



Local Control Accountability Plan and Community Engagement

Parent Advisory Meeting - December 4, 2025

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

Acuda a nuestro intérprete para obtener los audífonos

AGENDA

9:00- 9:15	Welcome	<i>PAC Chairpersons</i>
	Introductions	
	Approval of <u>Minutes</u>	
9:15- 9:35	LCAP Updates How do we measure effectiveness?	<i>Lari Dean</i>
9:35- 10:20	CA Dashboard	<i>Sean Curtin/ Laura Ferreira</i> <i>Research, Assessment & Evaluation</i>
10:20- 10:30	Next Steps & Closure	<i>Lari Dean</i>

Members of LCAP Parent Advisory Committee



Elementary Schools			Longfellow Elementary	Tannia Acosta ²		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 ³		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 ¹
Emerson Elementary	Elizabeth Navar Bustamante		Taft Elementary	Jaqueline Garcia Zermeno		Riverside Polytechnic	Steve Bell ²
Franklin Elementary	Diprenda Subedi		Twain Elementary	Carrie Vahidi		Riverside STEM High School	Vanessa Rogers
Fremont Elementary	Stephanie Calvillo Liz Przybylski ²		Victoria Elementary	Patricia Rynearson		Riverside Virtual School	Priscilla Ochoa ¹
Harada Elementary	Marla Warren		Washington Elementary	Maria Ramirez		Parent Groups	
Harrison Elementary	Vanessa House		Woodcrest Elementary	Tiffany Bellinger		DAAPAC	
Hawthorne Elementary	Saili 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 ³		LCAP & Community Engagement Dept	
Kennedy Elementary			Gage Middle School	Sandra Jacobo		Lari Dean, Ed.D	Director LCAP & CE
Lake Mathews Elementary	Miguel Contreras ¹		Miller Middle School	Jesus Paulos		Valerie Backstrom, Ph.D	Grants Manager
Liberty Elementary	Jessica Parras		Sierra Middle School	Bianca Corales		Delilah Villegas	Admin Secretary
1= Chairpersons 2= Vice Chairpersons 3=Secretaries			University Heights Middle School	Jessica Molina			

WELCOME & INTRODUCTIONS



- Name
- Connection to RUSD
- What is your favorite family/friend tradition and why?

Meeting Norms

- Treat each other with dignity and respect, understanding that there are multiple perspectives on issues
- Avoid hidden agendas
- Listen to understand and learn from one another
- Consider the needs of those you represent, as well as yourself
- Not a venue to air complaints
- Assume positive intent



“ 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**

LCAP Updates



Student Focus Groups: October 27- December 8

- Elementary Schools: 2 (1 more on 12/8)
- Middle Schools: 8 (by the end of today)
- High Schools: 8

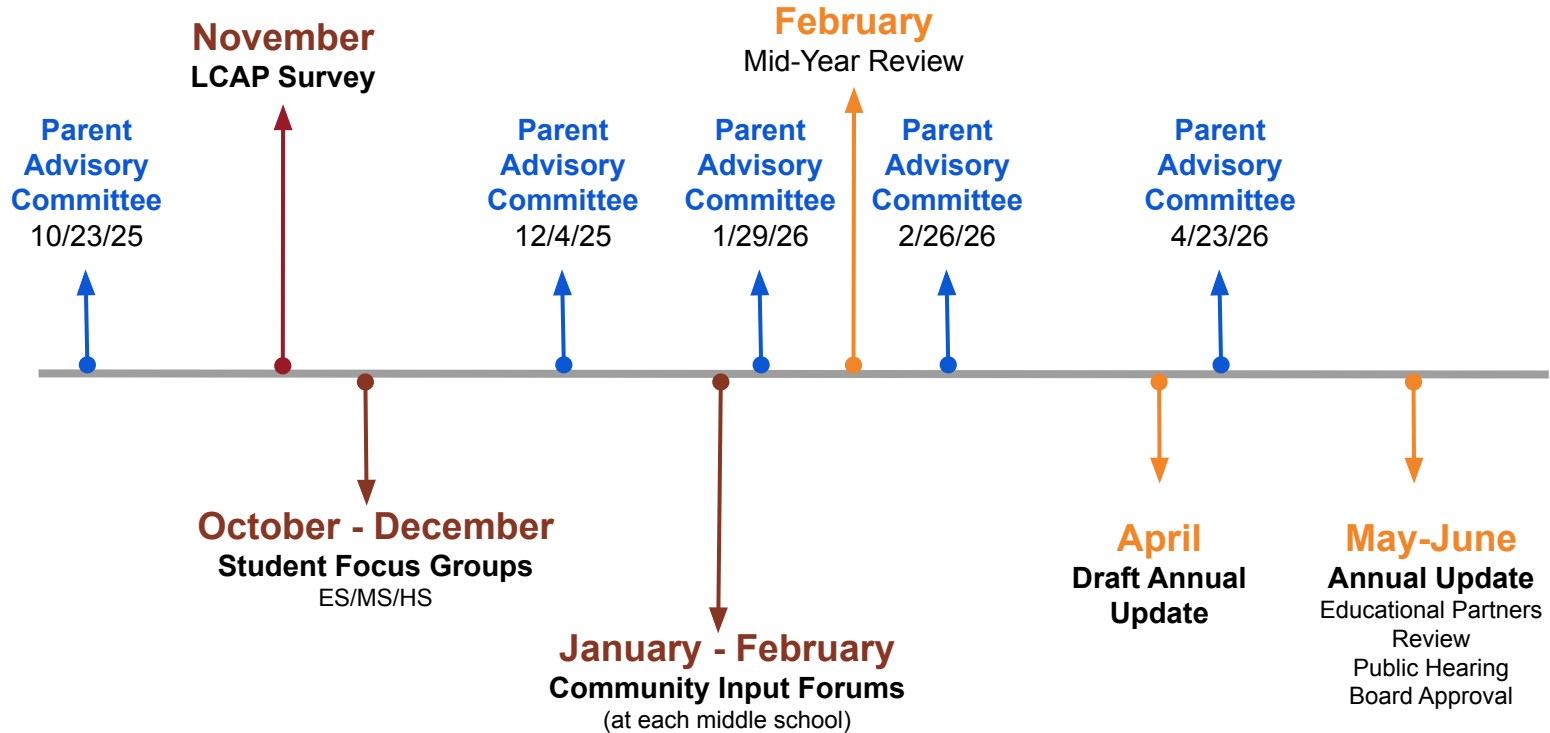
Thought Exchange Surveys: November 3-30

- Parents: 😊 889 □ 653 ★ 8,458
- Employee: 😊 900 □ 794 ★ 19,144
- Students (7-12): 😊 4865

Parent Group Presentations:

- DAAPAC - 8/21/25
- DELAC - 11/19/25

LCAP 2025-26 Key Events



LCAP Mid-Year

- The LCAP mid-year review to the RUSD Board is scheduled for February 12, 2026
- It will track annual progress toward established LCAP goals.
- This review uses metrics to analyze effectiveness of actions.
- Monitoring includes checking and revising the projected budget.
- Ensures resource alignment and transparency in prioritization.



A collage of financial charts and documents, including bar graphs, line graphs, and a calendar, set against a dark blue background with a grid pattern. The charts show various data trends, with some labeled 'FEBRUARY' and '19280%'. The calendar is for February 2026, with dates 1 through 29 visible. The date 21 is circled in red.

FEBRUARY						
				1	2	
		3	4	3	4	3
8	8	10	17	10	15	15
12	15	14	16	17	18	21
19	20	21	22	23	25	25
26	27	28	30	31		

LCAP Goal Analysis



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)

How do we measure effectiveness of the actions?



- Metrics are used to establish a **baseline**, track annual progress toward a **target outcome**, and analyze the ultimate **effectiveness or ineffectiveness** of specific educational actions and expenditures.
- Methodology for measuring effectiveness integrates **quantitative performance data** (state and local assessments) with **qualitative feedback** (surveys and classroom observations).

Academic and Achievement Metrics

Metric	Description	Importance
Standardized Tests & Grades	State-mandated assessments (CAASPP) and course grades measure overall student achievement	Common, high-stakes metric for evaluating core curriculum mastery .
Course Enrollment	Tracking enrollment in advanced courses (i.e. AP, IB) or career pathways	Indicates college and career readiness and success in preparing students for future challenges
Documented Learning	Measuring learning through tangible student work, such as writing samples, math assessments, and creative projects .	Provides a more holistic view of academic growth beyond a single test score.

Student Engagement and Support

Metric	Description	Importance
Attendance & Participation	Monitoring class attendance rates and active classroom participation.	Essential indicators of student engagement and connection to the learning process
Use of Support Services	Tracking the frequency of student use of tutoring, advising, counseling, and other support services	Shows how effectively students are utilizing available resources for success.
Digital Engagement	Monitoring participation on online learning platforms, discussion boards, and learning management systems.	Crucial to gauge active involvement and online presence

Holistic Development and Well-being

Metric	Description	Importance
Soft Skills	Assessing skills like critical thinking, communication, collaboration, and time management	Observation during group projects, presentations, and specific activity rubrics.
Student Feedback	Using surveys, focus groups, and interviews to gather student perspectives .	Helps schools understand student experiences and whether initiatives are meeting their needs .
School Climate & Culture	Evaluating the perceived safety, fairness, and support nature of the school environment .	Surveys focus on relationships, school safety, climate, engagement, and sense of belonging .

Long-term Outcomes

Metric	Description	Importance
Retention & Persistence	Tracking the percentage of students who continue their education year-to-year or complete their programs	Measures the school's ability to support continuous student success.
Discipline Data	Analyzing frequency and type of discipline records and referrals.	Provides insights into school climate, student behavior patterns, and the need for behavioral supports.



California School DASHBOARD

2024-25 Indicator Information & Achievement Outcomes



*The California School Dashboard **provides** parents and educators with **meaningful** information on school and district progress so they can **participate in decisions** to **improve** student learning.*

 [CA Dashboard FAQ](#)

2025 CA Dashboard Indicators - Performance

Seven State Indicators

Academic
Indicator
ELA & Math

English
Learner
Progress

High School
Graduation
Rate

Chronic
Absenteeism

Suspension
Rate

College &
Career
Readiness

Science
Indicator



Red



Orange



Yellow



Green



Blue



Lowest Performance

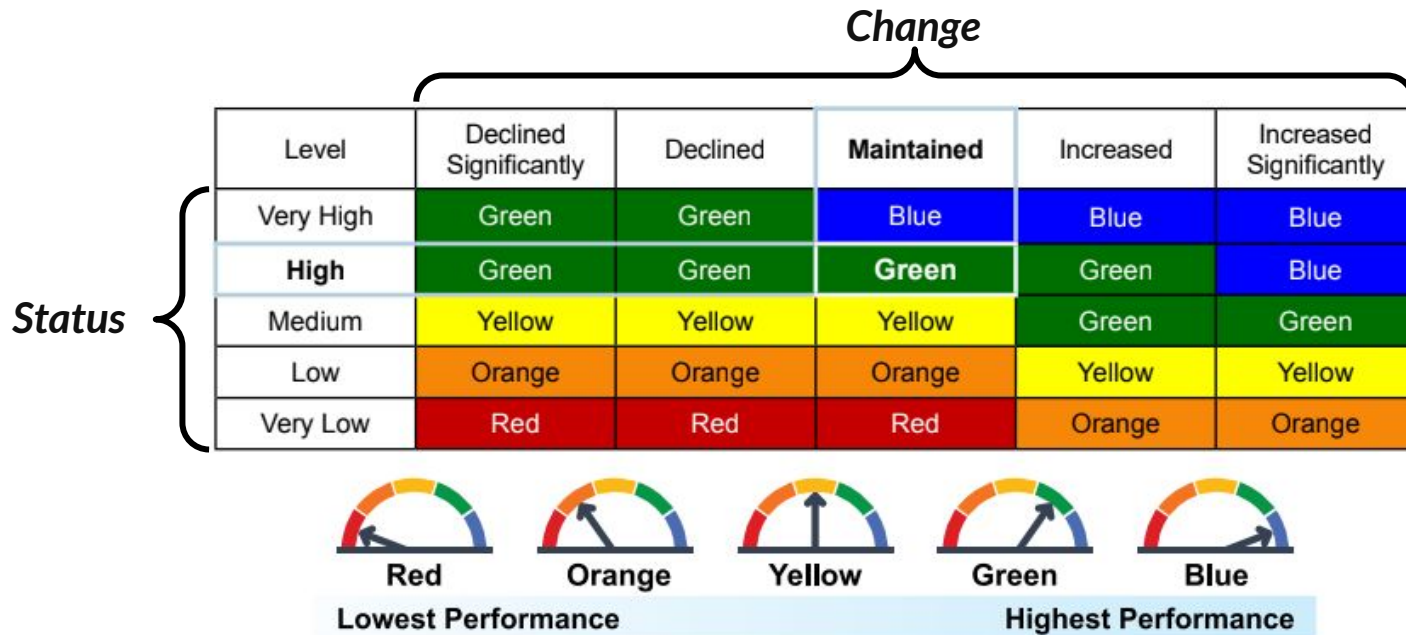
Highest Performance

How does the Dashboard display performance?

Performance is based on two factors:

- Current year data for the measure and Difference between current year and prior year data

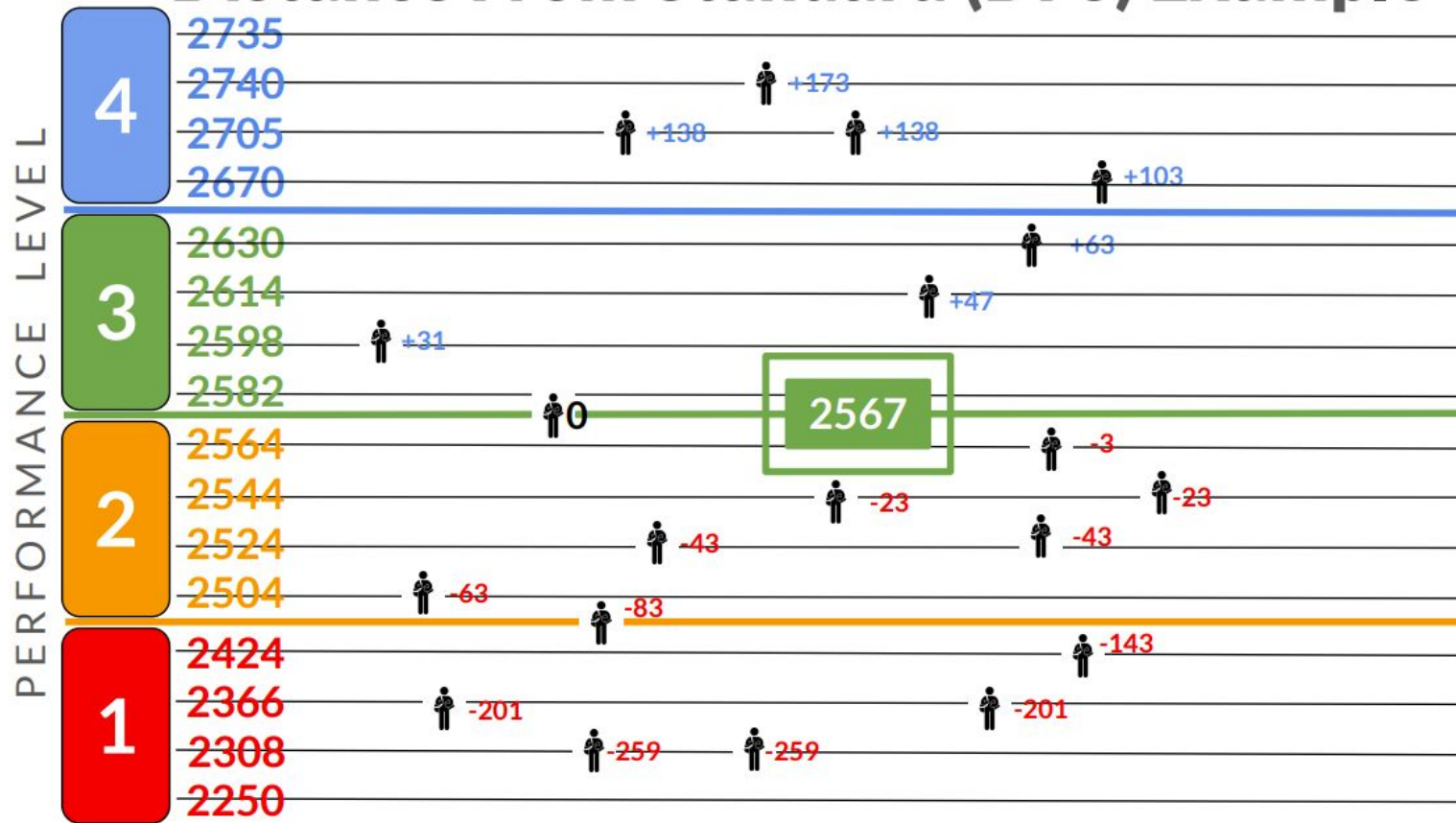
Cut points are used to determine the levels in **Status** and **Change**:



Assessment versus Accountability Systems

	Assessment System	Accountability System
Purpose	To measure student learning and growth.	To evaluate the performance of schools and districts and ensure they are meeting student needs.
Key Components	• (CAASPP) in ELA, mathematics, and science • Formative assessments, which provide ongoing feedback	• California School Dashboard • Multiple indicators, including academic performance, graduation rates, suspension rates, and chronic absenteeism • A five-by-five grid that uses performance and change to assign a color-coded rating (Blue, Green, Yellow, Orange, Red)
Methodology	Gathers information on student achievement and progress over time.	Uses the assessment data, along with other performance measures, to identify areas of success and areas needing improvement.
Outcome	Provides data and feedback to students, teachers, and parents about student achievement and progress.	Leads to a system of support that includes universal support, differentiated assistance, and intensive technical assistance for struggling schools and districts.

Distance From Standard (DFS) Example



DFS
-9.8

Note: This illustration is for example purposes only.

Student Group	Color	Status Level
All Students	Yellow	Low
English Learners	Yellow	Low
Long-Term English Learners	Orange	Very Low
Foster Youth	Yellow	Low
Homeless	Orange	Low
Socioeconomically Disadvantaged	Yellow	Low
Students with Disabilities	Orange	Very Low
Black or African American	Orange	Low
American Indian or Alaska Native	Orange	Low
Asian	Blue	Very High
Filipino	Blue	Very High
Hispanic or Latino	Yellow	Low
Native Hawaiian or Pacific Islander	Yellow	Low
White	Green	High
Two or More Races	Green	High

Mathematics Indicator - 2025

[View other reports for this District](#)

[Download Data](#) [View Layout](#)

Student Group	Color	Status Level	Change Level	Current Status Average Distance from Standard	Prior Status Average Distance from Standard	Change Difference between the current and prior average Distance from Standard	Current year denominator**	Prior year denominator**	Current year participation rate penalty	Prior year participation rate penalty	Current year average Distance from Standard without the participation rate penalty	Prior year average Distance from Standard without the participation rate penalty
All Students	Yellow	Low	Increased	-51.1	-55.6	4.5	19,354	19,331	0	0	-51.1	-55.6
English Learners	Orange	Very Low	Increased	-96.5	-104.6	8.1	4,297	4,100	0	0	-96.5	-104.6
Long-Term English Learners	Orange	Very Low	Increased	-160.3	-165	4.7	1,000	1,040	0	0	-160.3	-165
Foster Youth	Yellow	Low	Increased	-95	-102.9	7.9	102	92	0	0	-95	-102.9
Homeless	Red	Very Low	Declined	-99.7	-93.5	-6.1	898	839	0	0	-99.7	-93.5
Socioeconomically Disadvantaged	Yellow	Low	Increased	-69.5	-74.1	4.6	14,653	14,591	0	0	-69.5	-74.1
Students with Disabilities	Orange	Very Low	Increased	-126.5	-130	3.5	2,922	2,816	0	0	-126.5	-130
Black or African American	Yellow	Low	Increased	-75.4	-78.8	3.4	1,019	1,004	0	0	-75.4	-78.8
American Indian or Alaska Native	Yellow	Low	Increased	-92.5	-103	10.5	47	60	0	0	-92.5	-103
Asian	Blue	Very High	Increased	44.8	40.9	3.9	765	771	0	0	44.8	40.9
Filipino	Green	High	Increased	25.5	19.5	6	206	212	0	0	25.5	19.5
Hispanic or Latino	Yellow	Low	Increased	-67.8	-72.7	4.9	13,505	13,411	0	0	-67.8	-72.7
Native Hawaiian or Pacific Islander	Yellow	Low	Increased	-50.8	-63.4	12.6	57	59	0	0	-50.8	-63.4
White	Green	Medium	Increased	-4.7	-9	4.4	3,106	3,167	0	0	-4.7	-9
Two or More Races	Green	Medium	Increased	-4.4	-11.6	7.3	382	387	0	0	-4.4	-11.6

 [Cut Scores for each State Indicator HERE](#)

LCFF Priority 4: **Academic** Indicator

Academic Indicators



On the California School Dashboard (Dashboard), local educational agencies (LEAs) and schools that serve students in grades three through eight and/or grade eleven receive two Academic Indicators: one for English language arts/literacy (ELA) and one for mathematics. Student performance on the Smarter Balanced Summative Assessments and the California Alternate Assessments (CAAs) are used to determine the results for these indicators. Each Academic Indicator is calculated using two components: Distance from Standard (DFS) and participation rate.

Distance from Standard

The DFS is the distance between a student's score on the Smarter Balanced Summative Assessments and the lowest possible scale score for the Standard Met level (Level 3). The scale score ranges for the Smarter Balanced Summative Assessments vary by content area—ELA and mathematics—and by grade level.

For the CAAs, the California Department of Education (CDE) has created a crosswalk to convert levels of the CAAs to correspond with levels on the Smarter Balanced Summative Assessments. Students who obtain a score that places them in Level 1 for the CAAs will be assigned the highest Level 1 scale score for the Smarter Balanced Summative Assessments. Likewise, students who obtain a CAA score that places them in Level 2 will be assigned the highest Level 2 scale score for the Smarter Balanced Summative Assessments. Students who obtain a CAA score that places them in Level 3 will be assigned the highest Level 3 scale score for the Smarter Balanced Summative Assessments. This new Smarter Balanced Summative Assessments scale score will be used to calculate the DFS.

Participation Rate

Under the Every Student Succeeds Act (ESSA), all states must test at least 95 percent of their students in ELA and mathematics. If they fail to meet this target, California is required to assign a Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the LEA, school, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used to calculate the DFS. If an LEA, school, and/or student group participation rate is 95 percent or above, assigned LOSS is not applied.

For further details, please refer to the Academic Indicator Participation Rate Calculation for the Dashboard flyer on the [CDE Dashboard Communications Toolkit web page](#).

- CAASPP English Language Arts (ELA) & Math Summative Assessments
- Includes Grades 3 through 8 and 11
- Calculated as Distance From Standard (DFS)
- 95% Participation Rate Requirement
- Cut Score Ranges = Status Level

 [2025 Academic Indicator Flyer](#)

DISTRICT PERFORMANCE OVERVIEW

Riverside Unified

Explore the performance of Riverside Unified under California's Accountability System.

[Generate PDF Report](#)[View All Schools](#)[View Additional Reports](#)

2025

Chronic Absenteeism



Yellow

Suspension Rate



Yellow

English Learner Progress



Yellow

Graduation Rate



Blue

College/Career



Green

English Language Arts



Yellow

Mathematics



Yellow

Basics: Teachers,
Instructional Materials,
Facilities

STANDARD MET

Implementation of Academic
Standards

STANDARD MET

Parent and Family
Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of
Study

STANDARD MET

The Landing
Page shows and
overview of
growth

Scroll Down to
get details

Academic Performance

View Student Assessment Results and other aspects of school performance.

There are 4 Themed Areas:

- Academic Performance
- Academic Engagements
- Conditions & Climate
- Information Purposes

LEARN MORE English Language Arts

All Students

State



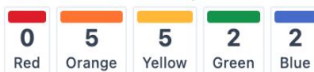
Yellow

9.8 points below standard

Increased 6.4 Points ⬆

EQUITY REPORT

Number of Student Groups in Each Color



View More Details →

LEARN MORE Mathematics

All Students

State



Yellow

51.1 points below standard

Increased 4.5 Points ⬆

EQUITY REPORT

Number of Student Groups in Each Color



View More Details →

LEARN MORE English Learner Progress

All Students

State

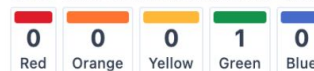


Yellow

43.7% making progress

Increased 3.9% ⬆

LONG-TERM ENGLISH LEARNER PROGRESS



View More Details →

LEARN MORE College/Career

All Students

State



Green

Prepared 52.6%

Increased 3.4% ⬆

EQUITY REPORT

Number of Student Groups in Each Color

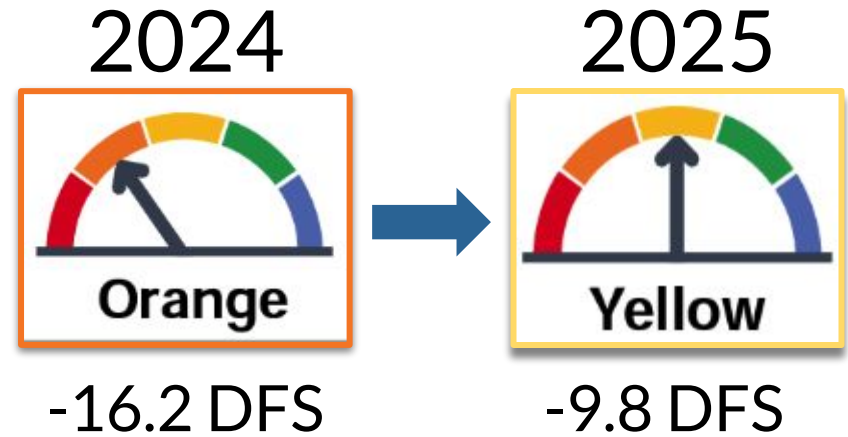


View More Details →

Priority 4: Pupil Achievement



Academic
Indicator
English Lang. Arts



Increased by 6.4 points from
2024.

Student Groups - ELA Academic Indicator

English Learners



-63.9 DFS
▲ +13.9

Students w/
Disabilities



-90.6 DFS
▲ +9.4

Low Income



-25.8 DFS
▲ +6.8

Foster Youth



-46.3 DFS
▲▲ +19.8

Homeless



-58.7 DFS
▼ -1.0

African American



-24.0 DFS
◼ +1.3

American Indian



-44.2 DFS
◼ -1.1

Asian



63.1 DFS
◼ +0.3

Filipino



61.7 DFS
▲ +9.4

Hispanic



-23.3 DFS
◻ +8.1

White



27.3 DFS
▲ +4.4

2 or More Races



35.7 DFS
▲ +5.8

Legend

Declined Signif.

Declined:

Maintained:

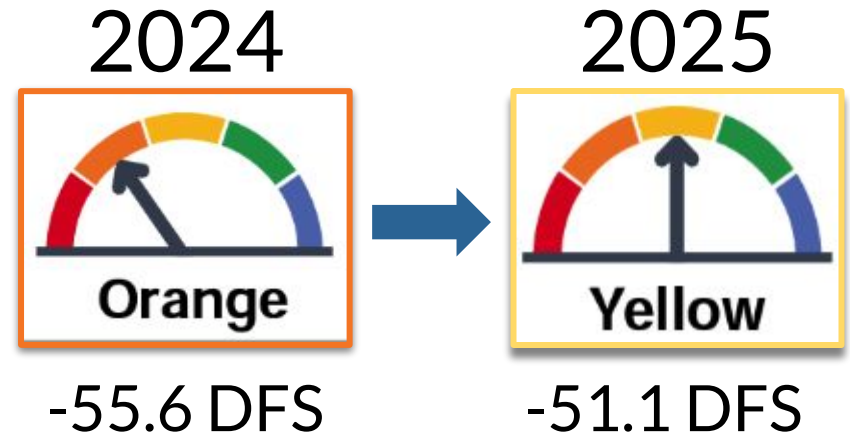
Increased:

Increased Signif.

Priority 4: Pupil Achievement



Academic
Indicator
Math



Increased by 4.5 points from
2024.

Student Groups - Math Academic Indicator

English Learners



-96.5 DFS
▲ +8.1

Students w/
Disabilities



-126.5 DFS
▲ +3.5

Low Income



-69.5 DFS
▲ +4.6

Foster Youth



-95.0 DFS
▲ +7.9

Homeless



-99.7 DFS
▼ -6.1

African American



-75.4 DFS
▲ +3.4

American Indian



-92.5 DFS
▲ +10.5

Asian



44.8 DFS
▲ +3.9

Filipino



25.5 DFS
▲ +6.0

Hispanic



-67.8 DFS
▲ +4.9

White



29.4 DFS
▲ +5.3

2 or More Races



-4.4 DFS
▲ +7.3

Legend

Declined Signif:



Declined:



Maintained:



Increased:



Increased Signif:

LCFF Priority 4: English Learner Progress Indicator (ELPI)

- Grades 1 -12
- Focus on Progress
- 5 -7 Years to acquire English Proficiency
- Making Progress on ELPI
 - Increase 1 ELPI Level yearly
 - Maintain Level 4

[2025 ELPI Indicator Flyer](#)

English Learner Progress Indicator

California School DASHBOARD
2025 Dashboard Toolkit

The English Learner Progress Indicator (ELPI) reports on the progress English learner (EL) students are making towards English language proficiency at their schools and local educational agencies (LEAs). Starting in 2024, a Long-Term English Learner (LTEL) student group was added within the ELPI. The ELPI relies on the results of the Summative English Language Proficiency Assessments for California (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress.

Calculating Current Year Data (Status)

Number of EL students who made progress between prior and current year*

Plus

Number of EL students who maintained the highest level from the prior year

Divided by

Total number of EL students with prior and current year Summative ELPAC and Summative Alternate ELPAC results

Equals

ELPI Status

*For EL students taking the Summative ELPAC, progress is advancing at least one ELPI level. For EL students taking the Summative Alternate ELPAC, progress is advancing at least one level on the Summative Alternate ELPAC or a scale score change of at least plus ten.

Making Progress Towards English Language Proficiency

For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency.

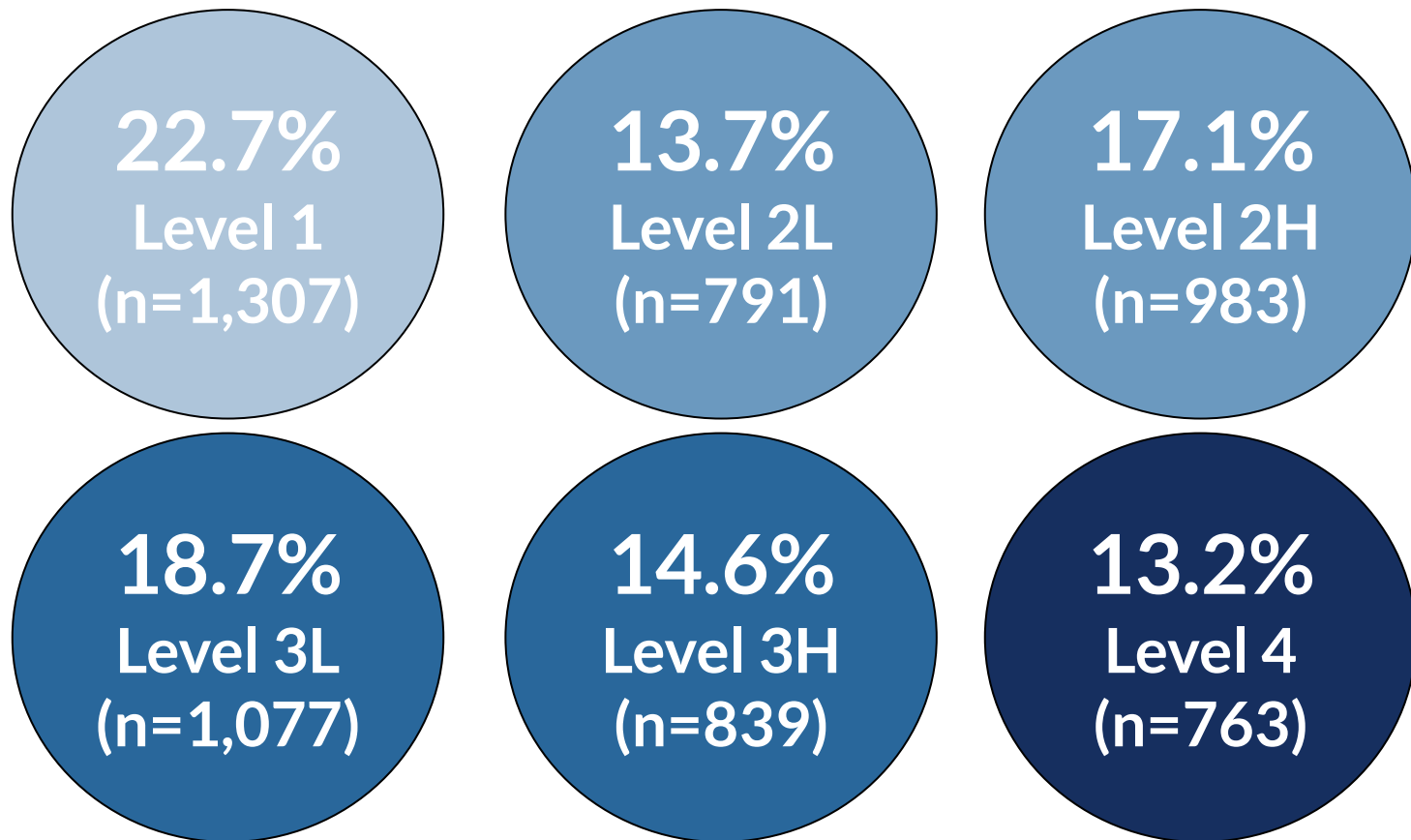
ELPAC Levels

1 2 3 4

1 2L 2H 3L 3H 4

ELPI Levels

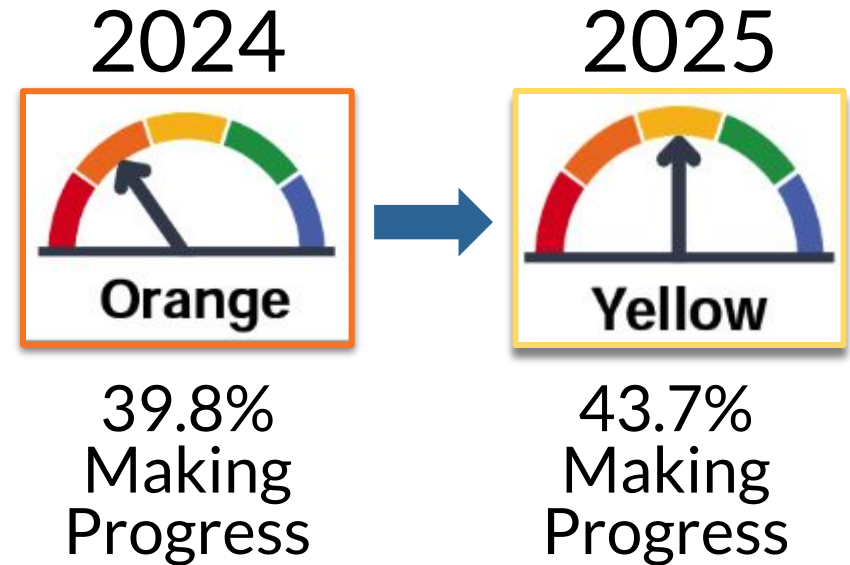
English Learner **ELPI** Levels



Priority 4: Pupil Achievement



English Progress Indicator



Increased by 3.9% from 2024.

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

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COLLEGE AND CAREER READY

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

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SCHOOL CONNECTEDNESS

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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)

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: Academics/State Standards

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

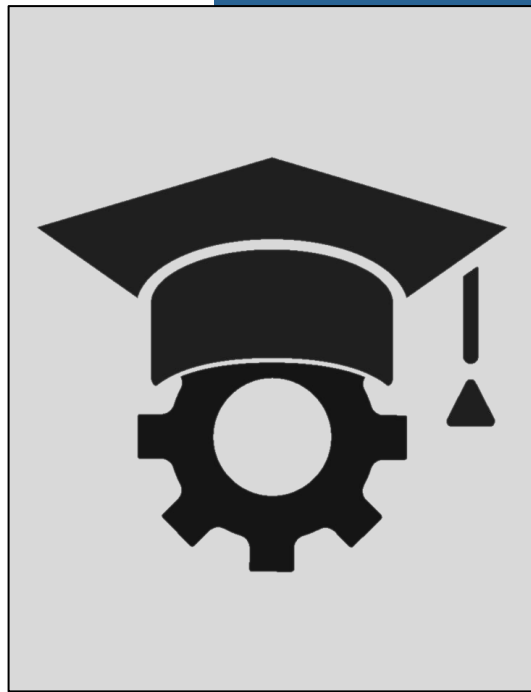
#	ACTION
1.1a, 1.2a, 1.3a, 1.4a, 1.5a, 1.6a	Professional Learning to Support Grade-Level Standards - and specifically ELA, Mathematics, Next Generation Science Standards, History Social Science, Instructional Technology Integration, ELD
1.1b, 1.1c, 1.3b, 1.7b	Instructional Coaching to Support Multi-Tiered 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)



Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Average % of teachers implementing strategies learned at professional development	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	Level 4- Initial Implementation (LCAP Local Indicator Rubric) - 80% of Teachers		Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	No Change
2	Average % of teachers implementing the academic content and performance standards adopted by the state board	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	Level 4- Initial Implementation (LCAP Local Indicator Rubric) - 80% of Teachers		Level 5 - Full Implementation & Sustainability (LCAP Local Indicator Rubric) - at least 90% of Teachers	No Change
3	CA Dashboard ELA Indicator: Distance from Standard All Students	Dashboard Status (Fall 2023, CA Dashboard): 16.8 points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Declined -3.1 DFS Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 16.2 points below standard - Low Status Dashboard Change (Fall 2024, CA Dashboard): Maintained +0.6 DFS from the prior year. Dashboard Performance: Orange		Dashboard Status (Fall 2026, CA Dashboard): 4.9 points below standard - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Increased 4 DFS from Prior Year Dashboard Performance: Green	Dashboard Change (Fall 2024, CA Dashboard): Maintained +0.6 DFS from the prior year.

[Link to
RUSD
2025-26
LCAP](#)

Turn to
page 55

[Worksheet](#)

ELA, Math, and Science

Continuing

Implementation of
Essential Standards
& Learning
Targets

Language
Commitments
Across All Content
Areas

Student
Independence
through Deeper
Learning

Experiential
Learning & NGSS
Performance
Expectations

Expanding & New

Strengthening
Writing &
Mathematics
Instruction

Strengthening
Formative
Assessment In All
Classrooms

Expanded
Instructional
Coaching

Professional
Learning on
Intentional
Instructional Design

English Learners

Continuing

Designated ELD
*All Elementary &
Secondary Newcomers*

**Focus on
Language
Acquisition**
*By typology and
proficiency levels*

**District Interim
ELD Assessments**
By Domain

**Increased
Progress
Monitoring**
*Ellevation
ELPAC Interim Support*

Expanding & New

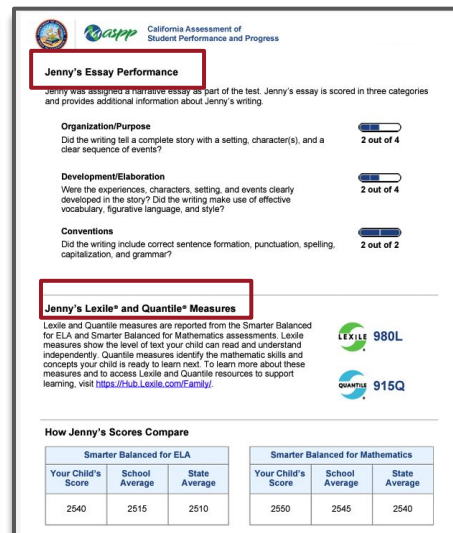
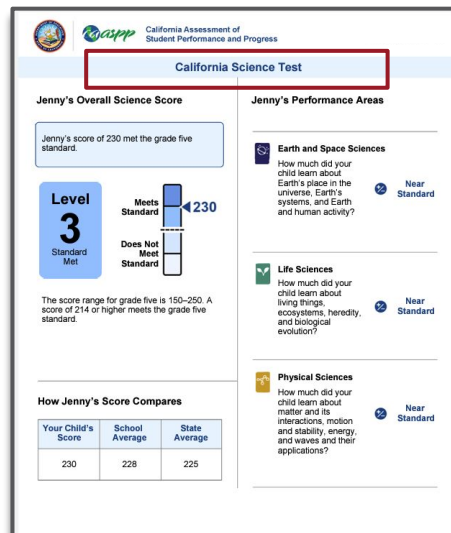
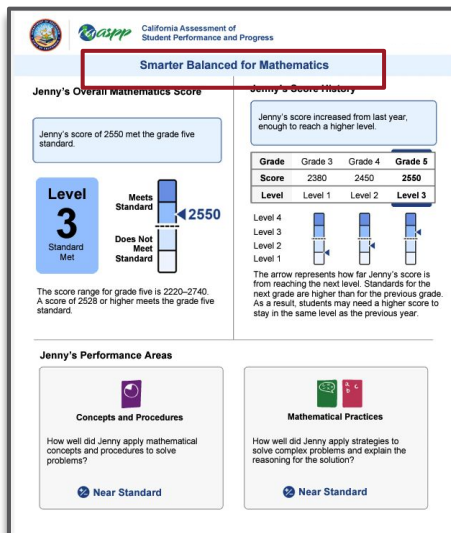
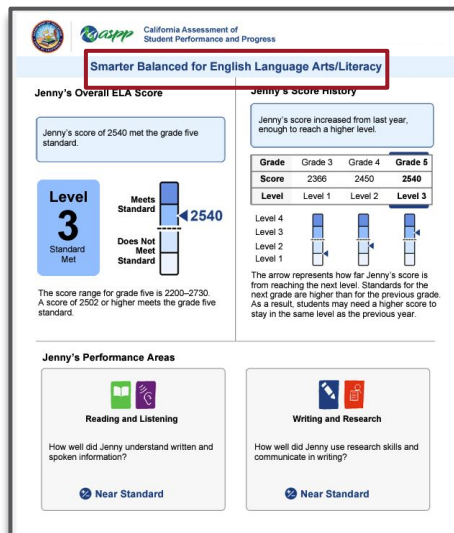
**Instructional
Coaching**
*All Elementary &
Secondary*

**Professional
Learning**
*Integrated &
Designated ELD*

**Tutoring
Partnership**
*Secondary English
Learners*

**Empathy
Interviews &
Shadowing**
Secondary Sites

How do I know how my child did on the tests?



Sample SSRs

Future Topics of Interest



What additional topics would you like to learn about this year regarding the LCAP in your role as a member of the Parent Advisory?

- ~~● October 23, 2025 - 9:00 am-10:30 am (virtually) AND 6:00-7:30 pm @ Sierra MS (in-person)~~
- ~~● December 4, 2025 - 9:00 am-10:30 am (virtually) AND 6:00-7:30 pm @ Sierra MS (in-person)~~
- January 29, 2026 - 9:00 am-10:30 am (virtually) AND 6:00-7:30 pm @ Sierra MS (in-person)
- February 26, 2026 - 9:00 am-10:30 am (virtually) AND 6:00-7:30 pm @ Sierra MS (in-person)
- April 23, 2026 - 9:00 am-10:30 am (virtually) AND 6:00-7:30 pm @ Sierra MS (in-person)

Upcoming Events

Spanish translation, childcare, and dinner will be provided.

5:30 - 7:00 pm

- Tuesday, January 13, 2026 @ University Heights Middle School
- Thursday, January 15, 2026 @ Matthew Gage Middle School
- Thursday, January 22, 2026 @ Sierra Middle School
- Monday, January 26, 2026 @ Earhart Middle School
- Wednesday, January 28, 2026 @ Miller Middle School
- Tuesday, February 3, 2026 @ Central Middle School
- Monday, February 9, 2026 @ Riverside STEM Academy
- Monday, February 23, 2026 @ Chemawa Middle School
- Wednesday, February 24, 2026 @ Virtual via Zoom

**RUSD** RIVERSIDE UNIFIED SCHOOL DISTRICT

LCAP FAMILY & COMMUNITY INPUT SESSIONS

**Connect with RUSD Community**

**Collaborate Openly**

**Create a Plan for the Future**

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

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



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RIVERSIDE UNIFIED
SCHOOL DISTRICT

Thank you!