

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	\$195,341,459.00
Other State Funds	\$35,529,205.00
Local Funds	
Federal Funds	\$26,238,533.00
Total Funds	\$257,109,197.00

Type	Totals
Personnel	\$217,529,424.00
Non-Personnel	\$39,579,773.00



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 Based on feedback from parent advisory committees as well as success of students in achievement of the grade level content standards, 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 will 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> <p>This action sets in motion the staffing needed for current program funding as well as the new DLI classroom at Bemis, Curtis, Dunn, Trapp and Werner Elementary Schools.</p> <ul style="list-style-type: none"> • Administrators, teachers and BIA's will collaborate (Title III) to ensure continuous improvement of the DLI program (Title III). • The Administrator for Multilingual Programs will continue to monitor and support this program. 	<p>\$584,697.00</p>	 <p>English Learners Low Income</p>
<p>1.2</p>	<p>Dual Language Immersion - Materials In support of the current and new classes for Dual Language Immersion, instructional materials for the core content areas in Spanish/English Language Arts, Math, Social Studies and Science as well as supplemental instructional materials in Spanish.</p>	<p>\$80,100.00</p>	 <p>English Learners Low Income</p>
<p>1.3</p>	<p>Dual Language Immersion - Targeted Instructional Assistants Based on feedback from review of programs and from DELAC (District English Learner Advisory Committee), an additional 25 instructional assistants will be hired to support Dual Language Immersion students in grades kindergarten through second grade. The purpose of these assistants will be to allow for small group configuration for additional oral and written language practice of students who are enrolled in the DLI program.</p>	<p>\$85,000.00</p>	 <p>English Learners Low Income</p>
<p>1.4</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. In addition 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>\$15,000.00</p>	 <p>English Learners Low Income</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.		
1.5	<p>VAPA Teachers and Music Teachers Based on feedback from stakeholders that include teachers, administrator, parents and community members provided during community meetings, the District will maintain 5 Elementary Music Specialists and 11 Elementary VAPA teachers to provide instruction in Visual and Performing Arts to provide grade 1st - 5th grade with lessons in the areas of art, drama, music as a mode to provide enrichment and additional experiences that at risk students may not individually have the means to participate in.</p> <p>In addition, this action allows for necessary materials to support the Elementary Music and VAPA programs as a way to support students' well rounded education.</p> <p>The Academic Agent for Special Programs will supervise these activities and monitor progress.</p>	\$2,676,344.00	 English Learners Foster Youth Low Income
1.6	<p>Diversified Curriculum Based on feedback from stakeholder groups, specifically equity action teams, the need to increase diversity and cultural representation in Rialto Unified curriculum has been expressed. Therefore, the following was suggested:</p> <p>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
1.7	<p>CCR (College Career Readiness) The district will provide Career Technical Education (CTE) pathways at high schools</p>	\$4,618,418.00	

	<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.</p> <p>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.</p> <p>Resources will be provided for programs such as:</p> <ol style="list-style-type: none"> 1. STEM RoCS- STEM in Robotics and Computer Science 2. STEM PHAN- STEM in Public Health and Nutrition 3. STEM I AM- STEM in Industry and Advanced Manufacturing 4. STEM LEAPS- STEM in Law Enforcement and Public Safety 5. STEM CARES- STEM Cultivates Active Responsible Environmental Stewards 		<p>Low Income</p>
<p>1.8</p>	<p>Naviance</p> <p>In support of the College and Career Indicator, various supports were researched and reviewed during the 2020-21 school year. Stakeholder feedback from LCAP Planning and Action Teams was also in support of product such as Naviance to support secondary students.</p> <p>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> <p>Implementation will be trained and monitored by the Lead Academic Agent Secondary Innovation, Lead District Counselor, and the STEM and College and Career Pathways Coordinator.</p>	<p>\$130,000.00</p>	 <p>English Learners Foster Youth Low Income</p>

<p>1.9</p>	<p>Online SST (Student Study Team) Process Based on feedback from teachers and administrators, a uniform process for the Student Study Team will be put in place with an online tool. This will allow for consistent use across schools and grade levels when students are referred and met/discussed during SST meetings.</p> <p>Implementation will be trained and monitored by the Lead Academic Agent for Elementary and the Lead Academic Agent for Secondary Innovation.</p> <p>Data gathered during 2021-22 school year be used to identify online tool to be purchased and establish budget for future implementation.</p>	<p>\$0.00</p>	 All Students
<p>1.10</p>	<p>Special Education - Transition Services and Curriculum For students who are identified with qualifying need, 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>In addition, Job Ready & Life Ready Curriculum is a comprehensive career education, job preparation, and life skills program for grades 6-12+ and will be purchased for those student requiring this curriculum.</p> <p>Finally, TeachTown Curriculum will provide Social Skills and Independent Living Skills curriculum for students who receive special education services.</p> <p>Implementation will be trained and monitored by the Lead Special Services Agent.</p>	<p>\$123,933.00</p>	 Students with Disabilities
<p>1.11</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 through this articulated standards document. Based on feedback from educators using this product, it has been deemed useful to assist in creating goals for students.</p> <p>Implementation will be trained and monitored by the Lead Special Services Agent.</p>	<p>\$89,000.00</p>	 Students with Disabilities
<p>1.12</p>	<p>Technology Devices and Instructional Technology Assistants Especially with district distance learning during the 2020-21 school year and with the increased purchase of technology to allow a 1:1 technology to student ration, 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>\$23,452,320.00</p>	 Low Income

	<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> <p>Implementation will be trained and monitored by the Agent for Academic Technology.</p>		
1.13	<p>Math Intervention As a District, in grades 6-8 specifically, approximately 75% of students report to be one to three (or more) levels below grade level on the Spring administration of the iReady assessment. Therefore, 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> <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>Implementation will be trained and monitored by the Lead Academic Agent Math, Science, and College and Career.</p>	\$255,000.00	
1.14	<p>College Entrance and AP(Advanced Placement)Testing With a district percentage of 88% of families qualifying for free or reduced lunches for their students, 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 to increase students opportunities to access these college preparation and entrance tests without families incurring the cost.</p> <p>In addition, the District will pay the AP (Advance Placement) 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 to ensure that they are providing instruction to meet the students' needs who are enrolled in AP classes and will take College Board assessments.</p> <p>Implementation will be trained and monitored by the Agent: Academic Technology and Lead Academic Agent Secondary Innovation.</p>	\$350,000.00	 Low Income
1.15	<p>Adaptive Diagnostic Testing Based on the need to provided a consistent, adaptive diagnostic, the District will continue implementation of an adaptive diagnostic assessment, iReady, as was implemented since the 2017-18 school year.</p> <p>iReady Diagnostic will be administered to students in grades K-8 and intervention classes in grades 9-12 three times a school year to provide a customized evaluation of each student and to track student growth over time.</p> <p>During the 2020-21 school year, this diagnostic was used in place of CAASPP assessments in English Language Arts and Mathematics for grades 3rd-8th and this local data will be used ongoing to support instruction and will be monitored in the LCAP.</p>	\$256,798.00	 English Learners Foster Youth Low Income

	Implementation will be trained and monitored by the Agent: Academic Technology.		
1.16	<p>Data Analysis Platform From stakeholder input at LCAP planning and action team meetings as well as feedback from district and site leaders, 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. This data system will allow for live data to be easily retrieved, reviewed, and monitored. Implementation of these new interfaces will be monitored at the district level in regards to usage as well as survey data from users on feedback of the two programs.</p> <p>Implementation will be trained and monitored by the Agent: Academic Technology.</p>	\$210,000.00	 <p>English Learners Foster Youth Low Income</p>
1.17	<p>Course Credit Recovery for Secondary Students 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 and prevent the need for additional credit recovery. <p>Implementation will be trained and monitored by the Lead Academic Agent for Secondary Innovation.</p>	\$976,619.00	 <p>English Learners Foster Youth Low Income</p>
1.18	<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. These specialists along with teachers at the site are trained in inclusive practices.</p> <p>In addition, these specialists are trained through Neuhaus Education Center with the latest research-based strategies and materials to teach reading, writing, and spelling to all students, including those with dyslexia. (Cost of training has been included in Goal 1 Action 22). Based on program expansion of other sites moving towards a full inclusion model, additional staff will be hired.</p> <p>Implementation will be trained and monitored by the Lead Academic Agent Elementary Innovation.</p>	\$1,094,693.00	 <p>Low Income</p>

<p>1.19</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; this program will be site based for elementary (at Henry Elementary) in addition to supports through Student Services and Zupanic (Secondary Independent School).</p> <p>Implementation will be trained and monitored by the Lead Student Services Agent.</p>	<p>\$442,340.00</p>	 Low Income
<p>1.20</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. These classrooms have been created and will be maintained for parents who do not meet the necessary qualifications for State Preschool classes. • This action was carried over from the 2017-20 LCAP as enrollment has continued at capacity for those classrooms. <p>Implementation will be trained and monitored by the Agent Early Education.</p>	<p>\$1,108,725.00</p>	 Low Income
<p>1.21</p>	<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. These Instructional Assistants will be assigned to classes with the highest number of English learners at the lower proficiency levels.</p> <p>Implementation will be trained and monitored by the Agent Multilingual Programs.</p>	<p>\$862,006.00</p>	 English Learners
<p>1.22</p>	<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>\$8,607,906.00</p>	 English Learners Foster Youth Low Income




	Implementation will be trained and monitored by the Lead Academic Agent Elementary Innovation and Lead Academic Agent Math, Science, and College and Career.		
1.23	<p>Literacy and Numeracy - District Support In addition, the District will hire five (5) District TOSA's (Teachers on Special Assignment)with expertise in literacy (2) & numeracy (3) to support and train teachers and parents in foundational literacy & numeracy at all elementary schools.</p> <p>These TOSA's will be centralized at the district level; however, they will provide centralized support and training as well as will regularly collaborate with site Reading Specialists, elementary site strategists, and secondary coaches for English language arts and Math.</p> <p>Implementation will be trained and monitored by the Lead Academic Agent Elementary Innovation and Lead Academic Agent Math, Science, and College and Career.</p>	\$530,444.00	 Low Income
1.24	<p>Literacy and Numeracy at the Secondary Sites Based on feedback from teachers and other stakeholders, the Literacy and Numeracy initiative will be present at all levels, including grades 6-12.</p> <p>To begin, 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 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. (Action in Goal 2) • To monitor and increase accountability sites will develop a walkthrough protocol tool and instructional rounds. • To monitor and increase accountability, all secondary sites will use the state Interim Assessments Blocks <p>All secondary schools will select and implement a reading intervention program for the sites 5% of students with the lowest reading level; curriculum will be purchased and trained using site based funds.</p> <p>Implementation will be trained and monitored by the Lead Academic Agent Secondary Innovation and Lead Academic Agent Math, Science, and College and Career.</p>	\$1,167,048.00	 Low Income


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.



<p>2.1</p>	<p>Teacher Induction - Core Service for Induction Teachers The Rialto Unified School District continues to provide its Induction Program for new teachers to clear General Education and Education Specialist teaching credentials.</p> <p>In accordance to Induction Standards, the Rialto Induction Program will:</p> <ul style="list-style-type: none"> • 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 Induction Mentor/Participating Teacher ratio of 1/20 • Provide Participating Teachers job embedded professional development options that meet their professional growth needs <p>Implementation will be trained and monitored by the Lead Academic Agent for Professional Learning and Induction.</p>	<p>\$1,127,786.00</p>	 <p>Low Income</p>
<p>2.2</p>	<p>Teacher Induction - Professional Development In support of the Induction Program for new teachers, the following Professional Development will be coordinated by the Lead Agent for Professional Learning and Induction will be available for participating teachers and mentors:</p> <ul style="list-style-type: none"> • 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 • Ongoing professional development will be provided to Induction Mentors • Substitute coverage for Participating Teachers to participate in peer observations of master teacher classrooms or participate in professional development • The Induction Program will 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 <p>Implementation will be trained and monitored by the Lead Academic Agent for Professional Learning and Induction.</p>	<p>\$335,421.00</p>	 <p>Low Income</p>
<p>2.3</p>	<p>Emerging Linguist Specialist and Site English Learner Facilitators Based on stakeholder feedback to increase site support and develop understanding of English learner needs, all elementary, all middle school and the</p>	<p>\$481,714.00</p>	

	<p>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. This position was created in the Fall of 2020 with the implementation of the Learning Continuity Plan and many sites reported positive feedback of this position as the site communicator on EL needs in addition to administration and support staff.</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>Implementation will be trained and monitored by the Agent for Multilingual Programs.</p>		<p>English Learners</p>
<p>2.4</p>	<p>Culturally Responsive Teaching and Learning</p> <p>Tiered Professional Development Supports for teachers, administrators and instructional support staff will be provided through the 2021-2024 LCAP. This action was included based on student performance data and gaps noted of underserved students as well as input received from Equity Action Teams.</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. • During the 2022-23 school year, initial training will include a specific overview to build foundation for all teachers (and other participants). <p>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>African American students, Latino Students, Lower Socioeconomic Students will be the focus.</p> <p>Implementation will be trained and monitored by the Lead Academic Agent for Professional Learning and Induction.</p>	<p>\$296,335.00</p>	 <p>English Learners Foster Youth Low Income</p>

<p>2.5</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, creating a foundation that subsequent LCAP years will focus on implementation with certificated and classified staff. Ongoing monitoring will occur within the Education Services Department where student dashboard data will be reviewed as well as training feedback from participants.</p> <p>Implementation will be trained and monitored by the Lead Academic Agent for Professional Learning and Induction.</p>	<p>\$100,000.00</p>	 <p>English Learners Foster Youth Low Income African American students, Latino students, Lower socioeconomic students</p>
<p>2.6</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>Implementation will be trained and monitored by the Agent for Early Education and the Academic Agent for Special Programs.</p>	<p>\$183,320,643.00</p>	 <p>All Students</p>
<p>2.7</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>Implementation will be trained and monitored by the Agent Early Education and the Academic Agent for Special Programs.</p>	<p>\$5,461,027.00</p>	 <p>Low Income</p>
<p>2.8</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, for the 2020-21 school year, elementary strategists will support grades 4th - 5th with the implementation of the Literacy and Numeracy Initiatives. For a portion of their work day, they will work with a small group of intensive students based on a review of local data, including iReady Diagnostic. This action was carried over from the 2017-20 LCAP and was requested and supported through feedback of LCAP action teams as well as site administration.</p> <p>Implementation will be trained and monitored by the Lead Academic Agent Elementary Innovation and Lead Academic Agent Math.</p>	<p>\$2,803,907.00</p>	 <p>Low Income</p>

<p>2.9</p>	<p>Literacy Training For the 2021-22 school year, tiered professional development supports for K-12 Teachers will occur as follows:</p> <ul style="list-style-type: none"> • Language Essentials for Teachers of Reading and Spelling (LETRS) training provided to all 1st - 3rd grad teachers to support Foundational Literacy. • Writing across the curriculum supporting the work of all sites around RACE and CER structures (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.) will be provided to all teachers in grades 6-12. Training will be provided to ensure these practices are embedded in all subject matters. Additionally, this support will happen through our Innovate Ed collaborative professional development. <p>Targeted Tier 2 Professional Development Supports (for Reading Specialists, Secondary Coaches and Elementary Strategists) will include:</p> <ul style="list-style-type: none"> • Specialized 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>Targeted Tier 3 Professional Development Supports (for individual teachers, parents, and students) will include:</p> <ul style="list-style-type: none"> • Based on feedback from teachers and staff, the Reading and Literacy Authorization courses will be available to all K-12 teachers and will be in collaboration with the University of Southern California. Over the course of this funding, this opportunity will be provided to any interested teacher. Enrollment and textbook will be paid for by the District for up to 100 teachers each academic year. This authorization will increase teachers' understanding of the foundations and theory of teaching reading to students at an age level. <p>Implementation will be trained and monitored by the Lead Academic Agent for Elementary Innovation and Lead Academic Agent for Professional Learning and Induction.</p>	<p>\$947,338.00</p>	 <p>English Learners Low Income</p>
<p>2.10</p>	<p>School Site Strategic Planning Since the 2016-17 school year, the District has worked to create a District Strategic Plan and completed a revision to this district plan during the 2019-20 school year. In turn, each school site has previously developed and will refine a its own site Strategic Plan during the 2021-22 school year. 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>	<p>\$193,478.00</p>	 <p>English Learners Foster Youth Low Income</p>

Implementation will be trained and monitored by the Lead Academic Agent Elementary for Innovation and Lead Strategic Agent for Strategics, Congruence, and Social Justice.

\$984,669.00



Low Income

2.11

Numeracy (Math) Training

For the 2021-22 school year, Tier 1 Professional Development Supports (for all elementary teachers and all secondary math teachers) will include an introductory professional development for all elementary teachers on math routines that support diverse learners.

Ongoing professional development for all 6th -8th grade math teachers will have a different focus each school year as follows:

- 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.

Ongoing professional development for all 9th-12th grade math teachers will be using visual models during specific course instruction.

- The annual foci will be: Math 1 in 21/22, Math 2 in 22/23, and Math 3 in 23/24.

Provide teachers with professional development on Digital Notebooks and note taking strategies for students.

- Tier 2 Provide professional development for numeracy specialists/Instructional Support Strategists (elementary) and math coaches (secondary)



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 (at the elementary sites), and coaches (at the secondary sites).





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.



Tier 3 Professional Development Supports (for individual teachers and/or parents) 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.

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.

Optional professional development will be offered on how to utilize instructional technology (like Desmos) in secondary math classes.

	Implementation will be trained and monitored by the Lead Academic Agent Math.		
2.12	<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; each training will be provided and monitored by the Department of Special Services. <p>Training for Education Specialists, General Education Teachers, Paraprofessional Trainings will include (based on individual site or program need):</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>Implementation will be trained and monitored by the Lead Special Services Agent.</p>	\$355,695.00	 <p>Students with Disabilities</p>
2.13	<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>Professional Development and Ongoing Collaboration will be provided to teachers at each Dual Language Immersion Site.</p> <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 classes at the secondary level using strategies appropriate for English Learners.</p>	\$199,310.00	 <p>English Learners</p>

	Implementation will be trained and monitored by the Agent for Multilingual Programs.		
2.14	<p>Social Emotional Learning (SEL) Professional Development Based on needs identified during the pandemic and previous years through surveys such as those provided through Panorama Education, 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 and will be purchased with site funds and trained and monitored at each site, based on curriculum/program selection.. • All RUSD school administrators will be Restorative Practices certified by the fall of 2021. <p>Implementation will be trained and monitored by the Lead Student Services Agent.</p>	\$430,343.00	 Foster Youth Low Income
2.15	<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 Diagnostic and IABs This training will be up to two to four hours per teacher at school site, based on schedule created and maintained by the Agent for Technology. Recordings of trainings will also be available on demand for teachers and administrators to view at their own convenience.</p> <p>Implementation will be trained and monitored by the Agent Academic Technology.</p>	\$61,478.00	 Low Income
2.16	<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 to implement this program successfully.</p> <p>Implementation will be trained and monitored by the Lead Special Services Agent.</p>	\$31,000.00	 Students with Disabilities
2.17	<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 	\$90,987.00	 Low Income


	<p>professional development will be provided by the Lead Induction and Teacher Support Mentors.</p> <p>Implementation will be trained and monitored by the Lead Academic Agent Professional Learning and Induction.</p>		
2.18	<p>STEM (Science Technology Engineer and Math) Training</p> <p>For the 2020-21 school year, Tier 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 will be planned, implemented, and monitored, based on the curriculum that may be piloted or selected. <p>For specialized training, Tier 2 Professional Development Supports (for elementary specialists, all middle school science teachers, or all high school science teachers) will be provided on science related topics.</p> <p>Tier 3 Professional Development Supports (for individual STEM elective teachers at the secondary level and/or parents)</p> <ul style="list-style-type: none"> Introductory professional development will be provided with materials that may be piloted and later adopted. <p>Implementation will be trained and monitored by the STEM and College and Career Pathways Coordinator.</p>	\$78,773.00	 <p>All Students Low Income</p>
2.19	<p>Secondary ELA and Math Coaches</p> <p>To support secondary content areas of English/Language Arts and Math, the District will maintain 19 Secondary Coaches to coach teachers on ELA and Math best practices, data analysis, and student support and monitoring. In addition, they will collaborate on a bi-monthly basis with content similar coaches and district leads to review current iReady and IAB data. Effectiveness will be monitored based upon coaching calendars and feedback from teachers after the delivery of professional development.</p> <p>Implementation will be trained and monitored by the Lead Academic Agent Elementary Innovation and Lead Academic Agent Math.</p>	\$2,297,355.00	 <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 - Staff Support</p> <p>During the 2019-20 school year, approximately 1.1% of the student population were identified as Foster Youth and 7.7% were identified as homeless. Therefore, the data suggests the increase of an additional 12-month classified staff member to support</p>	\$155,851.00	
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	<p>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>Supervision of this program and these staff members will be the Lead Academic Agent for Student Services.</p>		<p>Foster Youth Low Income</p>
3.2	<p>Foster Youth and Homeless - Additional Supports As originally outlined in the District's Learning Continuity Plan, Rialto Unified will contract with a Motel/Hotel to provide temporary housing for Rialto Unified families that are unsheltered due to economic hardship (McKinney-Vento). This support will continue for the 2021-22 school year as the community adjusts and returns to full functioning after the pandemic.</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> <p>Supervision of this program and these staff members will be the Lead Academic Agent for Student Services.</p>	\$605,000.00	 <p>Foster Youth Low Income</p>
3.3	<p>Engagement of students in extra curricular activities The District will support high school extra curricular activities to support socioeconomically disadvantaged students as well as maintain a middle school sports program.</p> <p>Supervision of this program and these staff members will be the Lead Academic Agent for Student Services and Lead Academic Agent for Secondary Innovation.</p>	\$874,966.00	 <p>Low Income</p>
3.4	<p>Engagement of students during school day Revision of some electives at the secondary level to align with interests of students will occur during the 2021-22 school year to increase engagement opportunities based on student interest.</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> <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 during the duration of the 2021-2024 LCAP.</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>	\$1,018,500.00	 <p>Low Income</p>

	Supervision of this program and these staff members will be the Lead Academic Agent Secondary Innovation and Agent for Academic Technology.		
3.5	<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> <p>No additional costs incurred.</p> <p>Supervision of this program and these staff members will be the Lead Academic Agent for Student Services and Lead Academic Agent Secondary Innovation.</p>		 All Students
3.6	<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> <p>Supervision of this program and these staff members will be the Lead Academic Agent for Student Services.</p>	\$457,000.00	 Foster Youth Low Income
3.7	<p>Wellness Centers Based on suspension and expulsion data since 2010, Rialto Unified supported the development of Wellness Centers at the secondary level were created, staffed, and implemented. The Wellness Center is an inclusive space that acknowledges the participatory relationship between place and people utilizing the unique structures in the regenerative space. The support staff of this regenerative place curates activities and levels of stimuli that regenerate a person's mental and physical energy to enrich and strengthen all the health benefits of being relaxed and happy.</p> <p>Wellness Centers will be maintained and staffed at the 5 middle schools, 3 high schools, and 1 continuation school. This action will be supported and monitored by the Student Services Department.</p> <p>Supervision of this program and these staff members will be the Lead Academic Agent for Student Services and Lead Academic Agent for Secondary Innovation.</p>	\$1,444,421.00	 Foster Youth Low Income
3.8	<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 students and families:</p>	\$2,664,451.00	

Therapeutic Behavioral Strategist (TBS)

Therapeutic Behavioral Strategists (TBS) have Licensed Mental Health Clinician to consult regarding clinical programming and triaging for students to insure clinical best practice.

- 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.
- Selective Supports will be utilized to provide targeted interventions for specific needs of students utilizing individual and group settings.

Emotional Health Therapist (EHT)

The EHT provide the following services:

- Tier III Social-Emotional Supports will be provided by licensed clinicians.
- Licensed Clinical Social Workers (LCSW)-
- Licensed Marriage and Family Therapist (MFT)

Targeted population for these supports and services are -

- 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

Tier III Services (Most intensive supports)

- 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



Supervision of this program and these staff members will be the Lead Academic Agent for Student Services.




3.9

Safety Intervention and Support Services


\$72,499.00



	<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>The Safety Intervention & Community Intervention Specialist 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 by the Safety Intervention & Community Intervention Specialist.</p> <p>Supervision of this program and these staff members will be the Lead Academic Agent for Student Services.</p>		<p>Low Income</p>
<p>3.10</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>Supervision of this program and these staff members will be the Lead Academic Agent for Student Services and Lead Academic Agent Secondary Innovation.</p>	<p>\$791,584.00</p>	 <p>English Learners Foster Youth Low Income</p>
<p>3.11</p>	<p>Family Engagement</p> <p>The District will maintain a District Parent Center - The Curtis T. Winton Parent Institute - to 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 and related resources.</p> <p>Moreover, the district will provide a variety of delivery modalities for parent classes and training available through the parent center, publishing a monthly calendar of events that will be placed on the district's web page.</p>	<p>\$847,173.00</p>	 <p>English Learners Foster Youth Low Income</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>Supervision of this program and these staff members will be the Lead Academic Agent for Professional Learning and Induction.</p>		
<p>3.12</p>	<p>Communication with Parents and Community Based on feedback from parent equity groups and parent participants in the LCAP Planning and Action Teams, 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 coordinated at the District level to include Blackboard, Inc. and Remind.</p> <p>Supervision of this program and these staff members will be the Agent Academic Technology, Academic Agent Special Programs, and Lead Academic Agent Professional Learning and Induction.</p>	<p>\$227,000.00</p>	 <p>English Learners Foster Youth Low Income</p>
<p>3.13</p>	<p>Website and Online Presence Based on feedback from staff and parents who participated in LCAP Planning and Action teams, the District, during the 2021-22 school year, will work to streamline communication for all stakeholders.</p> <p>Specifically, 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>Supervision of this program and these staff members will be the Lead Academic Agent Professional Learning and Induction.</p>	<p>\$615.00</p>	 <p>All Students</p>
<p>3.14</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>\$50,000.00</p>	 <p>English Learners Foster Youth Low Income</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>Supervision of this program and these staff members will be the Lead Academic Agent for Secondary Innovation, Lead Academic Agent for Elementary Innovation, and the Agent for Communication/Media Services.</p>		
3.15	<p>Chronic Absenteeism As an area of past District Differentiated Assistance (during the 2019-20 school year), this data and related factors remain a focus area. To support the District and school sites, Rialto Unified 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 Liaison, a 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>Supervision of this data and these staff members will be the Lead Academic Agent for Student Services and Agent for Child Welfare and Attendance.</p>	\$420,353.00	 <p>English Learners Foster Youth Low Income</p>
3.16	<p>Equity and Cultural Community Engagement In response to the various races and ethnicities present in the greater Rialto Unified community, 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 of these activities include Latino Heritage month, Black History Celebration, District Music Festival, District Art Fair, and the District Science and Engineering Fair.</p> <p>In addition, the District will support academic events that focus on instruction in the classroom, growth in academics, and reclassification of English Learners.</p> <p>Supervision of these events will be the Agents in Education Services.</p>	\$50,000.00	 <p>English Learners Foster Youth Low Income</p>
3.17	<p>Rialto Equity Council Beginning in the 2018-19 school year, the district established a Rialto Equity Council with group specific councils and teams, representing African American students, English learners, and students receiving Special Education services. Therefore, the District will maintain a stakeholder group made up of students, parents, teachers, administrators, board of education and community members to continue to address the needs of the underserved students.</p> <p>The Council will:</p> <ul style="list-style-type: none"> • Review and shape policy and procedures • Build collective awareness and capacity in equity 	\$30,000.00	 <p>English Learners Foster Youth Low Income</p>

	<ul style="list-style-type: none"> Recognize best equity practices. <p>Costs included in this action will be for training materials, printing and refreshments.</p> <p>Supervision of this council will be the Lead Strategic Agent: Strategic, Congruence, and Social Justice and the Lead Innovation Agent.</p>		
3.18	<p>Family Engagement - Part 2 - District Committees</p> <p>Rialto Unified will maintain a committee of parents representing lower socioeconomic students, English learners, Latino students, and African American students and community stakeholders' representative of the District's student population for the evaluation and development of the annual review of the 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"> 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 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>This action will specifically be monitored and support by the Lead Academic Agent for Professional Development and Induction, the Academic Agent for Special Programs, and the Agent for Multilingual Programs.</p> <p>Costs in this action will include refreshments, materials, duplicating, and cost of consultants, as needed, to support these district level committees.</p> <p>Supervision of these councils will be the Agents of Education Services.</p>	\$36,134.00	 <p>English Learners Low Income</p>

Stakeholder Engagement

Major Changes for 2021-22

We Want to Increase

We Want to Decrease

Rialto Unified School District

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