



Local Control Accountability Plan and Community Engagement

Parent Advisory Meeting - January 29, 2026

Lari Dean, Ed.D

Director, LCAP and Community Engagement

Interpretation/Interpretación

In-Person 



See our interpreter for a headset

Vea a nuestro intérprete para obtener los audífonos

Zoom 



Click on the globe for Spanish interpretation

Haga clic en el globo para interpretación al español

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	Monique Vidrio		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	Ann Deavis
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			

AGENDA

Welcome	<i>Lari Dean</i>
Approval of Minutes	
Monitoring the LCAP What is the Mid-Year Review?	<i>Lari Dean</i>
Measuring effectiveness? Quantitative v Qualitative Data	<i>Lari Dean</i>
Review of Qualitative Data to date	<i>Valerie Backstrom</i>
Next Steps & Closure	<i>Lari Dean</i>

Meeting Norms

- **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 Family/Community Input Sessions



**Connect with
RUSD
Community**



**Collaborate
Openly**



**Create a Plan
for the
Future**

Connection before content

- ...
- What was your favorite part of school and why?



- ...
- What was your least favorite part of school and why?



What is the LCAP?



The LCAP is the District's
3-Year Plan
showing how state LCFF funds
are used to serve all students.



THE 8 STATE EDUCATION PRIORITIES

1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Pupil Outcomes

THE LCAP IS USED TO: _____



SET
GOALS



PLAN
ACTIONS



BUDGET
EXPENDITURES



REVIEW
PROGRESS

RIVERSIDE UNIFIED SCHOOL DISTRICT'S LCAP AT A GLANCE



5
GOALS



72
ACTIONS



219
INDICATORS

\$161,496,316
BUDGETED EXPENDITURES

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

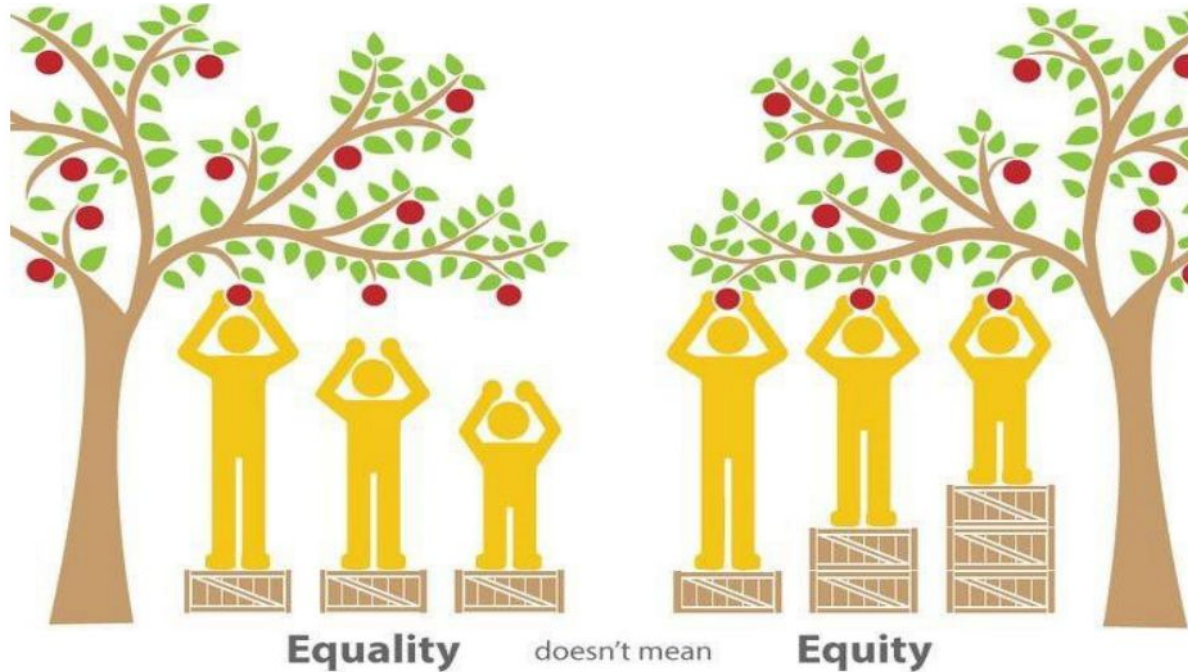


Honor
individuality with
a focus on high
outcomes for all



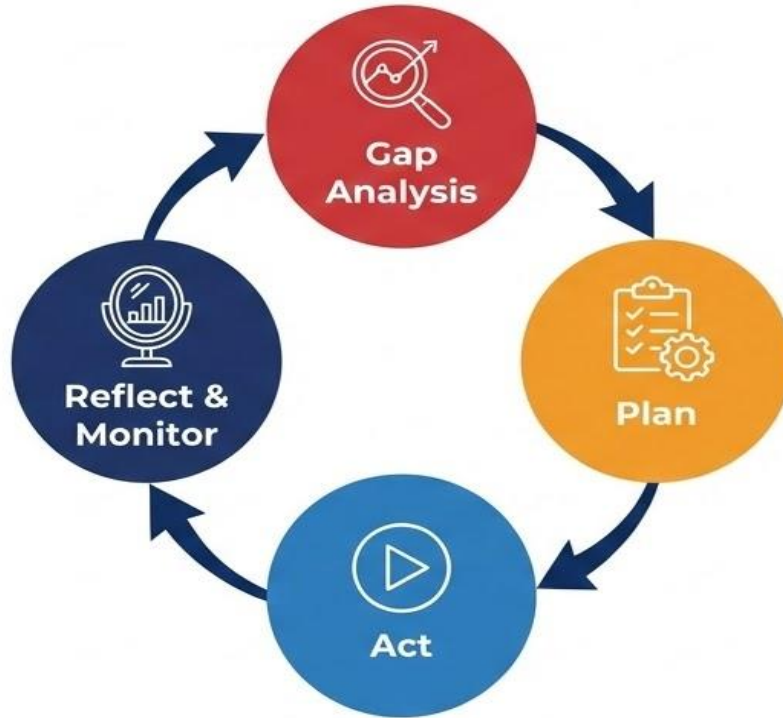
Guarantee
respectful treatment
where all individuals
feel valued

Purposeful Decision Making



Students get what they need, when the need it.

Monitoring the LCAP



**LCAP & SPSA
Alignment**



Action Tracking



Budget Tracking



Throughline

LCAP Mid-Year Review: Description & Senate Bill Requirements

- **Legal Mandate:** Established by Senate Bill 114 (SB 114, 2020) and subsequent legislation.
- **Purpose:** To provide a transparent, mid-point status update on the implementation and effectiveness of the current Local Control Accountability Plan (LCAP).
- **Key Requirements:**
 - **Presentation:** A public presentation to the local governing board.
 - **Timeline:** Must occur on or before **February 28th** of each year.
 - **Components:** The report must include:
 - Status of implementation of LCAP actions and services.
 - Estimated actual expenditures for LCAP actions.
 - All available mid-year outcome data related to LCAP goals.



Local Control & Accountability Plan (LCAP) Mid-Year Update

Will be presented to the
RUSD School Board
on
February 12, 2026



RUSD

**RIVERSIDE UNIFIED
SCHOOL DISTRICT**

LCAP Mid-Year Review Purpose



Monitor Progress

on LCAP goals and actions.



Analyze Data

to identify areas of success and areas for improvement.



Inform Adjustments

to the current LCAP and the development of the next LCAP.



Ensure Transparency

and accountability to educational partners.



Align resources with student needs.

2024-27 LCAP: Goal Development



Quantitative vs Qualitative Data

Quantitative Data

Numerical & Measurable



Expressed in numbers and statistics



Examples: Test scores, attendance rates, survey numerical ratings



Focuses on “How much?” or “How many?”

Qualitative Data

Descriptive & Observed



Expressed in words and descriptions



Examples: Interview transcripts, open-ended survey responses, focus group notes



Focuses on “Why?” or “How?”

Both types of data are essential for comprehensive LCAP planning and understanding student needs.

GOAL 1 FOCUS

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

Metrics

- CA Dashboard Indicators for ELA and Math
- Local Indicator (Interim Assessments)
- Implementation of Teacher Professional Development Strategies
- Teacher Implementation of Standards (Classroom Visits)
- LCAP Survey

#	ACTIONS
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
1.6a	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



Grade Level Standards



ACTION: PROFESSIONAL LEARNING

1.1a, 1.2a, 1.3a, 1.4a, 1.5a
Professional Learning to Support
Grade-Level Standards



2025-26 LCAP SURVEY RESULTS & THEMES

SURVEY QUESTION	
My school provides high-quality learning across all subject areas.	 73% +3%
My child's school provides high-quality teaching across all subject areas.	 80% +8%
RUSD provides high-quality teaching across all subject areas.	 79% +8%

ELEMENTARY STUDENT FOCUS GROUPS KEY THEMES

-  Standards Awareness
-  Teacher Communication
-  Instructional Preference
-  Engagement
-  Real-World Relevance



Feedback to Date: Students



Key Findings



Critical role of Supportive Staff



Infrastructure Barriers to Technology



Demand for Real-World Application & Life Skills



Engagements



Elementary, Middle, High School Focus Groups



LCAP Student Survey (7-12)



Community Input Sessions



Superintendent's Student Advisory



Culture & Climate Survey



Strengths



High-Quality Core Academic Support



Access to Learning Supplies & Technology



Ease of Digital Platform Access



Areas for Growth



Condition and Accessibility of Restrooms



Awareness of Support Services for Vulnerable Populations



Perceived Fluency in DLI



Engagement in STEM and Legacy Programs

Feedback to Date: Families



Key Findings



Urgent Focus on Safety and Bullying



Critical Role of Communication



Academic Recovery and Tutoring



Engagements



Feedback from parent group presentations



LCAP Parent Advisory



LCAP Family Survey



Community Input Sessions



Culture & Climate Survey



Strengths



High-Quality Instructional Support in Core Subjects



Effective Resource Distribution



Support for Arts and English Learners



Areas for Growth



Targeted Programs



STEM Engagement Outside the Classroom



Career Technical Education Awareness / Impact

Feedback to Date: Employees



Key Findings



The "Support Gap" for High-Needs Students



Need for Position-Specific Training and Access



Resource and Staffing Sufficiency:



Engagements



LCAP Employee Survey



Feedback from employee presentations



Community Input Sessions



Culture & Climate Survey



Strengths



High-Quality Programs and Student Group Support



Effective Pathways for Student Success



Strong Communication



Areas for Growth



Intense Behavioral and Social-Emotional Interventions



Safety and Discipline Consistency



Classified Staff Inclusion and Training Barriers



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.



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available
TK-12



Spanish Translators
available
*Other languages available
with advance notice*



Dinner provided
*In-person



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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

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Riverside STEM Academy
4466 Mt Vernon Ave

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Chemawa Middle School
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Wednesday, February 25, 2026

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Virtual
bit.ly/LCAPCommunityInput

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.

2.



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)

Input Session Agenda

5:30 - 5:40

Sign in and Dinner

5:40 - 5:50

Overview and Welcome

5:50 - 6:10

Small Group 1

Goal 1: Academic Support and Curriculum

- Academic Supports
- Dual Language Immersion Program
- Summer Programs

Goal 4: Supports for Learning Environments

- Classroom Technology

6:12 - 6:32

Small Group 2

Goal 2: College and Career Readiness

- College Guidance and Communication
- Advanced Academic Access (IB, AP, AVID)
- Career Technical Education

Goal 4: Supports for Learning Environments

- Safe Facilities

6:34 - 6:54

Small Group 3

Goal 3: School Climate, Student Well-Being, and School Connectedness

- Positive Behavior Supports
- Social-Emotional Support
- Attendance & Case Management
- Enrichment & Extracurriculars/ Schools +2

6:55 - 7:00

Closure



Small Group 1

Goal 1: Grade-Level Standards - RUSD will demonstrate growth toward all students meeting **academic grade level standards** and narrow the outcome gaps between student groups.

- **Academic Support Programs** (Action 1.1-6a \$11.2M): RUSD offers a range of academic supports to all students (academic support programs, tutoring, interventions, or teaching strategies), as well as programs support English Learners.
- **Dual Language Immersion** (Action 2.3e, Combined~\$15M): The District invests significantly in the Dual Language Immersion (DLI) pathway to help students earn the Seal of Biliteracy.
- **Summer Programs** (Actions 1.1e & 2.2c, Combined ~\$7.6M): The District has expanded summer learning to include elementary enrichment and high school credit recovery.

Goal 4: Supports for Learning Environment - Maintain a safe, engaging, innovative, and equitable learning environment for all students by providing:

- **Classroom Technology** (Action 4.1d, ~\$7.2M): The budget includes significant funding to refresh student Chromebooks, teacher devices, and classroom displays.



Small Group 2

Goal 2: College and Career Ready - RUSD will demonstrate growth towards all students being **College and Career ready** and narrow the outcome gaps between student groups.

- **College Guidance and Communication** (Actions 2.1a-d ~\$2.8M, 2.4a-4d ~\$3.2M) Provide a comprehensive school counseling program, including: professional learning, school counseling support, college Career guidance Alignment, and Parent and student college/Career Ready Workshops
- **Advanced Academic Access** (Actions 2.3b, c, d ~\$946k; 2.3e ~\$14.9M; 2.4a & 2.4b ~\$3M): Provide Career Technical Education (CTE) Pathway, Dual-enrollment Course Offerings, International Baccalaureate (IB) Program, Advanced Placement (AP) Course Offerings & Exams, Advancement Via Individual Determination (AVID), and additional targeted Supports for A-G
- **Career Technical Education** (Action 2.3a, ~\$6.8M): The District has 46 Career Technical Education (CTE) pathways in 26 different industry programs(e.g., manufacturing, health, arts, etc).

Goal 4: Supports for Learning Environment - Maintain a safe, engaging, innovative, and equitable learning environment for all students by providing:

- **Safe Facilities** (Action 4.1a, ~\$7.4M): Maintaining safe and clean facilities is a priority maintenance goal.

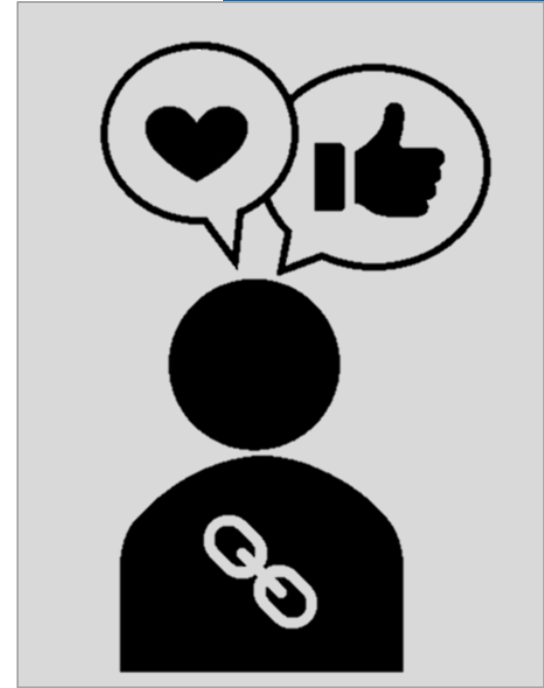


Small Group 3

Goal 3: School Climate, Student Well-Being, and School Connectedness

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

- **Positive Behavior Supports** (Action 3.2c, ~\$12.1M): RUSD allocates significant funding to Positive Behavior Supports (PBS) and campus supervision to reduce suspension rates. A PBS program is a proactive and preventive program that focuses on positive reinforcement and changing the environment rather than using punishment. This could be in the form of points, tickets, and awards.
- **Social-Emotional Support** (Action 3.2f, ~\$7.6M): Student Assistance Program (SAP) counselors provide support to PS-12 grade students with more intense social-emotional needs by providing check-ins, individual and group counseling, and crisis prevention and intervention with priority to unduplicated pupils
- **Attendance & Case Management** (Action 3.2b, ~\$9.7M): The District uses attendance teams and case management to address chronic absenteeism.
- **Enrichment & Extracurriculars/Schools +2** (Action 3.3c, ~\$7.2M): The 'Schools +2' initiative aims to connect every student to two extracurricular activities (clubs, sports, arts) at the secondary levels.



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ACADEMIC SUPPORT PROGRAMS (Action 1.1-6a | \$11.2M)

SUPPORTS FOR ALL STUDENTS



PROGRAMS SUPPORTING ENGLISH LEARNERS



DUAL LANGUAGE IMMERSION PATHWAY (Action 2.3e, Combined ~\$15M)



ATTENDANCE & CASE MANAGEMENT (Action 3.2b, ~\$9.7M)

The District uses attendance teams and case management to address chronic absenteeism.

ATTENDANCE TEAMS



School-based teams monitor student attendance data and identify barriers to regular attendance.

CASE MANAGEMENT SUPPORT



REDUCING CHRONIC ABSENTEEISM



ENRICHMENT & EXTRACURRICULARS/SCHOOLS +2 (Action 3.3c, ~\$7.2M)

The "Schools +2" initiative aims to connect every student to two extracurricular activities (clubs, sports, arts) at the secondary levels.

CLUBS & ACADEMIC GROUPS



Foster specialized skills and interests in a collaborative environment.

SPORTS & ATHLETICS



Promote physical health, teamwork, and school spirit through competition.

ARTS & CREATIVE PROGRAMS



Encourage self-expression and talent development in visual and performing arts.

Building well-rounded students through diverse opportunities

February

- 3rd @ Central MS
- 9th @ STEM
- 23rd @ Chemawa MS
- 25th @ Virtually



LOOKING AHEAD



FAMILY/COMMUNITY INPUT SESSIONS

January - February



CULTURE AND CLIMATE SURVEY

February 23 - March 13, 2026



DATA COLLECTION & ANALYSIS EDUCATIONAL PARTNER INPUT ON DRAFT 2024-27 LCAP



PARENT ADVISORY QUESTIONS FOR THE SUPERINTENDENT



PRELIMINARY REVIEW BY RCOE

May 8



BOARD MEETINGS

- Public Hearing: June 4
- Adoption: June 25

Wrap-Up & Next Steps

Meeting Date/Time/Location	Tentative Topics
Thursday, February 26, 2026 9:00 am - Virtual 6:00 pm - In-person @ Sierra MS	Mid-Year Update Review

LCAP & COMMUNITY ENGAGEMENT DEPARTMENT CONTACT INFORMATION	
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