

# Local Control & Accountability Plan (LCAP) Summary

The LCAP is a three-year plan describing how District funds will be used from Local Control Funding Formula (LCFF) that is revised & adopted annually

2022-23  
Riverside USD

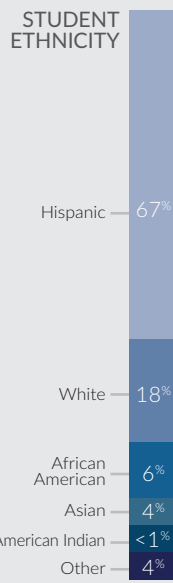


## DISTRICT STORY

**39,500+** Pre K-12th STUDENTS

**50** SCHOOLS

Elementary:	29
Middle School:	7
High School:	5
Alternative/Specialty:	7
Adult:	1
STEM Academy:	1



### STUDENT GROUPS

71.5%	Low Income
16%	English Learners
<1%	Foster Youth
12.1%	Students with Disabilities
6.7%	GATE Identified for 2022-23

### District Values



### District Mission

Riverside Unified School District provides engaging, innovative, and equitable learning experiences for all students.



**4,273** EMPLOYEES



**30** CALIFORNIA DISTINGUISHED SCHOOL AWARD WINNERS

Annual CDE award recognizing California schools that demonstrate exemplary achievements

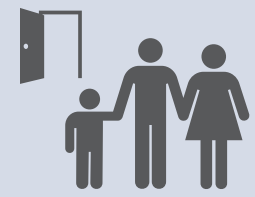
## LCAP HIGHLIGHTS



Engage Students in High Quality Learning by A Diverse, Highly Qualified Staff



Provide Choices That Prepare Students for College and Career Pathways



Involve the Whole Family and Community In Student Learning & Well-Being

GOAL #1	Highlighted Actions & Expenditures
1.3b	Implement Professional Growth Systems to support high-quality teachers. \$2,225,826
1.4b	Provide professional learning to increase the integration of technology into teaching & learning. \$1,131,468

GOAL #2	Highlighted Actions & Expenditures
2.1a	Screen students in English language arts, math, and Social-emotional learning to identify and adjust instruction to meet student needs. \$249,697
2.1k	Design & expand Career Technical Education programs to promote college, career, & world readiness. \$3,168,514

GOAL #3	Highlighted Actions & Expenditures
3.1c	Implement a strategic communications plan to increase community engagement. \$1,823,570
3.3d	Provide Child Welfare & Attendance support. \$3,939,323
3.3e	Provide co-curricular and extracurricular activities. \$1,967,339

## REFLECTION: SUCCESSES



High Graduation Rate

Indicator: CA Dashboard, Fall 2021

**96.2%**



Implementation of the Multi-Tiered System of Supports (MTSS)

Intentional focus placed on MTSS structures and systems, social-emotional learning, universal design for learning, behavior supports, and data-based decision making

### Planned Actions to Maintain Progress:

- 1.3b** - Provide professional development to support Tier 1, 2, and 3 pedagogy and program implementation.
- 1.4e** - Provide professional learning for counselors to increase knowledge of the College and Career Index and provide robust support for students.
- 2.1j** - Increase Dual Enrollment courses completed.
- 2.2c** - Increase credit recovery opportunities at each comprehensive high school to help keep students on track for graduation.

## REFLECTION: IDENTIFIED NEEDS



Increase Math Proficiency

Indicator: Interim Benchmark Assessment for Math

**30%**  
Overall not meeting standard



Increase ELA Proficiency

Indicator: ELA Interim Benchmark Assessment

**44%**  
Overall not meeting standard



Increase English Learner Progress

Indicator: DataQuest

**5.9%**  
English Learner Reclassification Rate

### Planned Actions to Address Needs:

- 2.1a** - Screen all students to identify and adjust instruction to meet students' specific needs, close learning gaps, & accelerate and extend learning.
- 2.2f** - Provide Tier II (Strategic) and Tier III (Intensive) support services for newcomer English learners and English learners not making progress to increase the acquisition of the English language.
- 3.1a** - Support student learning and healthy development by establishing and strengthening partnerships with families and community members.

