachers with professional development to shift teaching strategies to focus on deep conceptual understandings instead of the memorization of math facts and formulas.

#### Breakout Room 4

#### Breakout Room 5

- Based on the data we need to focus on Math overall and English. We have had this problem with the math for a while. Maybe the teachers need to be more motivated. When my daughter is engaged with the teacher the scores go up but when she's not engaged then her scores go down. Ex: A teacher in LA used to play rap and that increased achievement.
- We need something to make science attractive and fun!
- Transportation may be an issue for absenteeism
- Phone calls to parents to find out what is happening when there is chronic absenteeism, have meetings with families to find out if there are any issues.
- We have to come together and work together for support.



Thinking about the data I just saw (ELA, Math, Science, Attendance, etc.):

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**Examples:**

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Breakout Room 1

@student level

When students return we need more SEL supports, self-assessment tools to collect their feelings/opinions to then provide support with self-regulation, etc. This will improve academics, attendance and discipline data.

@ school level

Teacher training on how to provide SEL training and understanding unconscious/implicit bias training

Additional counseling support especially at the elementary level

Culturally Responsive teacher training

ABA training with teacher to use these skills to support all students in the classroom

Use art/music etc to give kids a way to connect to school and their passion

@community level

Case management for families who are homeless. How do we support beyond the 3 month

emergency housing provided by RUSD. SB County Project Room Key( long term hotel assistance) Assist with access to housing, medical care, employment, etc.

Breakout Room 2 ction - Have a designated person to work with students to goal set, to look at achievement, to work with teachers to implement practices that are going to make a difference. Could there be someone who would be responsible for more direct monitoring of student progress. Focusing on creating a greater connection and making a connection between school and family creating a system of accountability.

Action- Need support in the classroom - a teacher's aide for at least 3 hours. Now each teacher is allotted 30 minutes, class sizes are large, students need more support. There could be a different position, maybe college students instead of instructional assistants. What other positions could be created to be of support? Teachers need more adults to assist in the classroom. Those adults do not necessarily need to have an AA. At this time there are so many students in the classroom that it is difficult to give each one personal attention.

Action - Practices need to change, strategic plan to monitor students, ELs may need a more focused way to be monitored such as a process similar to an IEP. Students want to feel a part of the community.

There is the issue of having a large budget in Categorical but not being able to spend those funds on what is really needed such as support staff that could

Increase Dual Language Programs in RUSD. Support bilingual development of our students.

Additional position in CWA to support McKinney Vento and Foster youth. At this time there is only one position. Another person is needed to support students in both groups.

Illuminate is not serving our purpose. We have many accounts that have not been accessed. If we eliminate this what can we do instead. Consider Synergy assessment and using "Whonuit" for real time data access.

Continue "Student Success from Panorama Ed" it's great, allows academics, attendance, discipline and SEL survey results to be seen at the same time.

Continue "ELlevation" to reclassify and monitor ELs.

### Breakout Room 3

From my experience I believe that a connection between music and dance and drama to the core subjects (especially ELA and Math, but also Science and Hist/SS) would improve academic achievement and self-esteem of our students.

My children like to have more relatable information. For example if there was a scenario where he could use this math concept in everyday life, this would help students connect to the information. How can I use this information?

If we could expand our ebook capacity it would allow students to have greater access to a large bank of materials. We've been looking at SORA to give our students more access to books. Also, Safari Montage is a huge database of videos. Teachers could use video clips

like Khan academy as an introduction or expansion of learning. We'll be doing more things online and these resources will give our teachers a larger bank of resources...allows students more choice, allows teachers more choice...more enriching materials.

This year, we purchased Literacy Pro. It would be interesting to see if students are using this resource. Lit Pro is only Scholastic Books.

Digital Service Learning is more doable. The "why" is important. So, any opportunity for Digital Service Learning will make the "why" evident to students and engage students at a higher level.

What kind of programs do we have for social emotional learning or support for issues that students may be experiencing? PBIS does include this social emotional piece. Over the last few years, we have hired actual clinicians (Therapeutic Behavioral Specialists), opened up Wellness Centers at the High Schools and Middle Schools. Through the Student Services Department we offer services to our Homeless Youth and Foster Youth, striving to address the whole child.

Many times our Foster Youth have just been through a traumatic experience of being removed from their home, then within 24 hours must be enrolled in a new school. Many times, they are required to sit in a classroom and do whatever everyone else is doing. We would like to see some sort of transition program for our Foster Youth to make joining a new school community easier. Perhaps for the first few days, students can spend time meeting staff and students during recess, instead of immediately going into the new classroom. It would be nice to give our Foster Youth students a "swag bag" with maybe 2 or 3 school t-shirts, trinkets, toys, snacks, etc. Also, they may need someone to talk to. We want to make their entry to a new school community as painless as possible.

If a child feels that adults know who they are and adults respect who they are, they will surpass expectations academically and behaviorally.

Breakout Room 4 Have meetings with principals and counselors and find out who is having problems with **attendance**. Look for solutions. Start with the school, then look to the parents. How can we make change and support success? It may be a cry for help on the student's part. Support their emotional needs. Give them a place to talk in a safe space. Keep building wellness centers with therapists/counselors for support. A personal phone call to parents would help and then we find a solution together. What resources are available to parents? Share those. Build awareness as to what is available at the school site for support as well. Additional tutoring resources which is flexible (in person or virtual) and allows different students to take advantage of it. Offer buses through public transportation

## **LCAP Goal 1 Action Team Recommendations**

### **A. Student Supports: Academic and Wellbeing**

- Offer after hours support for students/families**
- Utilize credentialed substitutes and retired teachers for support**
- Utilize outside tutoring agencies for support (that include direct communication w/families in Eng/Span and other languages)**
- Self-care support: stress, anxiety, virtual trips (provided by in-house TBS team)**

### **B. Professional Development**

**Develop a series of professional development sessions centered around equitable practices that includes culturally and linguistically responsive teaching, implicit and explicit biased training, inclusive practices and trauma awareness/building relationships. This series should be given over three years and should be mandatory for all staff members that work with students.**

### **C. Math Resources**

**Commit resources to fully investigate the best options for conceptual math adoptions for k-12 that address language and culture. Resources would include time for stakeholders to research and pilot materials.**

### **D. Social Emotional Support**

**Fund mentors/peers/cross-age tutors to ensure that students can get together to share their own personal emotions amongst themselves, to collaborate, to ask questions, to have weekly check-ins, to have fun, to socialize, and to participate in clubs.**



## Recommended Actions from the African American Equity Action Team

<b>Academic Achievement</b>	<b>Social-Emotional Wellness</b>	<b>Family/Community Engagement</b>
<ul style="list-style-type: none"> <li>● Implement Culturally and Linguistically Responsive Teaching and Learning District wide</li> <li>● Implement Implicit Bias and Cultural Competence Training District wide</li> <li>● Purchase diverse History curriculum that includes the African diaspora</li> <li>● Provide diverse, engaging history learning experiences for students and staff</li> </ul>	<ul style="list-style-type: none"> <li>● Virtual Community Circles needed at High Schools:               <ul style="list-style-type: none"> <li>○ Commitment of Admin/Staff</li> </ul> </li> <li>● Develop Alternative Responses to Student Actions/Behaviors               <ul style="list-style-type: none"> <li>○ Focus on Root Causes</li> </ul> </li> <li>● Build Positive Relationships</li> </ul>	<ul style="list-style-type: none"> <li>● Rebuild and Continually Strengthen Trust with Black Families</li> <li>● Provide Parent Trainings on Culturally and Linguistically Responsive Teaching and Learning</li> <li>● Provide Parent Resources for Black History Throughout the Year</li> </ul>