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DAVID C. HANSEN, ED.D.
District Superintendent



Superintendent's response to CEDAC DELAC, Parent District Advisory Committee's Comments:

Prior to the adoption of the Local Control and Accountability Plan (LCAP) or an annual update to the LCAP, the superintendent of the school district shall present the LCAP or annual update to the parent advisory committee established pursuant to Section 52063 and English learner parent advisory committee established pursuant to Section 52063 for review and comment. Those comments and the superintendent of the school district's response follow:

1. **Committee Comment/Suggestion:** We would like additional First Aid and CPR classes offered at school sites.

Superintendents' Response: Currently, First Aid classes are held at the Centralized Registration Center (CRC), once a month, and CPR is offered twice a month at the same location. Classes are generally offered to parents who work within the school district as an employee or who consistently volunteer at school sites. Classes can be offered at school sites when there are at least ten (10) persons/parent volunteers being trained and as advanced scheduling permits.

2. **Committee Comment/Suggestion:** Many of the things included in the plan are already happening at Chemawa. The office staff is very friendly and helpful. It is clear that the district has provided the tools so that students/parents are prepared and not left behind. There is no excuse for saying "I can't do this". We are thankful for what the district is doing.

Superintendents' Response: Thank you for your support. We are working hard to better serve the needs of all students throughout the district.

3. **Committee Comment/Suggestion:** I understand that more than 50% of students are not reading at their appropriate level, mostly Latino and African-American students. How are we continuing to work to ensure that students reach the appropriate level, because this has been continuing for many years? When they leave high school, they need to be ready for university, because a high school diploma is not sufficient.

Superintendents' Response: The LCAP, as a whole, addresses the steps we will take to ensure the achievement gap is being narrowed. In particular, LCAP Goal 2 addresses how we plan to narrow the achievement gap. The district is looking more closely at needed intervention, prevention, and acceleration strategies to ensure that all students are provided with what they need to be college, career, and world ready.

4. **Committee Comment/Suggestion:** We need to inform parents at all sites about the supports that are available to them, at the school sites and at the Family Resource Center (FRC). Many parents do not have information about the services and can't take advantage of them.

Superintendents’ Response: At the district level, a committee of parents, district and site leaders, community members, and the Board will be assembled to work over the summer to collaboratively develop a plan that addresses a solid structure of providing services, marketing services, and drawing connections between resources/services and student outcomes that promote college, career, ad world readiness.

- 5. **Committee Comment/Suggestion:** Career Cruising should start in 7th grade, so that students have a better idea what they want to do in the future.

Superintendents’ Response: Middle schools are using Career Cruising, which is a program that helps students to identify strengths and interests and how they align with particular career field options. Career and Technical Education (CTE) opportunities are growing at the middle school level. Currently, Earhart Middle School offers a pre-engineering program through Project Lead the Way (PLTW) that feeds into King High School’s engineering program; Sierra Middle School has a Health/Bioscience program that feeds into Ramona High School; Chemawa Middle School will begin a Media Arts program in the 2016-2017 school year that will feed into Arlington High School; Gage Middle School has an Industrial Arts program; Central Middle School is building an Art program, and Miller Middle School and University Heights Middle School are working to establish career pathways for students.

- 6. **Committee Comment/Suggestion:** What is STEM exactly? Can you tell us more about the bond for STEM at UCR? How do we get more EL and low socio-economic students into STEM? What is the demographic breakdown of the students attending STEM?

Superintendents’ Response: STEM represents a focus in Science, Technology, Engineering, and Mathematics. On September 18, 2015, leaders from the University of California, Riverside (UCR) and RUSD began formal collaborative discussions. An agreement was signed to forge a partnership to promote, foster, and enrich an early college environment, stimulating a greater student interest in science, technology, engineering, and mathematics; with increased access as the highest priority.

As part of the agreement, UCR agreed to consider providing space on its campus for RUSD to build and operate a STEM Center. In late January 2016, a planning committee, comprised of students, parents, teachers, principals, college professors, UCR officials, city representatives, district personnel, and Board of Trustees members, was formed and began conceptualizing the partnership. The charge of the committee was to make a recommendation to the Board of Trustees as to a potential structure for incorporating full-time RSA high school students, part-time high school students from all RUSD high schools, and other programs that support interest in STEM for students and grade levels and community partners.

While several programmatic and operational decisions will need to be considered over time, a conceptual design has been developed and a recommendation will be presented to the Board of Trustees (during public session) at its study session on June 23, 2016.

A snapshot of the enrollment demographics of students attending RSA for the 2015-2016 school year, as reported on the California Department of Education website, can be found:

Hispanic	American Indian or	Asian	Pacific Islander	Filipino	African American	White	Two or	Not Reported	Total
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	Alaska Native						More Races		
153	2	96	7	13	34	240	19	13	577

The percentage of socioeconomically disadvantaged students attending RSA is 27% in comparison to the district's overall percentage of 65%.

- Committee Comment/Suggestion:** READ 180 and System 44 have been in existence for more than 7 years, but the gap continues. What are we doing about this? Is it possible to change these programs?

Superintendents' Response: We currently have data that supports growth and improvement for students who have access to the program as it is prescribed. We are in the process of piloting an upgraded version of READ 180/System 44 Universal that provides for more students to participate because it doesn't require a double class period, and it has a strong emphasis on English Language Development (ELD) and comprehension. Additionally, we recently hired a teacher on special assignment to provide training and support to teachers who are implementing READ 180/System 44 so that the curriculum is delivered in a way from which more students can grow.