



Local Control Accountability Plan and Community Engagement

Parent Advisory Meeting - October 23, 2025

WELCOME!

Riverside Unified School
District

RUSD Parent Advisory Committee

Local Control Accountability Plan (LCAP)

October 23, 2025

Virtual Meeting

9:00-10:30 am

In-Person -

Dinner at 6:00

Meeting begins at 6:15 pm

Dr. Lari Dean

Director, LCAP & Community Engagement



RUSD

RIVERSIDE UNIFIED
SCHOOL DISTRICT

Interpretation/Interpretación

n

Zoom



Click on the ^ for Spanish interpretation

Haga clic en ^ para interpretación al español

In-Person



See our interpreter for a headset

Vea a nuestro intérprete para obtener los audífonos

Agenda

1. Welcome: Call meeting to order
2. Public Comment
3. Overview of California's Local Control and Accountability Plan Initiative
4. Learn about Riverside USD's LCAP
5. Advisory Committee Responsibilities
6. Select Officers
7. Future Meeting Dates/Topics
8. Adjournment



LCAP Parent Advisory Committee



Elementary Schools			Longfellow Elementary	Tannia Acosta		High Schools:	
Adams Elementary	Amysue Stevens		Madison Elementary	Sandra Flores		Arlington	
Alcott Elementary	Sindy Ayon		Magnolia Elementary	Sean Halloran		John W. North	
Beatty Elementary			Monroe Elementary	Sunshine Little		Lincoln	
Bryant Elementary			Mountain View Elementary			Martin Luther King	Carrie Vahidi
Casa Blanca Elementary			Pachappa Elementary	Malina Medina		Raincross (EOC)	
Castle View Elementary			Rivera Elementary	Christy Ekman		Ramona	Yvonne Melano
Emerson Elementary	Elizabeth Navar Bustamante		Taft Elementary	Jaqueline Garcia Zermeno		Riverside Polytechnic	Steve Bell
Franklin Elementary	Diprenda Subedi		Twain Elementary	Carrie Vahidi		Riverside STEM High School	Vanessa Rogers
Fremont Elementary	Stephanie Calvillo Liz Przybylski		Victoria Elementary	Patricia Rynearson		Riverside Virtual School	Priscilla Ochoa
Harada Elementary	Marla Warren		Washington Elementary	Maria Ramirez		Parent Groups	
Harrison Elementary	Vanessa House		Woodcrest Elementary	Tiffany Bellinger		DAAPAC	
Hawthorne Elementary	Sailli Monk		Middle Schools:			DELAC	
Highgrove Elementary	Jocelyn Gonzalez		Central Middle School			SECAC	
Jackson Elementary	Cindy De Leon		Chemawa Middle School	Jahayra Janeth Solis			
Jefferson Elementary	Julia Salguero		Earhart Middle School	Aracely Sarmiento		LCAP & Community Engagement Dept	
Kennedy Elementary			Gage Middle School	Sandra Jacobo		Lari Dean, Ed.D	Director LCAP & CE
Lake Mathews Elementary	Miguel Contreras		Miller Middle School			Valerie Backstrom, Ph.D	Grants Manager
Liberty Elementary	Jessica Parras		Sierra Middle School	Bianca Corales		Delilah Villegas	Admin Secretary
			University Heights Middle School	Jessica Molina		Jackie Perez, Ed.D	Asst. Superintendent

Introductions



Hello
my name is

1. Introduce yourself
2. What is role? Parent, teacher, staff, community member, etc
3. What do you enjoy most about being part of the RUSD Community?
4. What do you hope to get out of this advisory group?

Meeting Norms

- **Punctuality:** Be on time and prepared. If you can't make it, let us know.
- **Broader Perspective:** Consider the needs of those you represent, as well as your own. When you speak, you are a voice for a larger group.
- **Active Listening:** Let others finish speaking without interruption. Listen to understand, not just to respond.
- **Stay on Topic:** Keep discussions focused on the current agenda item.
- **Respectful Disagreement:** It's okay to disagree, but challenge ideas, not people.
- **Equitable Participation:** Ensure everyone gets a chance to speak. Be mindful of how much you're talking.
- **Assume Positive Intent:** Believe that everyone is acting with the best interests of the school and students at heart.



“ Coming together
is the beginning.

**Keeping together
is progress.**

**Working together...
is success.**

- Henry Ford

Purpose of the L^oCAP Parent Advisory Committee



**Connect with
RUSD
Community**



**Collaborate
Openly**



**Create a Plan
for the
Future**



Our Mission

It is our mission to provide engaging, innovative and equitable learning experiences for ALL students

Our Values

Community
Engagement
Equity
Excellence
Innovation
Well-Being



RUSD

RIVERSIDE UNIFIED
SCHOOL DISTRICT

RUSD

EQUITY

DEFINITION

Equity is accomplished when access is based on need, and every student is provided with what they individually require to learn and succeed to fulfill their academic and social advancement.

EQUITY TENETS



**Eliminate
disparities and
inequitable
practices**



**Implement
inclusive practices and
policies**

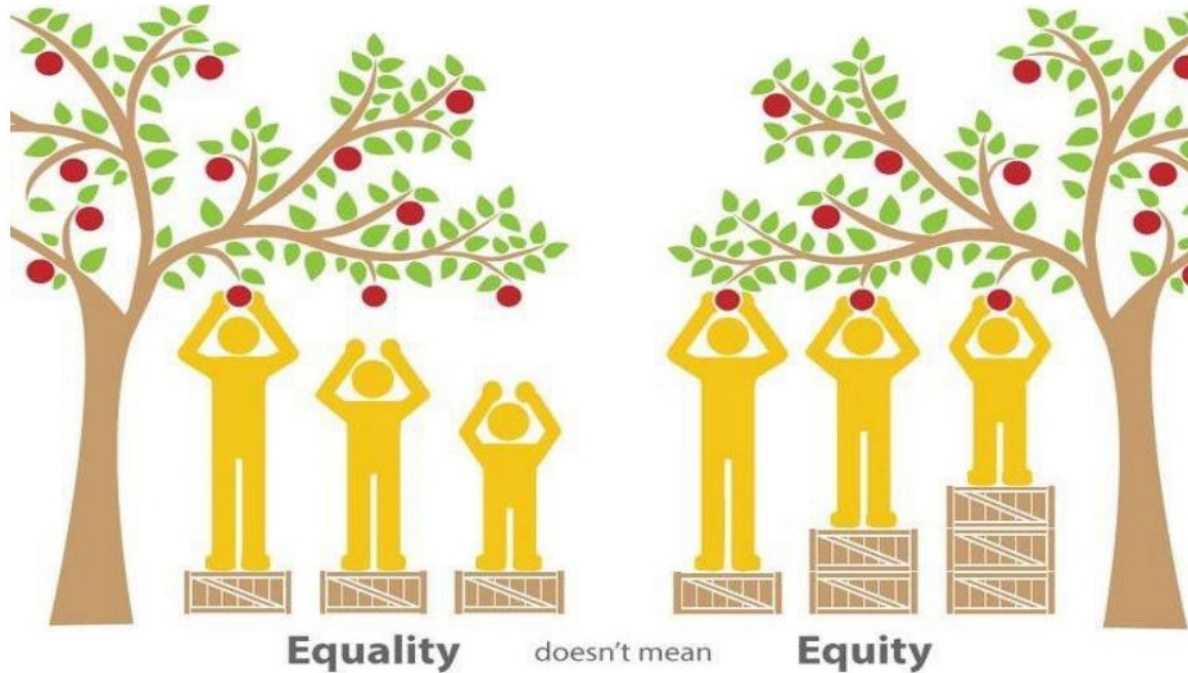


**Honor
individuality with
a focus on high
outcomes for all**

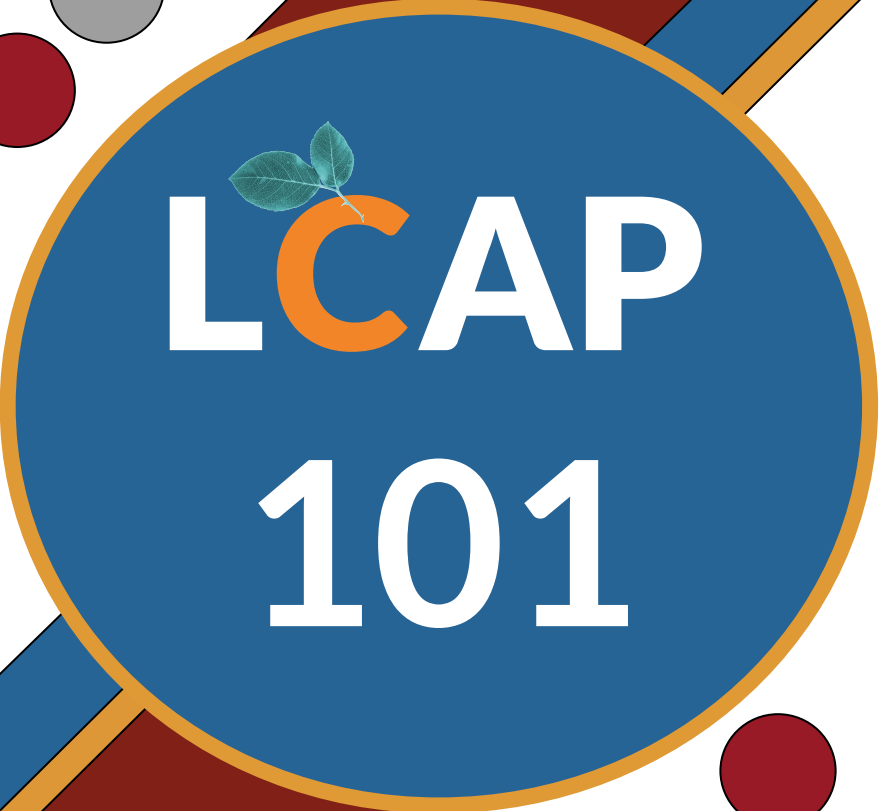


**Guarantee
respectful treatment
where all individuals
feel valued**

Purposeful Decision Making

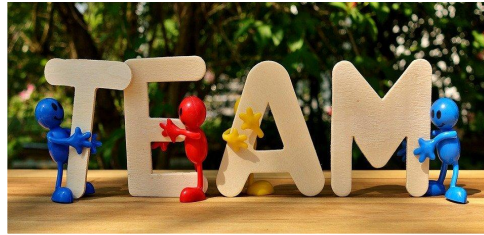


Students
get what
they need,
when the
need it.



LCAP 101

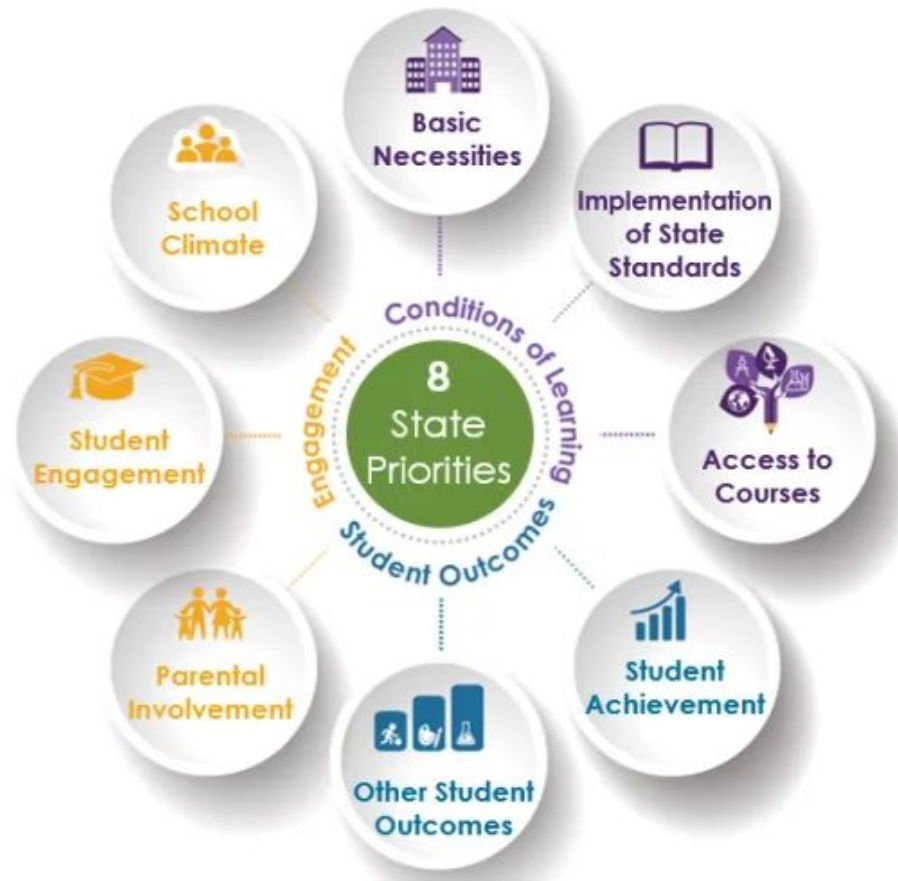
The LCAP helps to tell RUSD's Story



What is the LCAP?

The LCAP is a strategic planning document that:

- Outlines the District's educational goals based on both state requirements and local community needs.
- Three (3) year plan
- Student data
- Parent, student, employee, and community partner feedback
- Additional funds for needs of:
 - Foster Youth
 - English Learner
 - Low-income



Local Control Built on Simple better s

“This funding shall be used to **increase or improve** services for unduplicated pupils...

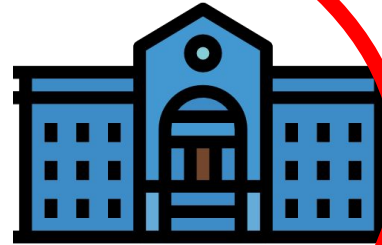
a (LCFF):
d Equity to
dents



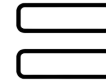
Base
(Grade Level
Adjustments)



Supplemental
(English Learner,
Foster Youth,
Low-Income)



Concentration
Districts w/
>55% English
Learner, Foster
Youth, Low-Income



Riverside Unified School District

50 Schools

30 Elementary Schools
7 Middle Schools
5 High Schools
8 Specialty Schools

Employees

Almost 4,000 employees
Certificated
Classified

Total Budgeted Expenditures in General Fund

\$799,211,135

Total Budgeted Expenditures in LCAP

\$156,930,749

Unduplicated Students

74.4% Low-Income
16.8% English Learners
0.53% Foster Youth
4.7% Homeless

Demographics

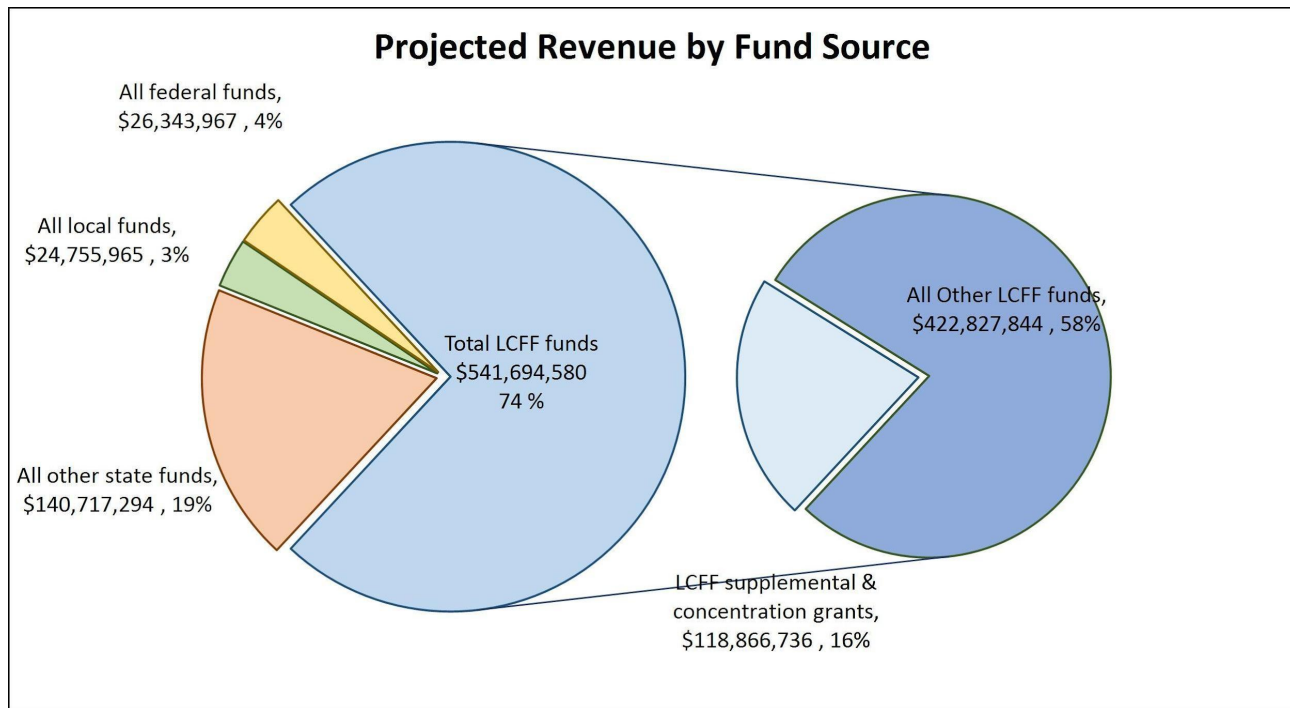
69% Hispanic
16.1% White
5.7% African American
3.8% Asian
2% Two or more races
1.1% Filipino
0.3% Islander
.03% American Indian

Languages

51 Languages Spoken
89% of ELs speak
Spanish

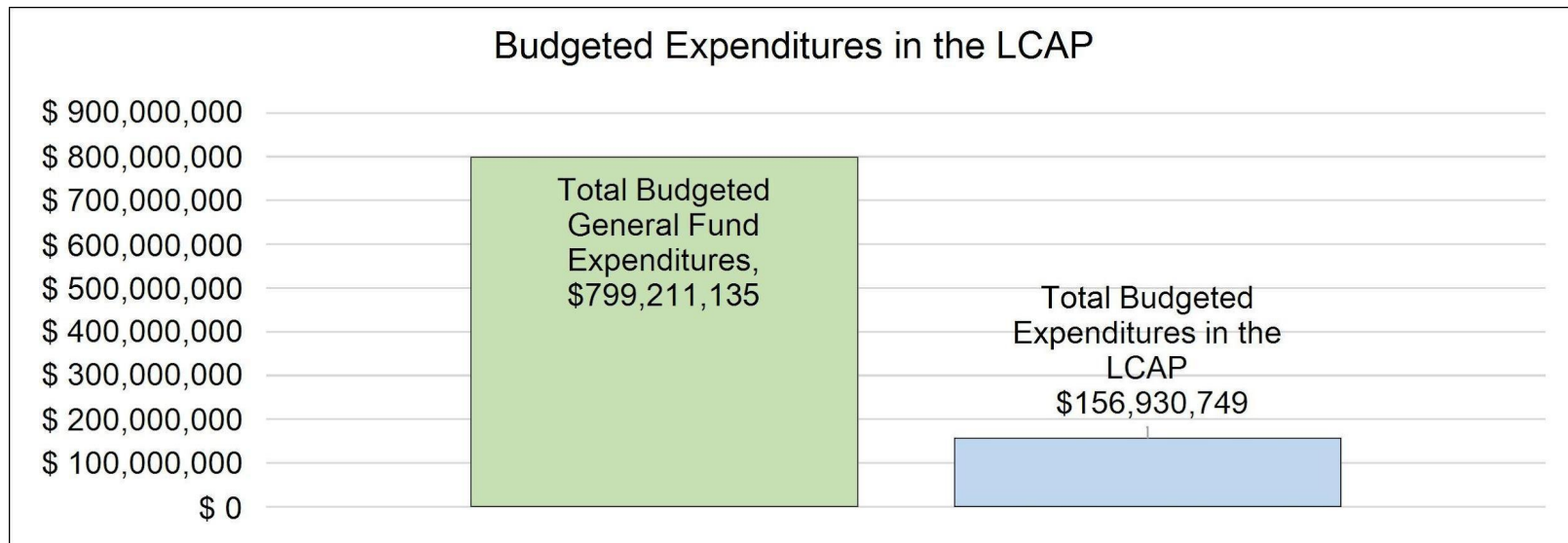
Budget Overview for the 2025-2026 School Year

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

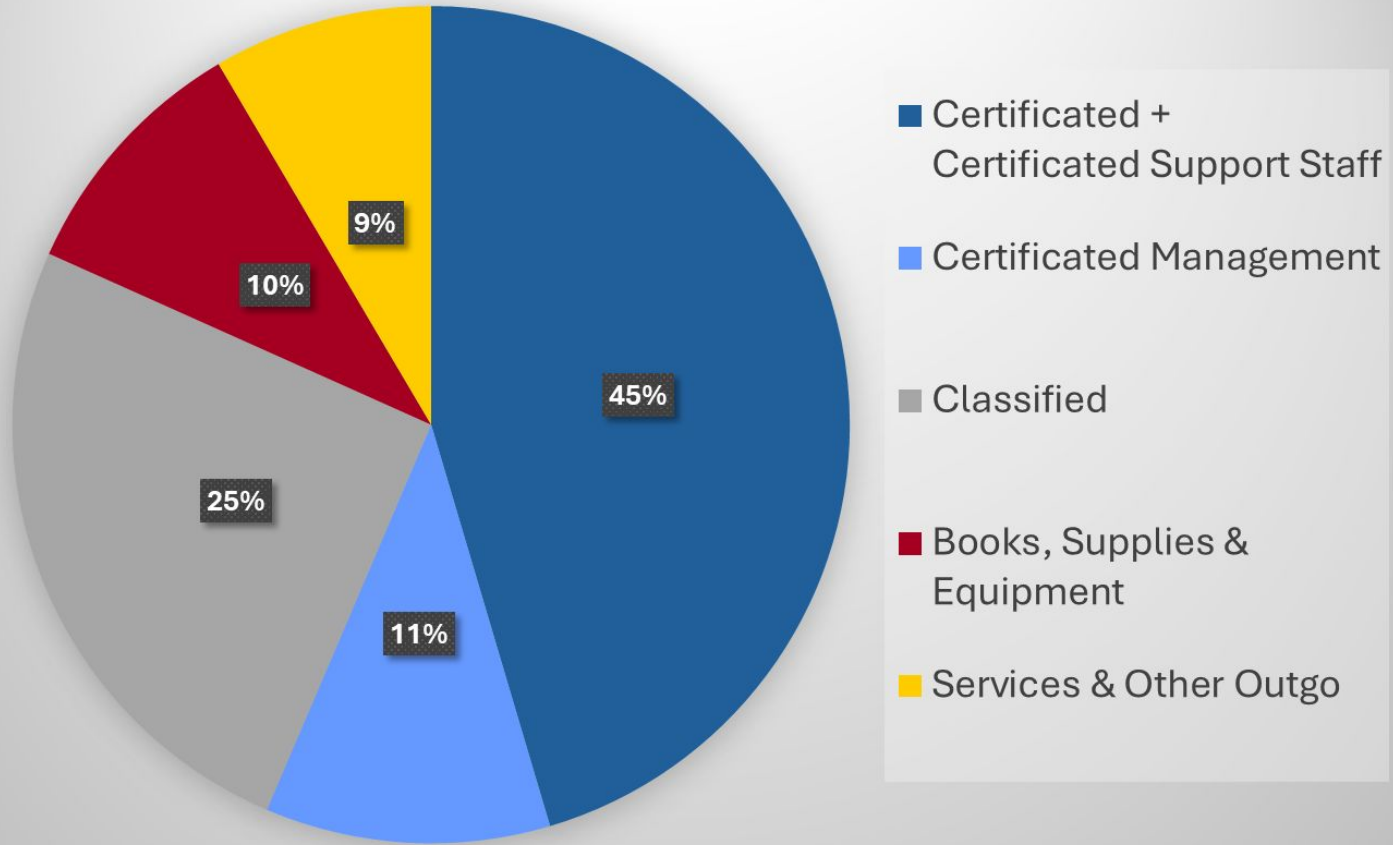


LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

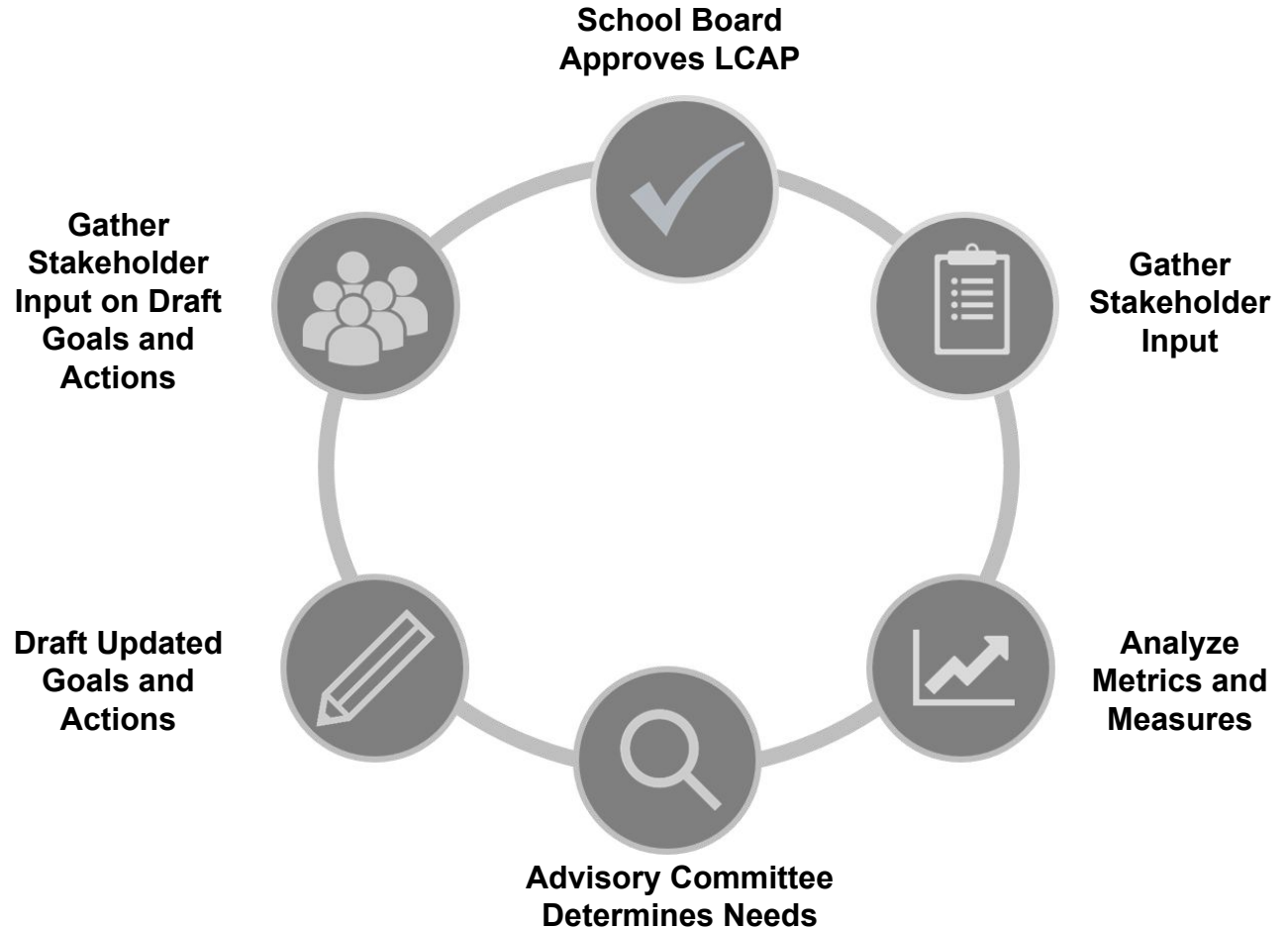


2025-26 LCAP Budget Expenditures



LCAP Development Cycle

- Year 1: 2024-25 (LCAP)
- Year 2: 2025-26 (Annual Update)
- Year 3: 2026-27 (Annual Update)



LCAP Development Process

The LCAP development process serves three distinct, but related functions:

- 1. Comprehensive Strategic Planning:**

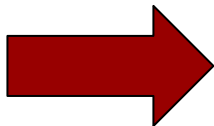
- a. To address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard
- b. Connects budgetary decisions to teaching and learning performance data.

- 2. Meaningful Engagement of Educational Partners**

- a. Reflects decisions made through meaningful engagement
- b. Incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP

- 3. Accountability and Compliance**

- a. Demonstrate that RUSD is increasing or improving services for foster youth, English learners/Long-Term English Learners, and Low-Income students



2024-27 LCAP

1



GRADE LEVEL STANDARDS

Demonstrate growth toward all students meeting academic grade level standards and narrow the outcome gaps between student groups.

▪



ENGLISH LANGUAGE DEVELOPMENT

Increase the percent of English learners who make progress toward English language proficiency and grade level standards.

2



COLLEGE AND CAREER READY

Demonstrate growth toward all students being college and career ready and narrow the outcome gaps between student groups.

3



SCHOOL CONNECTEDNESS

Increase school connectedness for all students to improve learning and well-being and narrow the outcome gaps between student groups.

4



SUPPORTS FOR LEARNING ENVIRONMENTS

Provide safe, engaging, innovative and equitable learning environments for all students - including high-quality employees, PGS support, PD systems and structures, classroom technology, digital safety, access to aligned materials, data-based decision making

5



EQUITY MULTIPLIER

Action plan for schools that support low-income students who have not been enrolled at the same school for a full school year. (Lincoln Continuation High School, Opportunity Program and Raincross Continuation HS)

LCAP Review and Update

- The California regulations for district LCAPs require that each school district engage in a review of the current plan as well as undergo a process to update the LCAP as appropriate.
- The LCAP Advisory Committee will:
 - Review our progress on the current LCAP goals and actions
 - Contribute thoughts and ideas as we work to update the LCAP for the upcoming year.

Goal 1

RUSD will demonstrate growth toward all students meeting **academic grade level standards** and narrow the outcome gaps between student groups.

State Priorities Addressed

- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)



GOAL 1 FOCUS

Demonstrate growth towards all students meeting **academic grade level standards** and narrow the outcome gaps between student groups.

Metrics

- Implementation of Teacher Professional Development Strategies
- Teacher Implementation of Standards
- CA Dashboard Indicators for ELA and Math

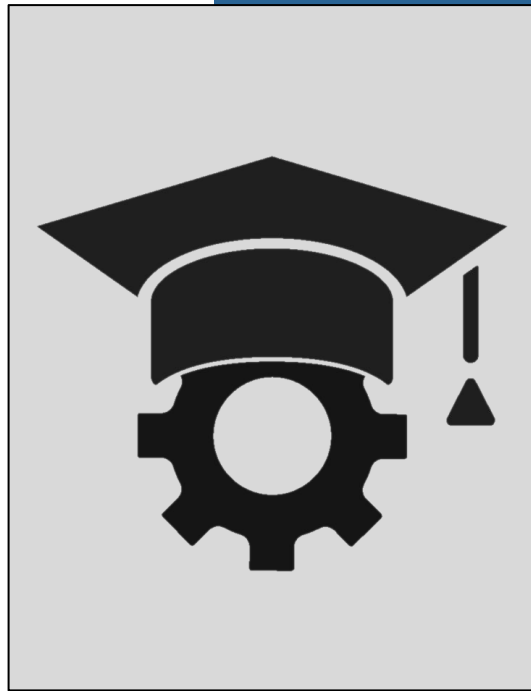
#	ACTION
1.1a, 1.2a, 1.3a, 1.4a, 1.5a, 1.6a	Professional Learning to Support Grade-Level Standards - and specifically ELA, Mathematics, Next Generation Science Standards, History Social Science, Instructional Technology Integration, ELD
1.1b, 1.1c, 1.3b, 1.7b	Instructional Coaching to Support Multi-Tiered Systems of Support , Inclusive Practices, Mathematics, and ELD
1.1d	Expand Instructional Planning
1.1e	Expanded Summer Programs for ES and MS Students
1.1f	Preschool Academic Foundations
1.2b	Early Literacy Development
1.3c	Supplemental Mathematics Resources Students
1.4b, 1.4c	Elementary and Secondary Science Experiential Learning
1.4d	Expanded STEM Learning
1.5b	Ethnic Studies Curriculum Development
1.5c	Civics
1.6b	Learning Support for Instructional Technology
1.6c	Digital Citizenship Curriculum
1.6d	Computer Science and Computational Thinking Opportunities
1.7c	Instructional Pathways for English Learners
1.7d	Reclassification of English Learners
1.7e, 1.7f	Expanded Learning Opportunities for Newcomers in Secondary and Additional Support for Newcomers

Goal 2

RUSD will demonstrate growth towards all students being **College and Career ready** and narrow the outcome gaps between student groups.

State Priorities Addressed

- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)



GOAL 2 FOCUS

Demonstrate growth towards all students being **College and Career ready** and **narrow the outcome gaps** between student groups.

Metrics

- Implementation of PD Strategies
- Students completing “A-G”
- Students enrolled/completing CTE Pathway
- AP Course Enrollment/Exams
- IB Course Enrollment/Exams
- CA Dashboard Graduation Rate
- MS/HS Dropout Rate
- CA Dashboard College/Career

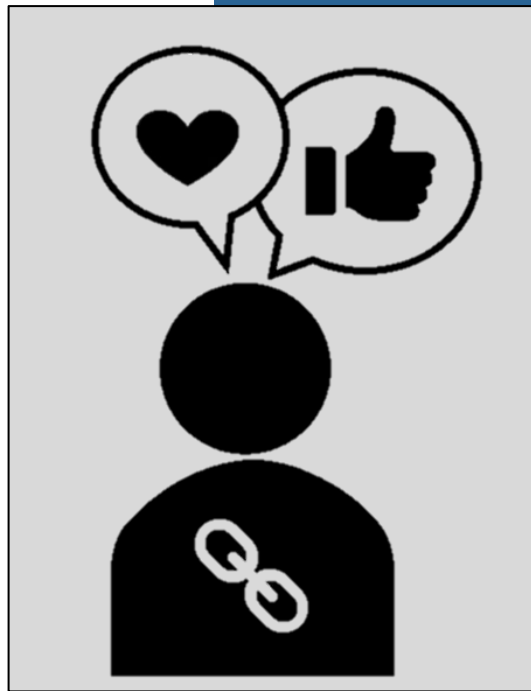
#	ACTION
2.2a	Credit Recovery
2.2b	Dropout prevention
2.2c	Expanded Summer Programs for HS Students
2.3a	Career Technical Education (CTE) Pathway
2.3b	Dual Enrollment Course Offerings
2.3d	Advanced Placement (AP) Course Offerings and Exams
2.3e	Seal of Biliteracy Pathway
2.4a	Advancement Via Individual Determination (AVID) Course Offerings and Exams
2.4b	Additional Targeted Supports for A-G Attainment
2.4c	A-G Awareness Campaigns
2.4d	Academic Planning for A-G Attainment

Goal 3

RUSD will increase **school connectedness** for all students to improve learning and well-being and narrow the outcome gaps between student groups.

State Priorities Addressed

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)



GOAL 3 FOCUS

Increase **school connectedness** for all students to improve learning and well-being and narrow the outcome gaps between student groups.

Metrics

- Implementation of PD Strategies
- CA Dashboard Chronic Absenteeism
- School Attendance
- CA Dashboard Suspension
- Expulsion Rate
- Student/Parent/Staff Climate Survey
- Building Partnerships for Student Outcomes

#	ACTION
3.1a	Family Engagement
3.1b	Translation/Interpretation
3.1c	Communications
3.1d	Culture & Climate Survey
3.2a	Professional Learning Support Behavior and Social-Emotional
3.2b	Attendance Case Management
3.2c	Positive Behavior Supports and Disciplinary Practices
3.2d	Restorative Practices
3.2e	Additional Behavior Support
3.2f	Additional Social-Emotional Supports
3.2g	Home Visits and Partnerships for At-Risk Students
3.2h	Foster Youth Case Management
3.3a	Equity, Culture, and Climate
3.3b	Arts
3.3c	Partnership Programs for Students

Goal 4

Supports for Learning Environment - Maintain a safe, engaging, innovative, and equitable learning environment for all students by providing:

- Safe Facilities;
- High-Quality Employees;
- Professional Growth Systems;
- Classroom Technology, Support, and Digital Safety;
- Professional Development Systems and Structures;
- Access to Standards Aligned Materials;
- Supports to Schools; and
- Data-Based Decision Making.

Quarterly progress monitoring will be conducted for both program (by the LCAP Director) and fiscal (by the Business Services lead) sides for each action Maintenance Goal.

State Priorities Addressed

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)



GOAL 4 FOCUS

Supports for Learning Environment -

Maintain a safe, engaging, innovative, and equitable learning environment for all students.

Metrics

- Access to standards aligned Instructional Books and Supplies
- Teach assigned and fully-credentialed
- Facilities in “Good Repair”

#	ACTION
4.1a	Safe Facilities
4.1b	High Quality Employees
4.1c	Professional Growth Systems
4.1d	Classroom Technology and Support and Digital Safety
4.1e	Professional Development Systems and Structures
4.1f	Access to Standards Materials
4.1g	Supports to Schools
4.1h	Data-Based Decision Making

Goal 5

Equity Multiplier

- Abraham Lincoln Continuation School
- Opportunity Program
- Raincross Continuation High School

State Priorities Addressed

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)



GOAL 5 FOCUS

Equity Multiplier

- Abraham Lincoln Continuation School
- Opportunity Program
- Raincross Continuation High School

Metrics

- English Learner Progress
- Graduation Rates
- College/Career Preparation
- CA Dashboard - Mathematics, ELA
- Suspension Intervention
- Teachers Assigned and Fully Credentialed

#	ACTION
5.1a	English Learner Growth
5.1b	Increase Graduation Rates
5.1c	College/Career Preparation
5.1d	Mathematics Instruction
5.1e	Suspension Intervention
5.1f	English Language Arts Instruction

Purpose of the L^oCAP Parent Advisory Committee



**Connect with
RUSD
Community**



**Collaborate
Openly**



**Create a Plan
for the
Future**

Engaging Educational Partners

Engagement of educational partners in the development of the LCAP:

- LCAP Parent Advisory Committee
- Other District Advisory Committees*
- LCAP Family & Community Input Sessions
- Student Input Groups
- LCAP Survey to Parents, Staff, and Students
- Feedback from Bargaining Units Employee Groups - RCTA, CSEA, and RASM
- Principal and Manager Meetings
- Public Review



Local Control Funding Formula (LCFF)

STATE FUNDS

State formula used to disseminate money
(Base + Supplemental EL/FY/LI + Concentration Grants)



LCAP Parent Advisory Committee (LCAP PAC)

A District level committee of members from School Site Representatives, DELAC, SECAC, DAAPAC, La Comunidad de Riverside, Comas Dual Immersion, Native American Advisory, Employee Associations, Student Focus Groups, and other any other educational partners to provide input and collaboration on the work of the LCAP

SCHOOL SITE REPRESENTATIVES

Members in this group are elected from each site's SSC and gives advice about programs that help all students, especially unduplicated, achieve high academic goals, share ideas of effective parent involvement activities throughout the district, and serve as a two-way contact between the district and site.

DELAC (District English Learner Advisory Committee)

A district level committee comprised of members elected from site ELAC who receive information regarding programs, initiatives, and resources for English Learners, and serve as a two-way contact between district and site.

Legal Requirement: Districts 21 or more English Learners

SECAC (Special Education Community Advisory Committee)

A district level committee comprised of members who advises the Board of Education, SELPA Director, and the Superintendent's Cabinet on the annual priorities addressed in the SELPA local plan while advocating for effective Special Education Programs and services.

DAAPAC (District African American Parent Advisory Committee)

This district-level committee is focused on promoting cultural sensitivity and educational equity for African American students. Its goals are to raise awareness, improve academic performance for all students, and provide resources to increase parent and community engagement.

STUDENT FOCUS GROUPS, COMMUNITY MEMBERS, & ALL OTHER EDUCATIONAL PARTNERS

Any member of the district and/or school community members, or other educational partners who receive and provide input in supports and services to increase student academic outcome.

Local Control & Accountability Plan (LCAP)

MUST BE BOARD APPROVED

A district three year plan that shows how the LCFF (State funds) will be use to serve students, primarily English Learners, Foster Youth, and Low-Income.

LCAP Parent Advisory Committee

Purpose:

- Provide advice to the governing Board and the Superintendent of the school district regarding the requirements of the LCAP.
- Puts forth priority recommendations for expenditures based on student, employee, parent, and community feedback
- Provides the Superintendent with a list of questions regarding the final LCAP

Ed Code: Section 52063 & Section 52069

Majority Parents

Diverse Perspectives

**Representative of
Unduplicated Students and
Students with Disabilities**

Priority Setting

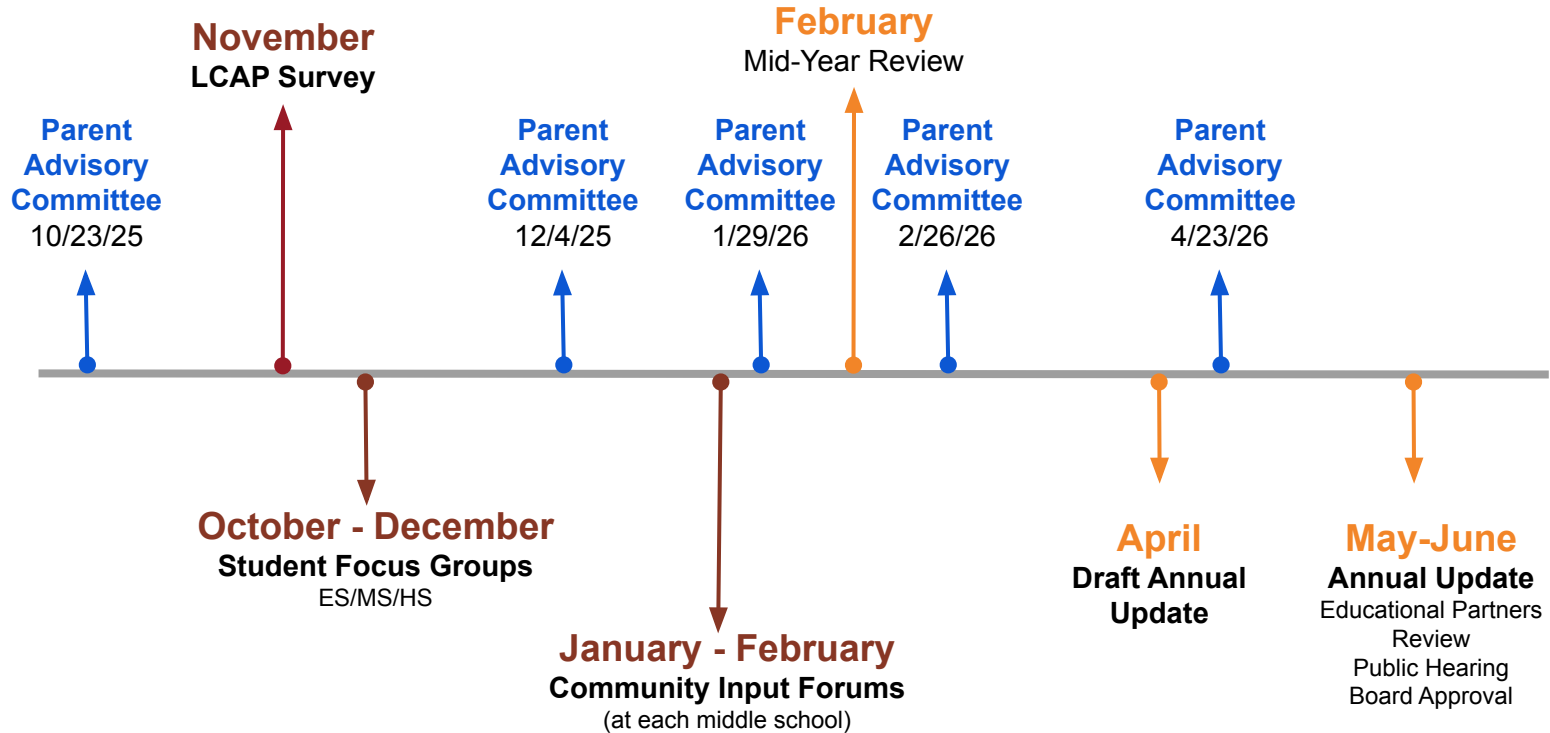
Questions to Superintendent

Responsibilities of the LCAP Parent Advisory Committee



- Review and understand the district's priority areas and goals for supporting high-needs students through supplemental and concentration grant funding.
- Track effectiveness of special funds for programs (English learners, low-income, foster youth).
- Assess the impact of LCAP-funded programs on student outcomes for the Annual Update, ensuring resources are benefiting targeted student groups.
- Recommend adjustments to spending priorities and program improvements to better serve our highest-need student populations.

LCAP 2025-26 Key Events



Select LCAP PAC Officers



- The **Chairperson(s)** shall be fair and impartial at all times. Establish agenda items in collaboration with PAC, District staff, and the public. Preside over PAC meetings; Perform additional duties appropriate to the office of Chairperson
- The **Vice-Chairperson(s)** shall be fair and impartial at all times; represent the Chairperson in his/her absence and perform additional assigned duties as prescribed by the Chairperson;
- The **Secretary(ies)** shall: be fair and impartial at all times; keep minutes of all PAC meetings; Provide original meeting minutes to the RUSD LCAP and Community Engagement Department; Conduct roll call. Maintain a current attendance roster.

RUSD Mission

To provide engaging, innovative, and equitable learning experiences.

RUSD Vision

To cultivate a culture of academic excellence and a community of empathy, equity, and accountability, empowering students to succeed beyond graduation.

Advisory Input and Ideas

1. Do our FIVE goals support the mission and vision of RUSD?
2. Where could our goals be strengthened?
3. What goals are missing?

Reflect ~ Partner ~ Share Out

Wrap-Up & Next Steps

ParentSquare notifications will be sent out prior to each meeting. Please RSVP so that we can adequately plan for food and childcare.



ParentSquare



RUSD RIVERSIDE UNIFIED SCHOOL DISTRICT Local Control & Accountability Plan Parent Advisory Committee

The purpose of a Local Control and Accountability Plan (LCAP) Parent Advisory Committee (PAC) is to give parents and guardians a voice in the development, review, and evaluation of the school district's LCAP.



**Connect with
RUSD Community**



**Collaborate
Openly**



**Create a Plan
for the Future**



DATES

October 23, 2025
December 4, 2025
January 29, 2026
February 26, 2026
April 23, 2026

TWO OPTIONS TO JOIN



Virtually:

9:00 – 10:30 am

bit.ly/RUSDPACLCAP



OR



In-person:

6:00–7:30 pm

Sierra Middle School MPR
(4950 Central Ave)



Lari Dean, Ed.D Director
ladean@riversideunified.org
(951) 788-7135 ext.80703



Childcare
available
TK-8 only



Spanish Translators
available



Dinner provided
*In-person

Share with your site!


LCAP
Local Control Accountability Plan
Parent & Family SURVEY



YOUR INPUT MATTERS!

Survey Window Open
November 3-30, 2025

Help provide
input and
recommendations for
programs and
services for the
2026-27 school year.

SCAN ME!



www.tejoin.com
Join code: 359-469-536


LCAP FAMILY & COMMUNITY INPUT SESSIONS


Connect with RUSD Community


Collaborate Openly


Create a Plan for the Future

Tuesday, January 13, 2026
5:30 - 7:00 pm
University Heights Middle School
1155 Massachusetts Ave

Thursday, January 15, 2026
5:30 - 7:00 pm
Gage Middle School
6400 Lincoln Ave

Thursday, January 22, 2026
5:30 - 7:00 pm
Sierra Middle School
4950 Central Ave

Monday, January 26, 2026
5:30 - 7:00 pm
Earhart Middle School
20202 Aptos St

Wednesday, January 28, 2026
5:30 - 7:00 pm
Miller Middle School
17925 Krameria Ave

Tuesday, February 3, 2026
5:30 - 7:00 pm
Central Middle School
4795 Magnolia Ave

Monday, February 9, 2026
5:30 - 7:00 pm
Riverside STEM Academy
4466 Mt Vernon Ave

Monday, February 23, 2026
5:30 - 7:00 pm
Chemawa Middle School
8830 Magnolia Ave

Wednesday, February 24, 2026
5:30 - 7:00 pm
Virtual
bit.ly/LCAPCommunityInput

YOUR INPUT MATTERS!

The LCAP Family and Community Input Sessions aim to collect feedback from families, students, staff, and community members on the Local Control and Accountability Plan (LCAP). This input helps shape the district's goals and priorities for enhancing student outcomes and addressing the needs of all students groups for the upcoming school year. These sessions foster dialogue and collaboration, ensuring the LCAP aligns with community perspectives to support student success.


Childcare available
TK-8 only


Spanish Translators available


Dinner provided
*In-person



Lari Dean, Ed.D Director
ladean@riversideunified.org
(951) 788-7135 ext.80703



QUESTIONS AND FUTURE AGENDA ITEMS



RUSD

RIVERSIDE UNIFIED
SCHOOL DISTRICT

Thank you!