

Revision Summary

LCAP 2021-24



September 2021



LOCAL CONTROL:

The Legislative History

THE LOCAL CONTROL FUNDING FORMULA

An
Introductory
Overview

The Promise
of a Better
Education for
California's
Students



LCFF

California's education system has undergone a massive shift in school funding & monitoring. Enacted in 2013, the Local Control Funding Formula (LCFF) replaced the previous Funding revenue limits & categorical programs, that had been in effect for 40 years, with a simplified system of grants:

BEFORE



Revenue Limits & Categorical Programs

NOW



Base
Grant

Supplemental
Grant

Concentration
Grant

3 Pillars of LCFF

Removing the old system's restrictions & red tape, LCFF encourages creative, innovative, and resourceful solutions at the local level:



EQUITY

High need LEAs* get the funds needed to close achievement gaps, moving from equality towards equity.



LOCAL CONTROL

Decisions are made locally to meet local needs, moving from top-down orders to ground-level solutions.



CONTINUOUS IMPROVEMENT

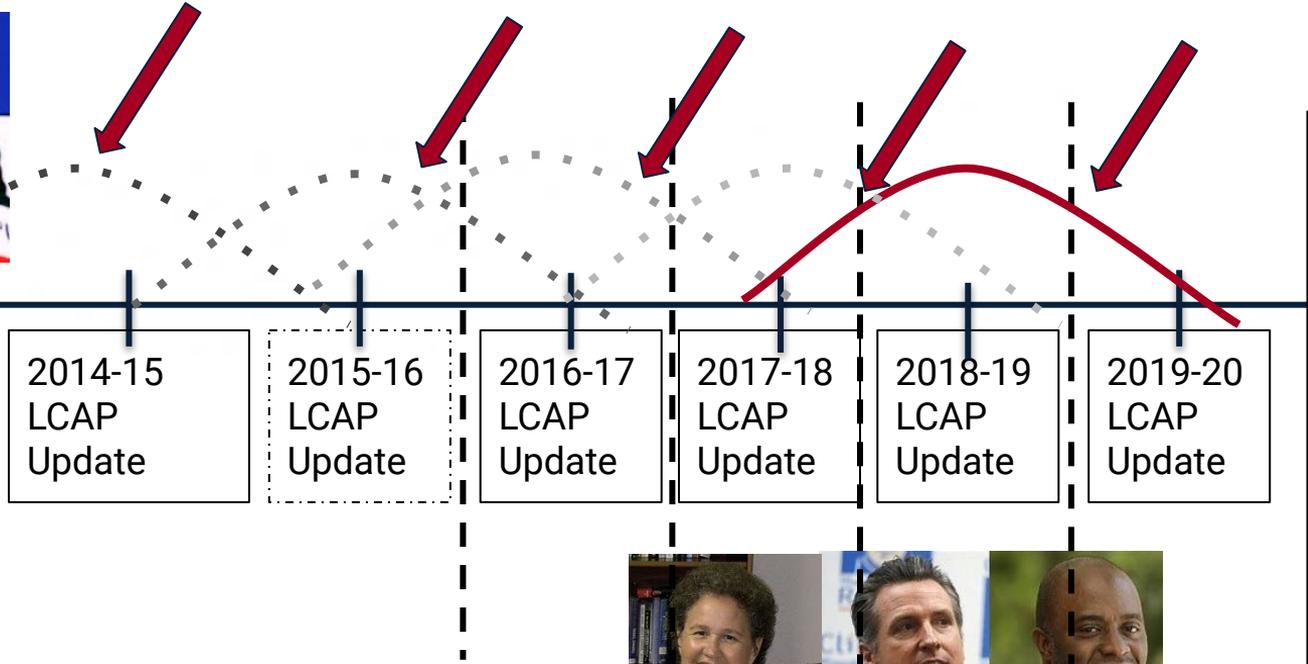
Every year will get better, moving from compliance towards incremental improvement, and leading the way to increased equity and accountability.

Local Control & Accountability Plans

What is the LCAP?

The **Local Control and Accountability Plan** (LCAP) and Annual Update Template documents **communicate** local educational agencies' (LEAs) **actions** and **expenditures** to support **student outcomes** and **overall performance**.

Journey to a true 3-Year LCAP



2013 - LCFF
(Local Control
Funding
Formula was
approved)

2013-14 - 1st
LCAP Draft of
3 year plan

2014-15
LCAP
Update

2015-16
LCAP
Update

2016-17
LCAP
Update

2017-18
LCAP
Update

2018-19
LCAP
Update

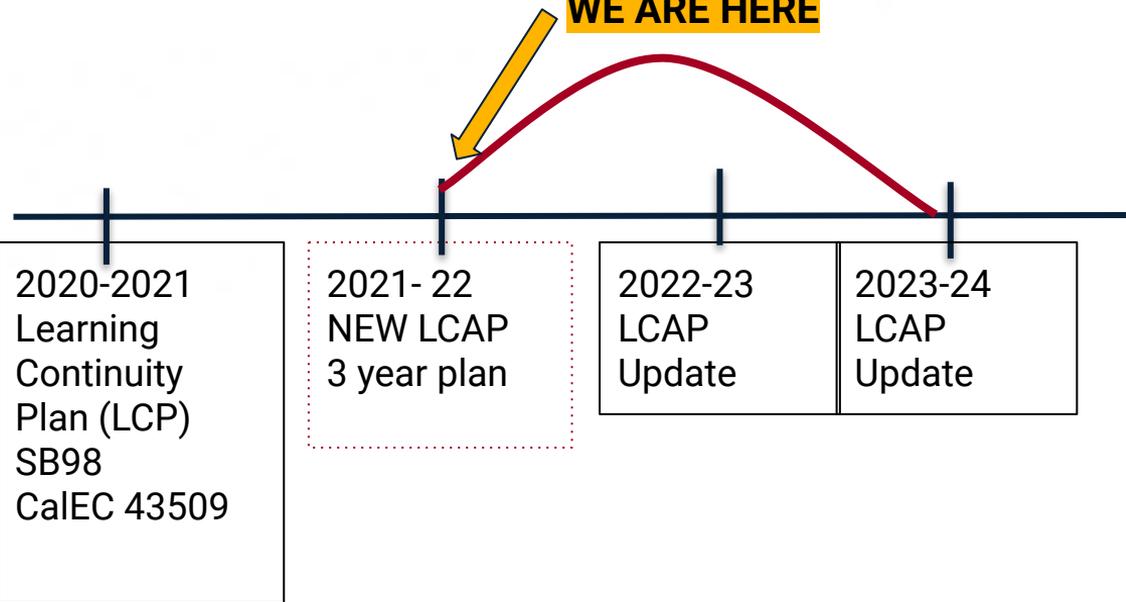
2019-20
LCAP
Update



2018 - Governor election

New 3-Year Cycle: LCAP 2021-24

WE ARE HERE



LCAP: Summarizing the Goals



Goal 1: Achievement
Services at the
Student Desk



Goal 2: Conditions for Learning
Services at the School



Goal 3: Engagement
Services in the
Community

Goal 1: Achievement

Sustained Actions

- **Dual Language Immersion**
- **VAPA Teachers**
- **College and Career Readiness**
- **Technology Devices and Instructional Technology Assistants**
- **Math Intervention**
- **Reading Specialists for Inclusion**

New Actions

- **Literacy and Numeracy**
- **Diversified Curriculum**
- **Naviance**

Literacy and Numeracy Initiative

- ★ **1st grade classrooms **Co-Teaching** by two certificated teachers for differentiation & support (10 schools)**

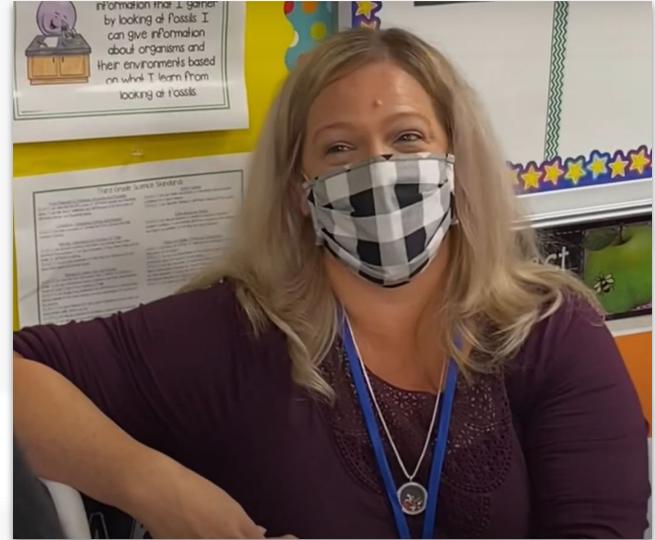


- ★ **Five **District Coaches** to support and train teachers and parents (3 Math & 2 ELA)**
- ★ **Provided 24 in-house trainings for 595 teachers to start the year**



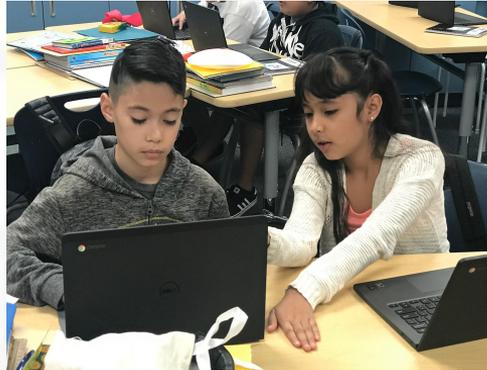
Reading Specialists

- ★ **1-3 grade level 62 Reading Specialists that will push into classrooms to provide daily differentiated support**
- ★ **9 Secondary Reading Specialists to support our most struggling readers at middle and high school**



Student Devices and ITAs (1.12)

- 1:1 devices
- 1st grade → Chromebooks
- ITA → all elementary, middle schools and Milor HS



LCAP: Summarizing the Goals



Goal 1: Achievement

Services at the
Student Desk

Goal 2: Conditions for Learning

Services at the School

Goal 3: Engagement

Services in the
Community

Goal 2: Conditions for Learning

Sustained Actions

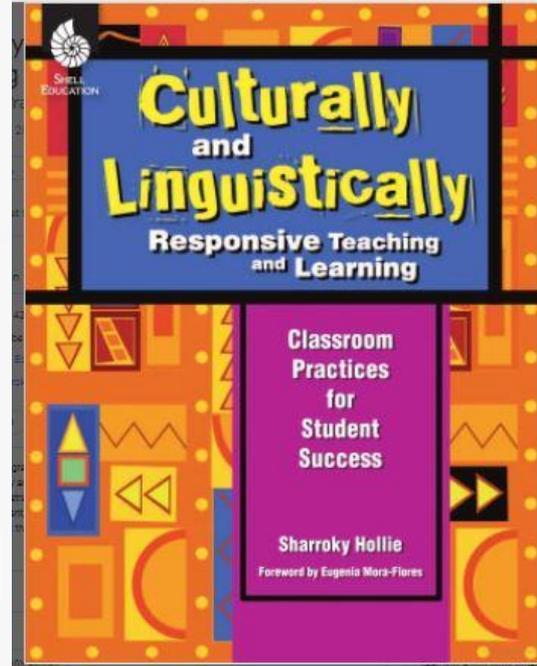
- **Teacher Induction**
- **Emerging Linguist Specialists and Site English Learner Facilitators**
- **Elementary Strategists**
- **School Site Strategic Planning**
- **Multilingual Programs**
- **Professional Development**
- **SocioEmotional Learning**
- **Professional Development**
- **Secondary English and Math Coaches**

New Actions

- **Culturally Responsive Teaching and Learning**
- **Equity and Implicit Bias Training**
- **Literacy Training**
- **Numeracy Training**
- **Special Education and Inclusion**
- **STEM Training**

Culturally and Linguistically Responsive Teaching (2.4)

- Culturally and linguistically responsive teaching (CLRT) is the use of language, cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to, and effective for, them. A major goal of CLRT is to reverse patterns of underachievement for students of color. CLRT requires teachers to recognize the cultural capital and tools that students of color bring to the classroom and to utilize their students' cultural learning tools throughout instruction.



Social Emotional Learning (SEL) Professional Development

- Ongoing PD to support implementation of SEL Curriculum
- PBIS Tiered trainings
- Restorative Practices and Trauma Informed Practices Trainings

Leader in Me	Second Step	Caring School Community	Panorama/Other	BARR/Naviance
Bemis	Boyd	Fitzgerald	Kordyak	Carter
Casey	Curtis	Hughbanks	Morgan	Jehue
Dollahan	Dunn	Werner		Kolb- Project Wisdom
Frisbie	Kelley			Kucera
Kelley	Morris			Rialto High
	Myers			Rialto Middle- Project Wisdom/BARR
	Simpson			Eisenhower?
	Henry?			



Rialto Unified School District

PBIS TIER 1, 2, & 3 BOOSTER TRAINING

Who: This training is for new Internal coaches, new pbis team members, and/or any members that want a refresher.

Dates:

Tier 1 Booster: August

Tier 2 Booster: October 12, 19, & 26

Tier 3 Booster: November 9, 16, & 30



Location: PDC (S1)

Time:

Elementary: 2:30pm-3:30pm

Secondary 3:30-4:30pm

[Registration link](#)

*Each session has a limit of 25 participants

For inquiries, call 873-4336 ext. 2389
or email adavila@rialtousd.org

LCAP: Summarizing the Goals



Goal 1: Achievement
Services at the
Student Desk



Goal 2: Conditions for Learning
Services at the School



Goal 3: Engagement
Services in the
Community

Goal 3: Engagement

Sustained Actions

- Support McKinney-Vento and Foster Youth Liaison
- Wellness Centers
- SocioEmotional Learning Mental Health Services
- Safety Intervention and Support Services
- Family Engagement
- Equity and Cultural Community Engagement
- Rialto Equity Councils

New Actions

- Engagement of students during extra-curricular activities
- Engagement of students in during the school day extra-curricular activities
- Student and Community Engagement

Wellness Centers

Middle School Student Success Strategist:

- As a Student Success Strategist we are here to promote and support wellness. We will focus on social emotional learning with our students, linking families to resources, and collaborating with staff.
- Middle School Level- Focus on embracing the culture of the school community in order to ensure guidance through collaboration with staff on **Multi-Tiered Systems of Supports (MTSS)**

Rialto MS

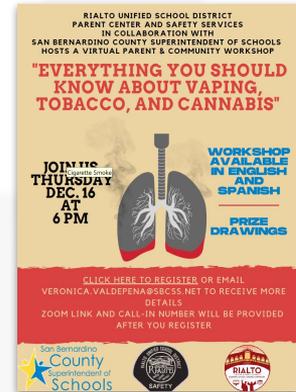
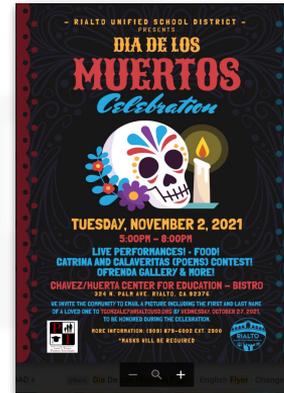
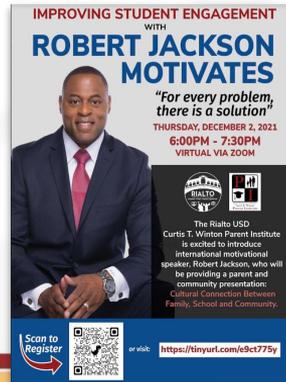


Kucera MS



Family Engagement (Parent Institute)

- RUSD Parent Institute has collaborated and partnered with various service areas and parent teams to host engagement events.
 - Robert Jackson Motivates – Cultural Connection Between Family, School and Community.
 - San Bernardino County and Rialto Safety – TUPE
 - Dia De Los Muertos
 - Parent Summit





8

Participants



2

Thoughts



0

Ratings



0

Ratio

4:00 ⁺  ₋



tejoin.com

552-383-741

As we continue to address our LCAP goals, what are some things you think we are doing well and what are some things we can focus on in order to improve?



New Questions
