

Riverside Unified School District
Superintendent Responses to the 2025-26 LCAP



May 2025

The following questions on the 2025-26 LCAP were generated by the LCAP Advisory Committee, District English Learner Advisory Committee (DELAC), and Superintendent's Student Advisory.

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Theme	Question	Superintendent's Response
College and Career	Will college field trips be open to all students or only those in College and Career readiness programs?	College field trips are led and coordinated by each high school. Please reach out to your school for more details.
	Will more financial aid workshops be provided for students and families? When are they typically offered?	RUSD offers approximately 15 financial aid workshops annually that provide students assistance with filling out the Free Application for Federal Student Aid (FAFSA), California Dream Act application, and the Chafee Grant application. These take place November - February. The workshops are offered at every RUSD high school and are held on weekdays, weekends, mornings, afternoons, and evenings. We will continue to offer 15-20 in-person and virtual workshops to students and families in the upcoming academic year.
	Can RUSD incorporate job shadowing and internships to extracurriculars for students to gain those experiences before graduating?	RUSD is committed to providing students with meaningful career exploration and work-based learning experiences, including job shadowing, volunteer opportunities, and paid work placements. Many of these experiences are available as extracurricular activities, allowing students to explore careers outside the traditional classroom setting.
Dual Language Immersion (DLI)	Regarding DLI expansion in schools, would qualifying for these subjects still stay the same or be different?	The prerequisites for students participating in DLI courses are the same across the programs at each site. Beginning in 2025-26, the expansion of DLI to J.W. North High School will offer an additional opportunity for students to experience DLI along with the International Baccalaureate (IB) program, with the potential to earn a Bilingual IB Diploma/Certificate.
	Will the translation course at Ramona High School be offered at other high schools that have the same program?	Yes, the translation course offered at Ramona as part of the DLI program is also offered at Poly High School as part of the DLI program and will be offered at North High School as part of the DLI expansion.
English Learners	English Learners need more bilingual supports. What can be done to address this issue?	Additional bilingual supports, including tutoring, are included in the 2025-2026 LCAP actions in Goal 1.7. Additional bilingual staff are available to support English learners (EL) participating in the after-school program for grades TK-8. In 2025-26, every elementary, middle, and high school will have an EL Coach who will provide support to teachers to better align classroom services to student needs.
Funding	What steps are you taking with the State	Currently, Federal funding sources remain the same for the 2025-26 school year. RUSD will notify the public as to any changes

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	Government or other stakeholders to “politics proof” your funding sources to support this work? I understand the Federal Government has been taking away Federal funds to schools to support bilingual and perceived DEI programs. Will your Federal funding sources remain stable?	that may take place in the future.
	Is RUSD funding ok for next year?	Yes, RUSD's budget was certified positive in the second interim report and we will meet our financial obligations in each of the next three years.
	When there are leftover funds available for some programs, what strategy can be used to retain this money for the programs we have for our students? It is important to use it and not return it because we lose the opportunity to continue educating.	RUSD does rollover any unused funds (this is mandated for LCAP funds). Other funds such as school site funds rollover at the site and may be used the following year.
	Is it necessary to deliver or have pre-programs in advance in order to have time to organize and plan for our students because if the resource arrives late, the purpose of carrying out the programs is lost?	In RUSD, if we are notified we are receiving funds (for example, through a Grant Acknowledgement Notification), we do not have to wait for the funds to be received in order to plan for programs and services for our students.
School Environment	How can we distribute and manage lunch time better? There is little time for so many students to eat.	Our Nutrition Services department works in collaboration with all school site administrators to ensure all students have time to pick out fresh fruits and vegetables along with their meals daily. At most of our schools, meal times are staggered by grade level. Menus are published and posted in school cafeterias to help students navigate their choices before entering for meals. We work to ensure students are able to move quickly through the food lines by having school ID scanners available to quickly account for each student and then have staff encourage and help distribute items to

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		each student. Any specific issues regarding meal time delays are addressed immediately.
	Most of the student restrooms are kept closed at MLK, but students need access to them. What can be done to address this issue?	This school restroom project is currently underway. The district is reviewing the number of restrooms that are closed during instructional periods with the goal of keeping at least 50% of the restrooms open.
	Some schools need dividers between urinals. When will this issue be addressed?	This project is currently underway. The district received the privacy materials for the high school restroom partitions and will be completed prior to school returning. Middle School partitions have been ordered and materials expected during the summer with installation being completed prior to school returning.
	What is the plan for behavior management, what is being done for students who misbehave in class?	In RUSD, schools implement Positive Behavior Supports (PBS) to create an environment that introduces and maintains positive and proactive school-wide behavior expectations. School-wide expectations were created by site PBS teams with input from their educational partners including; teachers, students, parents, and relevant community partners. These expectations are integrated into the culture of the schools through explicit teaching across all settings, school-wide acknowledgment systems, and regularly scheduled professional development for staff. Students are praised and acknowledged by all staff across the campus for displaying behaviors reflective of their school's expectations. Teachers integrate these school-wide expectations into their classrooms by utilizing common language and reinforcing students through the use of praise and acknowledgements for following the expectations. Students that do not respond to universal positive behavior supports established within their school sites receive more targeted interventions from the school staff. If a student's behavioral struggles persist and are significant, these interventions are documented and evaluated by the school site's Student Success Teams (SST). Based on needs, students might be referred to more intensive support through Student Assistance Program (SAP) Behavior. Once a referral is received, SAP School Psychologists and SAP Prevention Assistants conduct observations to determine the appropriate level of support to provide. Supports can include: consulting with the site team to provide resources or assigning a Prevention Assistant to the student for 12 weeks to assist in implementing an individualized behavior plan. The SAP Behavior team reviews data with the SST at 6 week and 12 week follow-up

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		meetings. These meetings allow the teams to evaluate the student's progress and make data-driven decisions that would best support the student's behaviors.
School Safety	What can be done to install metal detectors in schools?	The District has gone through an extensive Safety Review by a facility Safety Expert. The Board of Education committed funds for the upgrade of all cameras and the installation of additional cameras on school campuses. Gates and fencing were addressed. The Raptor program for visitors entering buildings was implemented. Tinting on outfacing first floor windows has been installed. Radios were upgraded. Additional Campus Supervisors and Assistant Principals were approved for sites.
	How do we solve the problem in high school bathrooms where it is known that students go in to smoke and do not give other students the opportunity to use them?	The district will be placing <i>WeTip</i> QR codes where students can anonymously report inappropriate activity in the restrooms to administrative staff, such as smoking, vandalism, drug use, or fighting. In addition, the vape detector software was upgraded to help the administration respond to issues in the restrooms.
Student Learning	Will there be more science teachers in the future?	Staffing is evaluated every year based on the number of courses and the number of sections needed for each content area, in alignment with staff to student ratios. The addition of more science teachers in the future will depend on the number of courses and sections being offered based on student needs.
	I think they should give more priority to reading comprehension to advance in math, since even to understand a math problem you need good reading comprehension. In conclusion, RUSD should prioritize reading, writing, and comprehension because they are the foundation of education for studying everything.	RUSD has a priority in the area of reading by third grade. Reading, writing, and comprehension, including supporting struggling readers at all grades continues to be a priority in professional learning opportunities offered to teachers and school site administrators to support increased access to all content area coursework.
	Why not increase the number of teachers for classes? English, writing, and reading comprehension?	Staffing is evaluated every year based on the number of courses and the number of sections needed for each content area, in alignment with staff to student ratios. The addition of more English teachers in the future will depend on the number of courses and sections being offered based on student needs.

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	When will all the programs start in all the high schools?	Specific programs are led and coordinated by each high school. Please reach out to your school for more details.
	Why is there no equality in support and personal growth programs in all schools?	There are a number of learning and well-being supports available to all schools. Additionally, individual school sites have supports specific to the needs of their students and families. These specific programs are led and coordinated by each school. Please reach out to your school for more details.